Windsor Board of Education
Windsor Board of Education Regular Meeting

Tuesday, June 18, 2013 7:00 PM
Regular Meeting, Town Hall, Council Chambers
275 Broad Street
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, June 18, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Pam DiGiore:	Present
Mrs. Kristin Ingram:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Richard O'Reilly:	Present
Mr. Paul Panos:	Present
Mrs. Doreen Richardson:	Present
Ms. Cristina Santos:	Present
Mr. Kenneth Williams:	Absent
Mr. Kenneth Williams:	Present

1. Call to Order, Pledge to the Flag and Moment of Silence

2. Recognitions/Acknowledgements

a. Recognition--WHS Boys' and Girls' Outdoor Track and Field Teams, 2013 CIAC Class L Outdoor Track State Champions

b. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Ashod May for "Self-Portrait" and Superintendent's Purchase Prize to John Moran for "Japan"

c. Recognition--Jonathan Rush, BOE Student Representative

d. Announcement--Teacher of the Year

3. Audience to Visitors

4. Student Representative Report

5. Board of Education

a. President's Report

b. Update from State Legislators on Legislative Issues and Initiatives That Impact Education with Representative Elaine O'Brien, Representative Brandon McGee

c. Budget FY 2013-2014

d. Discussion of Loyola Contract

6. Superintendent's Report

a. Report on Academic Eligibility Standards

b. Policy Adoption, 2nd Reading

1. Adopt P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)

2. Adopt P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)

3. Adopt P-5131.911 Bullying Prevention and Intervention Policy

4. Adopt P-5113 Student Attendance and Truancy

5. Adopt P-5114 Student Discipline

6. Adopt P-4118.11 Non-Discrimination (Personnel)

7. Adopt P-5145.4 Non-Discrimination (Students)

c. Curriculum Development, 1st Reading

1. Anatomy/Physiology

2. Language Arts Grades 2,3,4

3. Introduction to Spanish

4. Spanish 4

5. Conversational Spanish (Semester 1)

6. Military History

7. Fashion Merchandising

8. CAD/CAM

9. Young Adult Literature

10. Math-Grade 6

11. Geometry

12. Algebra II

d. Curriculum Development, 2nd Reading

1. Mathematics Grades 1,3,4,5

2. Language Arts Grades 6,9,10,11

3. Forensic Science

7. Committee Reports

a. Curriculum Committee

8. Consent Agenda

a. Financial Report

b. Budget Transfers

c. Enrollment Report

d. Food Service Report

e. Human Resources Report

f. J.F. Kennedy School Solar Roof Systems

g. Amendment to the Town of Windsor Retirement Plan

9. Approval of Minutes

a. May 21, 2013 BOE Regular Meeting

b. May 31, 2013, BOE Special Meeting

c. June 3, 2013, BOE Special Meeting

d. June 5, 2013, BOE Curriculum Committee

10. Other Matters/Announcements/Regular BOE Meetings

a. WHS Class of 2013 Graduation, Monday, June 24, 2013, 6:30 PM, Bushnell Memorial, Hartford, CT

11. Audience to Visitors

12. Adjournment

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Maryam F. Khan, Secretary
Windsor Board of Education

2013 CLASS L TRACK and FIELD STATE CHAMPIONS

Iris Afantchao
Brianna Balfour
Yolanda Bigmall
Samantha Blake
Shaina Blamahsah
Jahzmin Cooper
Applelonia Dawes
Erica Hightower
Sashana Hinds
Candice Johnson
Courtney Kearse
Astryd Lewis
Annicka McDonald
Danielle Milliner
Sydnee Over
Sharay Robinson
Stephanie Ross
Zaria Walker
Kenya Warner
Alicia Wilkerson
Melissa Wolliston
Jaylen Berry
Kahlin Bolden
Kevin Boudreau
Malik Campbell
Xavier Charles
Tyler Coyle
Joshua Crittenden
Oshady Daron
Tristan Enkler
Amiri Gerald
Jedidiah Haynes
Rajay Hinds
Kai Jenkins
Tikuan Johnson
Jordan Knight
Kirk Lawrence
Montrelle Murphy
Cole Ormsby
Sherrod Peay
Rashad Ramsey
Courtney Rush
Brian Sappleton
Deonte Vinson
Eric Vinson
Joshua Walker
Nathaniel Williams
Tynique Woods

Coaches Kelvan Kearse and Ron Wilson

WHS Art Show Purchase Prizes

BOE Purchase Prize

Ashod May, *Self-Portrait* (Graphite Portrait)

Ashod plans to attend Manchester Community College in the fall in order to pursue a degree in Design. He feels this work sheds light on his intense growth as an artist. Ashod feels that working with a variety of art media, including graphite, has helped to challenge his artistic skill and contribute to his professional goals.

Superintendent's Purchase Prize

James Moran, *Japan* (Pen & Ink of Dragon)

James had the opportunity to complete a job shadow experience with WHS alumni Alex Vidaud last year at his art studio. James looks forward to someday pursuing a degree in illustration in order to go on to own his own Tattoo Studio. His work currently explores how personal experiences influence how we each view the world. James says his imagination runs wild and crazy and he hopes to give the viewer a glimpse of how he views his everyday life.



Windsor Teacher of the Year

Christopher Todd, Windsor High School Social Studies Teacher, has been named Windsor's 2013/2014 Teacher of the Year. Chris has been a Social Studies teacher at WHS since 2004. He received his Bachelor's degree in History from the University of Colorado at Boulder and his Master's degree in Public Policy from Trinity College. Chris is a dynamic teacher who brings history to life with excellent integration of technology in his classroom. Chris was selected as Connecticut's 2013 Fellow by the James Madison Memorial Fellowship Foundation. The only teacher to receive such award in our state and one of 56 in the United States. The fellowship will help Chris pursue graduate studies at the University of Connecticut and provide for week long institutes with other fellows. Chris was also invited by the Gilder Lehrman Institute of American History to attend a summer seminar at the Pritzker Military Library in Chicago.

Chris immediately began giving back to his profession by becoming a BEST mentor after completing the program himself and now serves as a TEAM mentor. Chris has been a coach and advisor for numerous activities at WHS and currently coaches the boys swimming and diving team.

Windsor's Teacher of the Year selection process begins in March when teachers are asked to submit written nominations of colleagues. This year we received over 90 nominations. 42 different teachers were nominated for the position. Teachers then chose to continue in the process and be interviewed by a panel of colleagues. Following the interview process, a classroom visit takes place on the finalist. The nomination was confirmed and Chris was notified on May 22nd. Chris will now begin working on his State of Connecticut teacher of the year application packet.

The Windsor Board of Education announces the teacher of the year at its June meeting. The teacher of the year is invited to the September Board meeting and is formally recognized.

The 2013 Windsor Teacher of the Year Selection Committee was:
Mike Greenwood - Co-Facilitator & District TEAM Facilitator
Katrina Palazzolo - Co-Facilitator & former Windsor Teacher of the Year, teacher
Dana Allen - Social Worker, Windsor High School and L.P. Wilson
Craig Cooke - ex-officio, Assistant Superintendent for Human Resources
Jill Darrell - Grade 3 teacher, Clover Street
Hyacinth DeFoe - Business Education teacher, Windsor High
Cay Freeman - former Windsor Teacher of the Year, Math Support teacher, Sage Park
Lesley King - 2012-2013 Windsor Teacher of the Year, Grade 2 teacher, Poquonock
Joe Mancino - former Windsor Teacher of the Year, Science teacher, Windsor High
Stacy Martinson - Grade 2 teacher, Oliver Ellsworth
Stacey Paley - Grade 1 teacher, Oliver Ellsworth

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: Jeffrey A. Villar, Ph.D. **PRESENTED BY:** D. Richardson

SUBJECT: Update from State Legislators on Legislative Issues and Initiatives that Impact Education

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BACKGROUND:

The state legislators representing the Windsor district were invited to attend the June 18, 2013 BOE Regular Meeting to give an update on current legislative issues and initiatives that impact education. Representatives David Baram, Brandon McGee, Elaine O'Brien, Peggy Sayers and Senators Eric Coleman and John Kissel were invited to attend and speak at the meeting.

STATUS: N/A

RECOMMENDATION: N/A

Recommended by the Superintendent: JAV

Agenda Item # 5b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: J. Villar **PRESENTED BY:** J. Villar

SUBJECT: Budget FY 2013-2014

BACKGROUND:

On May 31, 2013, the Foreign Language in the Elementary Schools program and the maintenance of Roger Wolcott were eliminated by the Board of Education in response to a $600,000 reduction in funding for the 2013-2014 school year. On June 12, 2013, the Town Council voted to restore $200,000 in funding to the Board of Education for the 2013-2014 school year.

RECOMMENDATION:

Recommend that the Board of Education vote to restore funding for these items.

Suggested Motion:

Move that the Board of Education restore two Foreign Language in the Elementary Schools positions and the maintenance of Roger Wolcott to the budget for the 2013-2104 school year.

Recommended by the Superintendent: JAV

Agenda Item # 5c.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: J. Villar **PRESENTED BY:** J. Villar

ATTACHMENT: 6/13/2013 Correspondence from Dr. Marlon James, Loyola University

SUBJECT: Discussion of Loyola Contract

BACKGROUND:

At its September 21, 2012 Regular Meeting, the Board of Education voted to authorize the Superintendent to execute an agreement with Dr. Marlon James and Loyola University Chicago to conduct and Excellence and Equity Review at Windsor High School.

STATUS:

On 6/13/2013, Dr. James sent a communication to the Superintendent indicating that Loyola University Chicago will not seek renewal of years two and three of the contract with the Windsor Board of Education dated March 18, 2013. The university will complete the contractual obligations associated with the scope of work defined for year one of the review.

RECOMMENDATION: N/A

Recommended by the Superintendent: JAV

Agenda Item # 5d.

Marlon C. James, Assistant Professor of Curriculum and Instruction
School of Education, Teaching and Learning
820 N. Michigan Ave. | Chicago, Illinois 60611
o (312) 915-6852 | mjames7@luc.edu

6/12/20

To the Windsor Board of Education, district/school administrators, faculty, staff, parents and students,

It is with deep regret that I must inform you that Loyola University Chicago will not seek renewal of year two – Windsor C.A.R.E.S Initiative and year three – Sustainability and Resource Leveraging - of the contract with the Windsor Board of Education dated March 18, 2013. Loyola University Chicago will complete the contractual obligations associated with the scope of work defined for year one in Exhibit A as the Excellence and Equity Review for Windsor High School.

Sincerely,

Marlon C. James, PhD
Assistant Professor of Teaching and Learning
Loyola University Chicago
Mjames7@luc.edu

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Office of Research Services
Lakeside Campuses
1032 W. Sheridan Road | Chicago, Illinois 60660
Phone: 773.508.2471 | Fax: 773.508.8942
ors@luc.edu

June 12, 2013

Jeffrey A. Villar, Ph.D.
Superintendent, Windsor Public Schools
L.P. Wilson Center
601 Matianuck Avenue
Windsor, CT 06095

Subject: Notice of Non-Renewal

Dear Dr. Villar:

I am writing on behalf of Prof. Marlon James concerning the Consulting Agreement that was made March 18, 2013, between Windsor Board of Education and Loyola University Chicago. Pursuant to that Agreement, I am notifying you that after the end of the first year, namely August 31, 2013, Loyola University Chicago will not be renewing the Agreement for a second or third year.

Attached to this notice is a copy of a letter from Prof. James that explains in detail why we have made this decision not to renew. Please feel free to distribute that letter as you see fit, perhaps by posting on the Windsor Public Schools website.

I would very much appreciate receiving an acknowledgment of your receipt of this notice, either in writing to the address above, or via email to me at wsellers@luc.edu. If you would like to discuss this matter by telephone, I can be reached at 773-508-2478.

Sincerely,

William Sellers, Ph.D.
Research Services Director

Enclosure

LOYOLA
UNIVERSITY CHICAGO

Marlon C. James, Assistant Professor of Curriculum and Instruction
School of Education, Teaching and Learning
820 N. Michigan Ave. | Chicago, Illinois 60611
o (312) 915-6852 | mjames7@luc.edu

6/12/2013

To the Windsor Board of Education, district/school administrators, faculty, staff, parents and students,

It is with deep regret that I must inform you that Loyola University Chicago will not seek renewal of year two – Windsor C.A.R.E.S Initiative and year three – Sustainability and Resource Leveraging - of the contract with the Windsor Board of Education dated March 18, 2013. Loyola University Chicago will complete the contractual obligations associated with the scope of work defined for year one in Exhibit A as the Excellence and Equity Review for Windsor High School.

It appears from a review of public meetings, local media and conversations with community members at forums that political and community factions have actively campaigned against the Town's budget because of opposition to the Excellence and Equity study, and have successfully influenced the Town's governing body to reduce school funding. It appears that further political pressure is directed to the Board of Education officers to terminate the study or lose further funding. If enacted, these reductions will likely have a negative impact on the quality of programming provided to students and result in job cuts among educators, some of whom may have taken part in the study.

Federal regulations governing research forbids the use of research to harm protected subjects. Loyola University and the Windsor Board of Education are bound by these guidelines. Students and employees are considered protected subjects under federal guidelines; Loyola University is ethically obligated to protect students, parents and employees from potential or actual harm related to this research. The "no harm" protections were articulated clearly in information and informed consent letters provided to all parents and participants, and further explained during four community forums and four union/staff meetings. Appropriately, Loyola's researchers have followed strict protocols in the collection, security and preparation of data, and our activities to date have upheld federal protections. Therefore, we are confident that the research itself is not the source of "threat" or "harm" to students and employees, local politics are. As a University committed to social justice, we will not be affiliated with any political process resulting in diminished educational or employment opportunities for students and educators, respectively.

The research team will continue to process data from over 250 participants, 3 cohorts of student data, and hundreds of documents in preparation for issuing the results in August 2013. Additionally, the inspiring work with a diverse group of local faith-based and community leaders to establish a mission and vision for citywide community-based services for any student in need of additional tutoring, mentoring or collegiate preparatory support will continue through the end of Year 1 of the contract.

Loyola University encourages district, political and community leaders to develop a process for civil and respectful discourse to inform a systematic response to the recommendations from the Excellence and Equity study. We are grateful to the Windsor community for participating in this research, but regret the unfortunate political climate that has emerged inhibiting future collaboration at this juncture.

Sincerely,

Marlon C. James, PhD
Assistant Professor of Teaching and Learning
Loyola University Chicago
Mjames7@luc.edu

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VICTORIA TULLOCK
(773) 508-2471
LSC
6525 NORTH SHERIDAN
CHICAGO IL 60626

1.0 LBS LTR

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SHIP TO:
JEFFREY A. VILLAR, PH.D.
L.P. WILSON CENTER
601 MATIANUCK AVE.
WINDSOR CT 06095-3579

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Department Budget Number: 100220

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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: Steve Risser **PRESENTED BY:** Steve Risser

SUBJECT: Report on Academic Eligibility

BACKGROUND:

The existing Board of Education policy cites that WHS students must maintain a minimum 71.0 grade point average and not receive more than 1 "F" in the previous quarterly marking period to participate in interscholastic athletics and/or in a leadership position in a school sponsored club or organization in the current marking period. It is noted in the report that this standard is significantly more rigorous than the state standard applied by the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference (CAS/CIAC) which our student-athletes also must meet to be eligible to compete.

A written report summarizing academic eligibility results for Windsor High School students participating in extracurricular events for the 2012-2013 academic year will be distributed to Board members. This report includes an update on a newly initiated after school study hall/tutoring program to assist all interested WHS students in improving their academic performance and maintaining their academic eligibility to participate in extracurricular activities.

STATUS: N/A

RECOMMENDATION: N/A

Recommended by the Superintendent: JAV

Agenda Item # 6a.

To: Dr. Jeffrey Villar, Superintendent of Schools, Windsor Public Schools
Members of the Windsor Board of Education

From: Steve Risser, WPS Director of Athletics/ WHS Academic Eligibility Advisor

Re: Academic Eligibility Report for WHS Students for the 2012-2013 Academic Year

Date: June 18, 2013

Please find attached the following information regarding the academic eligibility policy for participation in BOE sponsored interscholastic athletics or to serve in leadership positions in other extra-curricular activities (school-sponsored clubs and organizations) currently being implemented at Windsor High School.

1) Review of the standard and calculation of academic eligibility at Windsor High School. (Regulation approved April 2009).

2) Summary of the academic ineligibility results for Windsor High School students participating in interscholastic sports and/or leadership roles in extracurricular activities for the 2012-2013 academic year in comparison to the results from 2009-2010 when the eligibility policy was amended to reflect more rigorous academic standards.

3) Research results for percentage of Windsor High School student-athletes achieving Central Connecticut Conference (CCC) All-Academic standards for the 2012-2013 school year.

4) Description of after school academic homework assistance program available to all interested WHS students, especially recommended for those pupils who have been notified as being in danger of becoming ineligible for participation in the aforementioned extracurricular activities.

Please advise with any questions. Thank you for your time and attention.

Standard and Calculation for Academic Eligibility

In order to be eligible to participate in any Board of Education sponsored interscholastic sports or to serve in a leadership role in any extra-curricular activities, Windsor High School students must maintain a "C-" average calculated as a 71.0 or better, have no more than one "F" and carry a full load of 6 courses, the exception being seniors who would only be required to carry 5 courses. In addition, students participating in interscholastic athletic programs must meet the eligibility requirements of the Connecticut Interscholastic Athletic Conference (CIAC) which states as its minimum course requirements for eligibility: "During the school year a pupil must have received a passing mark in at least four (4) quarter Carnegie Units of work or its equivalent at the end of the regular marking period next preceding the contest and have earned four (4) credits toward graduation at the end of the year to be eligible for fall sports." On or before the tenth (10th) day following the close of each marking period, calculation of student eligibility will be completed, using the following point values:

Letter Grade	Assigned Point Value
A+	98
A	95
A -	91
B +	88
B	85
B -	81
C +	78
C	75
C -	71
D +	68
D	65
D -	61
F +	58
F	48
F -	38

[* Incomplete grades and class withdrawals after the 10th day of the marking period will be treated as an "F" for purposes of this calculation.]

In order to determine eligibility at the beginning of each school year, the calculation will be based on the grades for the final quarter of the previous school year. The exception is incoming 9th grade students; the eligibility standard for these students will be applied at the end of the first quarter marking period. The eligibility of students transferring into Windsor High School will be based on the student's official transcript for the last full marking period completed by the student. The transcript of the student transferring into WHS must show that the student was carrying a full course load, but no less than 4 Carnegie units. Averages will not be rounded up and there will be no exceptions to this regulation unless expressly provided for in a PPT or Section 504 Committee. If a student receives an F in the 4th quarter and fails the entire course, he/she can attend summer school to make up the failed course.

A grade earned in a summer school program will be added to the fourth quarter grades to determine the academic average for fall eligibility. Failed courses, though made up, will NOT be eliminated in this calculation. Students who have two or more F's in the 4th quarter will be ineligible for 1st quarter participation in the fall regardless of summer school performance.

Any student who does not meet the eligibility standard at the close of any marking period shall not:

1. Be permitted to participate in any way, either formally or informally, in any practice or activity covered by this policy; and

2. Be issued any uniform, equipment, or special clothing associated with the activity and, in the event such material has already been issued to the student, it shall be returned to the coach or advisor during the period of ineligibility.

This policy will be strictly enforced and there will be no exceptions to this policy unless expressly provided for in a PPT or by a 504 committee.

2012-13 SEASON SPORT-BY SPORT	# ATHLETES INELIGIBLE 2012-2013	# ROSTERED ATHLETES 2012-2013	% ATHLETES INELIGIBLE 2012-2013	% ATHLETES INELIGIBLE 2009-2010
FALL SPORTS				
X-Country (B/G)	0	34	0.0%	1.8% 1/51
Cheerleading	0	30	0.0%	0.0% 0/32
Football	6	83	7.2%	14.7% 10/68
Field Hockey	0	20	0.0%	6.7% 2/30
Boys Soccer	1	37	2.7%	8.3% 4/48
Girls Soccer	0	34	0.0%	0.0% 0/25
Girls Swim/Dive	0	29	0.0%	4.2% 1/24
Volleyball	1	34	2.9%	2.9% 1/35
FALL TOTALS	***8***	***301***	***2.7%***	**6.0%** **19/319**
WINTER SPORTS				
Boys Basketball	1	39	2.6%	11.4% 4/35
Girls Basketball	1	32	3.1%	6.3% 2/32
Cheerleading	2	32	6.3%	5.7% 2/35
Ice Hockey	0	6	0.0%	25.0% 3/12
Boys IndoorTrack	2	34	5.9%	8.0% 2/25
Girls Indoor Track	0	37	0.0%	0.0% 0/27
Boys Swim/Dive	1	27	3.7%	0.0% 0/25
Wrestling	4	27	14.8%	23.1% 3/13
WINTER TOTALS	***10***	***234***	***4.3%***	**7.8%** **16/204**
SPRING SPORTS				
Baseball	0	32	0.0%	5.1% 2/39
Golf	0	19	0.0%	0.0% 0/13
Boys Lacrosse	6	35	17.1%	12.5% 3/24
Girls Lacrosse	0	31	0.0%	1.8% 1/55
Softball	1	27	3.7%	0.0% 0/23
Boys Tennis	0	14	0.0%	0.0% 0/13
Girls Tennis	0	19	0.0%	0.0% 0/18
Boys Track	2	63	3.2%	4.2% 2/48
Girls Track	0	54	0.0%	2.3% 2/43
SPRING TOTALS	***9***	***294***	***3.1%***	**3.6%** **10/276**
All Club Leaders remained eligible in 2012-2013				2 club leaders ineligible
2012-2013 Totals	***27***	***829***	***3.3%***	**5.6%** **45/799**

WINDSOR HIGH SCHOOL			
SPORT-BY-SPORT	ALL-ACADEMIC STANDING	VARSITY ATHLETES/ ROSTER	PERCENTAGE OF ATHLETES ALL-ACAD.
FALL			
Cross Country	14	20	70%
Cheerleading	6	19	32%
Football	5	57	9%
Field Hockey	7	11	64%
Boys Soccer	7	21	33%
Girls Soccer	11	19	58%
Girls Swimming and Diving	14	25	56%
Volleyball	6	14	43%
FALL SPORTS TOTALS	***70***	***186***	***38%***
WINTER			
Boys Basketball	4	17	24%
Girls Basketball	8	12	67%
Cheerleading	8	18	44%
Ice Hockey	2	6	33%
Boys Indoor Track	6	19	32%
Girls Indoor Track	13	26	50%
Boys Swimming and Diving	11	23	48%
Wrestling	2	15	13%
WINTER SPORTS TOTALS	***54***	***136***	***40%***
SPRING			
Baseball	7	14	50%
Golf	7	9	78%
Boys Lacrosse	4	14	29%
Girls Lacrosse	6	17	35%
Softball	7	14	50%
Boys Tennis	7	13	54%
Girls Tennis	13	19	68%
Boys Track	12	37	32%
Girls Track	21	38	55%
SPRING SPORTS TOTALS	***84***	***175***	***48%***
2012-13 TOTALS	***208***	***497***	***42%***

Academic Homework Assistance Program

The following is a description of the after school academic homework assistance program which is currently in place at Windsor High School in order to assist students in maintaining eligibility to participate in interscholastic athletics and/or in a leadership role in other extra-curricular activities.

- The program is offered immediately after school dismisses on Mondays, Wednesdays, and Thursdays starting at 2:15pm and ending at 3:30pm. These three (3) weekdays have been selected due to the availability of late busses at 4pm.

- The program is staffed with four (4) WHS certified instructors in the subjects of Mathematics, English, Science, and Social Studies. Frequently, instruction assistance in foreign languages is provided as well.

- Students identified as being in danger of becoming ineligible are notified in writing about the academic homework assistance program, and written notification is also sent to the student's parent or guardian.

- The academic homework assistance program is available to all WHS students whom are in need of academic support, not only those in risk of becoming ineligible for extracurricular activities.

- The students attending the program follow a sign in and sign out process establishing a record of attendance. However, attendance at the program does not preclude students from making specific individual appointments for academic assistance with their individual classroom teachers during this time. In fact, this activity is encouraged for those attending the academic homework assistance program on a regular basis.

- Research conducted during the 2012-2013 school year showed over 70% of WHS students who attended the after school academic homework assistance program on a regular basis improved their grades' performance in the following quarterly marking period.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared By: Jeffrey A. Villar, Ph.D. **Presented By:** Jody Lefkowitz, Paul Panos

Attachments:
1. Proposed Updated Policy 4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel)
2. Proposed Updated Policy 5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)
3. Proposed Updated Policy 5131.911 Bullying Prevention and Intervention Policy
4. Proposed Updated Policy 5113 for Student Attendance and Truancy to replace Policies 5113.1, 5113.2 and 5113.3
5. Proposed Updated Policy 5114 Student Discipline to replace Exclusion/ Suspension/Expulsion/Student Due Process
6. Proposed New Policy 4118.11 Non-Discrimination (Personnel) to replace AR 0611 (Non-Discrimination)
7. Proposed New Policy 5145.4 Non-Discrimination (Students) to replace AR 0611 (Non-Discrimination)

Subject: **Policy Adoptions, 2nd Reading**

BACKGROUND:

The Board of Education Policy Committee has reviewed the following policies and is recommending immediate adoption.

STATUS:

1. Policy 4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel). Changes of policy required due to OCR definitions and Title IX regulations.

2. Policy 5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students). Changes of policy required due to OCR definitions and Title IX regulations.

3. Policy 5131.911 Bullying Prevention and Intervention Policy. Recommended changes from Shipman and Goodwin based on implementation of prior policy and to incorporate Cyberbullying P5131.913, which will be deleted.

4. Policy 5113 Student Attendance and Truancy to replace existing policies P 5113.1 Attendance and Unexcused Absence Grades K-8, P 5113.2 Attendance and Unexcused Absence Grades 9-12 and P 5113.3 Truancy. Changes in Connecticut law require the recommended update to district policy.

5. Policy 5114 Student Discipline to replace existing policy titled Exclusion/Suspension/ Expulsion/Student Due Process. Changes in Connecticut law require the recommended update to district policy.

6. Policy 4118.11 Non-Discrimination (Personnel). New language based on required protections due to federal and Connecticut law.

7. Policy 5145.4 Non-Discrimination (Students). New language based on required protections due to federal and Connecticut law.

RECOMMENDATION:

Move to adopt Policy 4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel), Policy 5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students), Policy 5131.911 Bullying Prevention and Intervention Policy, Policy 5113 Student Attendance and Truancy, Policy 5114 Student Discipline, Policy 4118.11 Non-Discrimination (Personnel) and Policy 5145.4 Non-Discrimination (Students).

Recommended by the Superintendent: JAV
Agenda Item # 6b.

Personnel

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENTIN THE WORKPLACE (PERSONNEL)

It is the policy of the board of education to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;

3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;

5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR § 106, *et seq*.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

ADOPTED:_____
REVISED:_____

7/4/10

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (PERSONNEL)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment_____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

Personnel

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

Windsor Board of Education
Sex Discrimination and Sexual Harassment Complaint Procedure

Complaint Procedure

It is the express policy of the Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Greater Hartford Region Office of the Connecticut Commission on Human Rights and Opportunities, [address], [phone number]. (Your regional CHRO office can be found by accessing http://www.state.ct.us/chro/index.html) and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the Windsor Board of Education is: Craig Cooke, Ph.D., Asst. Superintendent for Human Resources, whose office is located at 601 Matianuck Avenue, Windsor, CT 06095 and whose telephone number is 860-687-2000 ext. 233.

Series 4000
Personnel ~~– Certified/Non-Certified~~

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

[Note: This policy should be used in conjunction with the attached Administrative Regulations and Notice Regarding Sexual Harassment that have been drafted in accordance with state regulations.]

~~Harassment of an employee by a supervisor or co-worker on the basis of sex creates a harmful working environment.~~ It is the policy of the ~~Windsor Board~~board of ~~Education~~education to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex~~.~~ and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when~~;~~:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of ~~reasonably~~unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual ~~relations with~~advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading ~~comments, propositions, jokes, tricks~~, suggestive or lewd remarks or noises; ~~or~~

3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

~~3.~~ 4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;

5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the ~~Building Principal or Superintendent of Schools. Confidentiality at the time of reporting the infraction is assured.~~Title IX Coordinator, the Superintendent,

or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment ~~on the basis of sex~~ is prohibited~~.~~ under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including ~~dismissal.~~ discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a) .
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/~~88~~ 88.
Title IX of the Education Amendments of 1972, 20 USCS ~~ss~~§ 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR ~~ss 196m~~§ 106, *et seq*.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
~~Conn.~~ Connecticut General Statutes ~~ss469~~§ 46a-60 Discriminatory employment practices prohibited .
Conn. Agencies Regs. ~~ss ss 467~~§§ 46a-54-200 through ~~ss~~§ 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

~~Policy adopted: January 18, 2006~~

~~4115.1~~

~~Personnel – Certified/Non-Certified~~

ADOPTED:_____
REVISED:_____

7/4/10

Series 4000
Personnel

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (PERSONNEL)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

[Note: The following administrative procedures are not part of the sex discrimination and sexual harassment policy and need not be approved by the Board, unless such approval is required per Board policy. However, because a complaint procedure is legally required, these administrative regulations are included for your convenience.]

[_____] Board of Education
Sex Discrimination and Sexual Harassment

~~Definitions~~

~~"Employee" shall mean all teaching, administrative and support personnel.~~ Complaint Procedure

Complaint Procedure

It is the express policy of the Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the [_____] Region Office of the Connecticut Commission on Human Rights and Opportunities, [address], [phone number]. (Your regional CHRO office can be found by accessing http://www.state.ct.us/chro/index.html) and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal

written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the [_____] Board of Education is:_____, whose office is located at _____ and whose telephone number is _____.

12/28/06

[Note: Although we have included this sample notice in our model policy documents for the convenience of our Board of Education clients, the notice does not need to be approved as a Board policy.]

[To be posted in a conspicuous place readily available for viewing by employees]

SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED
BY
THE CONNECTICUT DISCRIMINATORY EMPLOYMENT PRACTICES ACT
(Section 46a-60 of the Connecticut General Statutes)
AND
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)

SEXUAL HARASSMENT MEANS ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

1. SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT;

2. SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR

3. SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORKING ENVIRONMENT.

Examples of SEXUAL HARASSMENT include:

UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS
UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

Remedies for sexual harassment may include:

CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
HIRING, PROMOTION, OR REINSTATEMENT

RETALIATION AGAINST ANY EMPLOYEE FOR COMPLAINING ABOUT SEXUAL HARASSMENT IS PROHIBITED UNDER THIS POLICY AND ILLEGAL.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO _____ **[TITLE IX COORDINATOR, OR SUPERINTENDENT IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT].** CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

~~"Immediate supervisor" shall mean the person to whom the employee is directly responsible (e.g., Department Head, Building Principal)~~

~~"Sexual harassment" is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that an employee's submission to or rejection of unwelcome conduct will in any way influence an employment decision regarding that employee, or conduct of a sexual nature which substantially interferes with an employee's work performance, or creates an intimidating, hostile or offensive work environment, such as the display in the workplace of sexually suggestive objects or pictures.~~

~~Procedures~~

~~Employees who believe they have been subjected to sexual harassment are to report the incident to their immediate supervisor. Should the immediate supervisor be the alleged harasser, the report shall be made to the next level of management. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.~~

~~All reports of sexual harassment will be held in confidence subject to all applicable laws.~~

~~Consistent with federal and state law, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment.~~

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

~~Informal Complaints~~

~~Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations, the supervisor is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the supervisor may recommend that further disciplinary action be taken. Thereafter, the supervisor is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the supervisor's report whether or not he/she is satisfied with the resolution.~~

~~If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The supervisor is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.~~

~~If during the supervisor's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the supervisor is to file a report with the next appropriate level of management. The report is to indicate the nature of the complaint, a description of what occurred when the supervisor informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by a formal complaint.~~

~~Should the alleged harasser deny the allegations, the supervisor is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The supervisor will file a report with the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's report with a recommendation for further action.~~

~~Formal Complaints~~

~~Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor originally consulted, who will then forward it to the next appropriate level of management, e.g., the district's Business Official, the Superintendent, for appropriate action.~~

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES
[_____] REGION OFFICE [REGIONAL OFFICES AND THEIR ADDRESSES CAN BE FOUND ON THE CHRO WEBSITE, HTTP://WWW.STATE.CT.US/CHRO/]
[*ADDRESS*]
[*PHONE NUMBER*]

~~The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor reports. The appropriate forms solicit the specific of the complaint, e.g. date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.~~

~~Investigating a Complaint~~

~~Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.~~

~~Remedial Action~~

AND/ OR:

~~If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment.~~

~~Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law.~~

~~If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of management, e.g., the School Business Official, up to the Superintendent. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.~~

~~Post Remedial Action~~

~~Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.~~

~~Complaint Records~~

~~Complainants should receive a copy of any resolution reports filed by the supervisor concerning his/her complaint. Copies should also be filed with the employment records of both the complainant and the alleged harasser.~~

~~Investigation in the Absence of a Complaint~~

~~The Board, in the absence of a victim's complaint, must ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct.~~

~~Training~~

~~Each year, or more frequently if the Board deems it appropriate, employees will receive training regarding sexual harassment and related matters pursuant to CGS 46a-54 (15). Such training may include a review of this policy and regulation, discussion, films or other activities.~~

~~Legal References:~~

~~United States Constitution, Article XIV~~
~~Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000e2(a)~~
THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION ~~Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88~~
~~Title IX of the Education Amendments of 1972, 20 USCS ss.1681, et. Seq.~~
~~Title IX of the Education Amendments of 1972, 20 USCS ss.106, et seq.~~
~~Meritor Savings Bank, FSB v. Vinson, 477 U.S. 75 (1986)~~
~~Connecticut General Statutes ss. 46a-60 Discriminatory employment practices prohibited~~
~~Conn. Agencies Regs. ss. 46a-54-200 through ss. 46a-54-207~~
~~Constitution of the State of Connecticut, Article I, Section 20.~~
BOSTON AREA OFFICE
475 GOVERNMENT CENTER
BOSTON, MA 02203
PHONE (617) 565-3200
(800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN ONE HUNDRED AND EIGHTY (180) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.

~~Regulation approved: January 18, 2006~~

12/28/06

Document comparison by Workshare Compare on Friday, May 03, 2013 4:20:32 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2795128/1
Description	#2795128v1<SG> - Windsor Personnel Sexual Harassment Policy
Document 2 ID	interwovenSite://SGDMS/SG/238835/8
Description	#238835v8<SG> - Model Policy - Personnel/Sex Discrimination and Sexual Harassment in the Workplace
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
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Style change	
Format change	
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Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	127
Deletions	74
Moved from	4
Moved to	4
Style change	0
Format changed	0
Total changes	209

Students

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Legal References: United States Constitution, Article XIV
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, *et seq*.
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).
Constitution of the State of Connecticut, Article I, Section 20.

POLICY ADOPTED:

Students

ADMINISTRATIVE REGULATIONS REGARDING
SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she should make a written complaint to Craig Cooke, Ph.D., Asst. Superintendent for Human Resources, or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the:

   A. Name of the complainant,

   B. Date of the complaint,

   C. Date(s) of the alleged harassment/discrimination,

   D. Name(s) of the harasser(s) or discriminator(s),

   E. Location where such harassment/discrimination occurred,

   F. Names of any witness(es) to the harassment/discrimination, and

   G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.

7. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or

shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

8. The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.

9. If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Windsor Board of Education is: Craig Cooke, Ph.D., Asst. Superintendent for Human Resources, whose office is located at 601 Matianuck Avenue, Windsor, CT 06095 and whose telephone number is 860-687-2000 ext. 233.

Regulation approved:

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

~~Sexual Harassment~~ **Series 5000**

~~It is the policy of the Windsor Board of Education that no member of the Windsor Public School community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.~~

~~Unwelcome sexual advances, requests for sexual favors, non-verbal (pictures, etc.), verbal and/or physical conduct of a sexual nature constitute sexual harassment when:~~

~~1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.~~

~~2. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual.~~

~~3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance.~~

~~Sexual harassment is illegal under both State and Federal law. In some cases, it may be susceptible to prosecution under the criminal sexual conduct law.~~

Students

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

~~**Section: Students**~~

~~**Subject: SEXUAL HARASSMENT AR-5145.5**~~

~~**ADMINISTRATION REGULATION**~~
~~**WINDSOR PUBLIC SCHOOLS**~~
~~**WINDSOR, CT**~~

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

~~**Section: Students**~~

~~**Subject: SEXUAL HARASSMENT AR-5145.5**~~

~~**ADMINISTRATION REGULATION**~~
~~**WINDSOR PUBLIC SCHOOLS**~~
~~**WINDSOR, CT**~~

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Legal ~~Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a)~~
References: United States Constitution, Article XIV

~~Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/1988~~

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 ~~CFR Section 106~~ C.F.R § 106.1, *et seq.*

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

GebbserGebser v. Lago Vista IndianaIndependent School District, No. 99-1866, (524 U.S. Supreme Court, June 26, 274 (1998)

Davis v. Monroe County Board of Education, No. 97-843 (526 U.S. Supreme Court, May 24, 629 (1999)

Connecticut General Statutes:

46a-60 Discriminatory employment practices prohibited

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Constitution of the State of Connecticut, Article 1,I, Section 20 20.

Policy Adopted: October 21, 2008

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Sexual harassment is forbidden by federal and state law and by the Windsor Board of Education, and will not be tolerated in the Windsor Public Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees of the Windsor Public Schools, fellow students and to the public. Students have the right to be in an educational environment free of sexual harassment whether by employees of the Windsor Public Schools or by other students.

Should sexual harassment be alleged, Board policy dictates that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the harassment, and that the problem/concern shall be appropriately addressed.

ADOPTED:_____
REVISED:_____
7/24/10

Series 5000
Students

~~**Education**~~

[Note: The following administrative procedures are not part of the sex discrimination and sexual harassment policy and need not be approved by the Board. However, because a complaint procedure is legally required, these administrative regulations are included for your convenience.]

~~Each year, students will be informed of their rights and responsibilities under this regulation. Such education will include information regarding the procedure for making a complaint, and may also include discussions, films or other activities deemed appropriate.~~

~~**Definition**~~

~~Sexual harassment is defined as "any unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature," made by someone from or in the work or education setting. Sexual harassment occurs when:~~

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

~~1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's participation, education progress or opportunity.~~

~~2. Submission to, or rejection of, the conduct by the individual is used as the basis of educational or other decisions affecting the individual.~~

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

~~3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.~~

~~4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution~~

Definitions

~~**Examples**~~

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

~~While an exhaustive list is not possible, the following constitute examples of specific behaviors that if unwelcome and of a sexual nature, could constitute sexual harassment:~~**Sexual harassment:** In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

~~1. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures or cartoons, assault, rape/attempted rape.~~

~~2. Continuing to express sexual interest after learning or being informed that the interest is unwelcome.~~

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

~~3. Coercive sexual behavior used to control, influence, or affect the educational environment of a student, such as threats of reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.~~

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

~~4. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance of student benefits or services (e.g. scholarships, financial aid, work study job).~~

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

~~5. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive educational environment.~~

4. Touching of a sexual nature or telling sexual or dirty jokes.

~~6. Inappropriate attention~~

5. Transmitting or displaying emails or websites of a sexual nature ~~from peer(s), i.e., student to student, employee to employee~~.

~~7. It is understood that any sexual or romantic relationships between employees of the Board and Windsor students are illegal, whether or not they constitute sexual harassment as defined in this regulation.~~

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

~~Questions, complaints and other matters concerning sexual harassment will normally be handled by the Director of Human Resources, who may be reached at 687-2000.~~

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. As soon as a student~~, or the adult in whom the student has confided,~~ feels that he or she has been subjected to sex discrimination or sexual harassment, he~~ or~~/she should make a written complaint to ~~the Director of Human Resources, the building principal and/or appropriate school personnel. Normally, complaints should be made within thirty (30) days of the act of harassment. Complaint forms are available from the Director of Human Resources, guidance office, and building principal.~~ **[INSERT HERE THE NAMES OF APPROPRIATE SCHOOL PERSONNEL – PREFERABLY ONE OF EACH SEX]** or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the~~ name~~:

A. Name of the complainant~~ and the date~~,

B. Date of the complaint,~~ the date~~

C. Date(s) of the alleged harassment/discrimination,~~ the name or names~~

D. Name(s) of the harasser(s) or ~~harassers~~discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination, and~~ a~~

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

4. Any student who makes an oral complaint of harassment ~~to~~or sex discrimination to any of the above-mentioned personnel~~ other than those listed above~~ will be provided a copy of this regulation~~ and a complaint form~~ and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report ~~is required by law~~should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

6. All complaints are to be forwarded immediately to the ~~Director of Human Resources~~building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the ~~superintendent. If possible, within five (5) working days of receipt of a written complaint, the complainant shall be supplied with a copy of this Regulation and Procedure when necessary in order that he or she will be made fully aware of this or his/her rights and the Board's procedure for handling the complaint.~~Superintendent of Schools or designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.

7. Upon receipt of ~~the~~a sexual harassment or sex discrimination complaint, the ~~Director of Human Resources~~Title IX Coordinator shall either promptly commence an ~~effective, thorough, objective and complete~~ investigation of the complaint~~. The investigator~~, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant ~~and~~, the alleged harasser~~,~~/discriminator and any witnesses to the conduct~~, and victims of similar conduct that the investigator reasonably believes may exist~~. The investigation shall be carried on ~~discretely~~discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. ~~Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.~~

8. The ~~investigator~~Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter~~, and, as deemed appropriate, shall provide copies to the complainant, the alleged harasser, and to all other directly concerned~~. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.

9. If the student complainant is dissatisfied with the ~~result~~findings of the investigation, he or she may file a written appeal to the ~~superintendent~~Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the ~~investigator~~Title IX Coordinator or designee's written report, the information collected by the ~~investigator~~Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment~~. The superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information~~ or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the ~~superintendent~~Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take ~~all reasonable actions~~appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur. ~~Actions taken in response to sexual harassment may include reassignment, transfer, or disciplinary action deemed appropriate by the Board.~~

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take ~~action~~actions necessary to prevent retaliation as a result of filing a complaint.

~~Each year, copies of these regulations~~Copies of this regulation will be distributed to all ~~elementary, middle and high school~~ students.

~~Legal Reference:~~

~~Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a)~~

~~Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/1988~~

Title IX ~~of the Education Amendments of 1972, 34 CFR Section 106~~Coordinator

The Title IX Coordinator for the _____ Board of Education is: _____, whose office is located at _____ and whose telephone number is _____.

Regulation approved:

ADOPTED: _____
REVISED: _____

7/24/10

Series 5000
Students

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Connecticut General Statutes:

46a-60 Discriminatory employment practices prohibited
Constitution of the State of Connecticut, Article 1, Section 20

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment.

Regulation approved: October 21, 2008

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

9/1/09

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:25:46 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793516/1
Description	#2793516v1<SG> - Windsor Sexual Harassment Policy
Document 2 ID	interwovenSite://SGDMS/SG/238922/13
Description	#238922v13<SG> - Model Policy - Students/Sex Discrimination and Sexual Harassment (including administrative regulations)
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	144
Deletions	104
Moved from	2
Moved to	2
Style change	0
Format changed	0
Total changes	252

[Please note: this policy and accompanying Safe School Climate Plan have been updated to reflect Public Act 11-232. While the legislation requires the State DOE to recommend a model plan, we understand that the State DOE strongly encourages districts to have safe school climate plans that are specifically tailored to meet individual school/district needs, in addition to the legislative requirements. For that reason, we encourage districts to utilize Section X of the model Safe School Climate Plan to highlight the district and school specific initiatives in your district].

Series 5000
Students

BULLYING PREVENTION AND INTERVENTION POLICY

The ~~Windsor~~[ ] Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying"** means the repeated use by one or more students of a written, ~~verbal~~oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the ~~Windsor~~[ ] Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) ~~enable~~ Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying;

(~~(~~7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

(9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile

device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

~~Not later than January 1, 2012, the Windsor~~The [ ] Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

~~Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*~~

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

~~Policy adopted: January 24, 2012~~

9/10/12

SAFE SCHOOL CLIMATE PLAN

The ~~Windsor~~ Board ~~of Education~~ is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This ~~plan~~Plan represents a comprehensive approach to addressing bullying and ~~cyberbully in~~cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition ~~against~~Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts~~,~~ which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, ~~verbal~~oral, or electronic communication, such as ~~Cyberbullying~~cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, ~~photo-electronic~~ photoelectronic or photo-optical system;

C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. **"Prevention and intervention strategy"** may include, but is not limited to~~:~~, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education~~:~~, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts~~:~~, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur~~:~~, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school~~:~~, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees~~:~~, (6) school-wide training related to safe school climate~~:~~, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a

public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

~~For the school year commencing July 1, 2012, and each school year thereafter, the~~The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the ~~State~~ Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principalThe Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, theThe Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. Not later than January 1, 2012, theThe Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous ~~complaints~~reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the ~~complaint~~report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous ~~complaint~~report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

F. If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation or gender identity or expression, the investigator shall notify the district's Title IX Coordinator. The student who has made a report of bullying and his/her parent or guardian will be provided with information about the district's policies and procedures for making a complaint of unlawful harassment.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the

Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource ~~office~~officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age ~~or~~, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written ~~complaints~~reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the ~~State~~ Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions~~,~~ which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer

mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

~~A. Each school in the district has developed a School Improvement Plan, which includes a section on school culture. Within that section schools have identified their work in implementing PBIS (positive behavioral and intervention supports), which is a district-wide initiative to address school climate. PBIS works to increase student positive behaviors and reduce disciplinary referrals. All schools also have in place student assistance teams (SATs) to help address student specific academic and behavioral concerns. Additionally, each school analyzes student behavior referrals to determine types of behaviors that are frequent and to identify and implement strategies to teach pro-active behaviors to students. This is done by~~

~~classroom lessons at the elementary level, as part of developmental guidance lessons at Sage Park, and during advisory periods at the high school level. School climate surveys will be distributed to all parents, staff and students at each school during the 2012-13 school year , and thereafter every two years. These surveys will be compiled and analyzed by school, and the data gathered will be used to inform current practices and revise those practices based on the findings of the surveys. National School Climate Standards provided by the State Department of Education will be utilized to help inform each school's plan and the strategies developed and implemented as part of the school improvement plan for each school.~~

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying.]

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

~~On July 1, 2012, and biennially thereafter~~Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

~~Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*~~

~~Conn. Gen. Stat. § 10-15c; 46a-58~~
Conn. Gen. Stat. § 10-222d~~-h~~

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

~~20 United States Code Title IX of the Education Amendments of 1972~~

~~Regulation revised: December 20, 2011~~

~~Ernest L. Perlini, Ed.D.~~
~~Interim Superintendent of Schools~~

9/10/12

[SAMPLE FORM A]

REPORT OF SUSPECTED BULLYING BEHAVIORS
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

~~Date:~~

Name of Person Completing Report:

_____

Date: _____

Target(s) of Behaviors:

_____

~~Your relationship to suspected victim of bullying~~Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

_____

_____

~~Oral Report Given To:~~

~~Date:~~

~~Whom do you think is being bullied:~~

~~What students(s) do you think are engaging in bullying behavior against this student:~~

Report Filed Against: _____

Date~~(s)~~ of Incident(s):

_____

Location(s): _____ Time~~(s):~~: _____

Describe the basis for your report. Include information about the incident~~(s), participant(s),~~ participants, background to the incident, and ~~be as specific as possible.~~ any attempts you have made to resolve the problem. Please note relevant ~~date(s), time(s) and place(s). Use separate sheet if necessary~~dates, times and places.

Indicate if there are witnesses who can provide more information ~~about the situation.~~regarding your report. If the witnesses are not school district staff or ~~student~~students, please provide contact information.

Name Address Telephone Number

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, the approximate dates and the location:

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter: Date Submitted: Received By:
Date: Received

3/26/12

[SAMPLE FORM B]

INTERNAL INVESTIGATION NOTES

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes No

Remedial Action(s) Taken:

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

3/26/12

[SAMPLE FORM C]

[ ]PUBLIC SCHOOLS

REPORT OF ~~SUSPECTED~~ BULLYING~~/CONSENT TO RELEASE STUDENT INFORMATION~~ FORM/INVESTIGATION SUMMARY

~~Date:~~

~~Name of Student:~~

For Staff Use Only:

School~~:~~ Date

Location(s)

Reporter Information:

Anonymous student report

Staff Member report Name

Parent/Guardian report Name

Student report Name

Student Reported as Committing Act:

Student Reported as Victim:

Description of Alleged Act(s):

Time and Place:

Names of Potential Witnesses:

Action of Reporter:

Administrative Investigation Notes (use separate sheet if necessary):

_____

_____

_____

Bullying Verified? Yes _____ No ____

Remedial Action(s) Taken: _____

_____

_____

_____

_____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings:

_____

_____

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

3/26/12

[SAMPLE FORM D]

[_____] Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the ~~Windsor~~[_____] Public Schools may ~~need~~wish to disclose the ~~name of your child and/or other information connected to this investigation which may otherwise disclose your child's identity~~fact that this complaint has been filed in connection with investigation.

(Please ~~Check One~~check one):

_____ I ~~DO~~hereby give permission for the ~~Windsor~~[_____] Public Schools to disclose ~~my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district~~the fact that a complaint concerning my child has been filed as part of its investigation~~.~~ of that complaint.

_____ I ~~DO~~do **NOT** give permission for the ~~Windsor~~[_____] Public Schools to disclose ~~my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district~~the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____
Signature of Parent/Guardian Date

_____
Name (Please print)

~~11/30/11 5131.911~~

REPORT OF SUSPECTED BULLYING INVESTIGATION SUMMARY

School: _____ Date: _____

Report Completed by:

Name(s) of person(s) investigating alleged bullying act: _ _____

Name(s) of alleged bully(ies): _____ _____

Name(s) of alleged victim:_____ _____

Date of Alleged Incident (s):

Location(s):

Time(s):

Anonymous Report:

Staff Member Report: Name:

Parent/Guardian Report: Name:

Student Report: Name:

Description of Alleged Act(s) (Be as specific as possible and use separate sheet if necessary):

Names of Potential Witnesses:

Has reporter requested anonymity? Yes No

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Yes _____ No _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes No

Action(s) Taken:

If Bullying Verified, Has Notification Been Made to Parents/Guardians of Students Involved? Yes/No

Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:

If Bullying Verified, Have Invitations to Meetings Been Sent to Parents/Guardians of Students? Yes/No

Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:

Dates of Meetings:

~~Attach bullying complaint, witness statements, notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings, student safety support plan for victim, intervention plan for the perpetrator.~~

PRINT ON SCHOOL LETTERHEAD

Date

Parent(s)/Guardian(s)
Address
Windsor, CT 06095

Dear _____:

As I shared with you during our phone conversation on date, an investigation into the alleged act of bullying against Student is complete. The alleged bullying was confirmed and the perpetrator has been given disciplinary consequences and interventions for his actions. He has also been warned of further consequences in the case of future acts of bullying at School.

As you know, we are scheduled to meet at _____ a.m./p.m. on _____, but please contact me if you have any questions or further concerns in the meantime.
OR
As I mentioned during our phone conversation, I would be happy to meet with you to discuss this situation further. Please contact me to confirm a date and time. In the meantime, please let me know if you have any questions or further concerns.

Sincerely,

To be sent to the Parents/Guardians of victim

PRINT ON SCHOOL LETTERHEAD

Date

Parent(s)/Guardian(s)
Address
Windsor, CT 06095

Dear _____:

As I discussed with you on the phone and with Student, an investigation into the alleged act of bullying by Student is complete. Student's actions were confirmed to be in violation of the Windsor Public School's bullying policy. As a result of these actions, Student received the following consequences:

□ Consequences

In addition, Student has stated that he/she will not engage in any of the bullying behaviors with this student or any other students in the future. Future actions by Student identified as bullying activity would result in greater consequences.

In addition, Student is scheduled to participate in the following interventions:

□ Interventions

As you know, we are scheduled to meet at _____ a.m./p.m. on _____, but please contact me if you have any questions or further concerns in the meantime.

OR

As I mentioned during our phone conversation, I would be happy to meet with you to discuss this situation further. Please contact me to confirm a date and time. In the meantime, please let me know if you have any questions or further concerns.

Sincerely,

To be sent to Parents/Guardians of perpetrator

~~VERIFIED ACTS OF BULLYING~~
~~SCHOOL YEAR 2011-2012~~

~~The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report includes verified acts of bullying and shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.~~

~~School Name:_____~~

~~DATE VERIFIED ACTS OF BULLYING ADMINISTRATOR~~

~~Year End Total:_____~~

3.26.12

Document comparison by Workshare Compare on Friday, May 03, 2013 4:00:12 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793439/1
Description	#2793439v1<SG> - 5131 911 P (1 24 12) Windsor Policy Bullying
Document 2 ID	interwovenSite://SGDMS/SG/320664/33
Description	#320664v33<SG> - Model Policy - Students/Bullying Behavior In The Schools
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	172
Deletions	168
Moved from	11
Moved to	11
Style change	0
Format changed	0
Total changes	362

Students

BULLYING PREVENTION AND INTERVENTION POLICY

The Windsor Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying"** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating

characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the **Windsor Public Schools** Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying;

7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom

such acts were directed not later than forty-eight hours after the completion of the investigation;

(9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Windsor Public Schools' Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

9/10/12

Students

SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable

of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. **"Prevention and intervention strategy**" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit

the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as

determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the

victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school

climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, harassment or similar behavior. This section is intended to

be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying.]

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

9/10/12

ADOPTED:

REVISED:

Windsor Public Schools
Form A

REPORT OF SUSPECTED BULLYING BEHAVIORS
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors:
_____

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):
_____
_____

Report Filed
Against:_____

Date of Incident(s): _____

Location(s):_____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name Address Telephone Number

_____
_____
_____
_____
_____

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, the approximate dates and the location:

_____
_____
_____
_____

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and when?

_____

Was the report verbal or written?

_____

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

_____
_____
_____
_____

I certify that the above information and events are accurately depicted to the best of my knowledge.

_____

Signature of Reporter Date Submitted Received By Date Received

3/26/12

Windsor Public Schools
Form B

INTERNAL INVESTIGATION NOTES

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

_____
_____
_____
_____
_____
_____
_____
_____

Bullying Verified? Yes ___ No ____

Remedial Action(s)
Taken:_____
_____
_____
_____
_____
_____
_____

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

3/26/12

Form C

WINDSOR PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:_____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report_____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

_____

Time and Place:_____

Names of Potential Witnesses: _____

_____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

_____

_____

_____

_____

_____

Bullying Verified? Yes ___ No ____

Remedial Action(s) Taken:_____
_____
_____
_____
_____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent: _____

Date of Meetings:
_____
_____

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

3/26/12

Form D

Windsor Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the [_____] Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____
Signature of Parent/Guardian Date

_____
Name (Please print)

3.26.12

Students

STUDENT ATTENDANCE AND TRUANCY

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal References:

Connecticut General Statutes §10-220

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

ADOPTED_____
REVISED:_____

8/20/12

Students

ADMINISTRATIVE REGULATIONS REGARDING STUDENT ATTENDANCE AND TRUANCY

A. Definitions:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. "Excused absence" - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

    A. Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and

    B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons

        a. student illness (verified by an appropriately licensed medical professional);

        b. religious holidays;

        c. mandated court appearances (documentation required);

        d. funeral or death in the family, or other emergency beyond the control of the student's family;

e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;

f. lack of transportation that is normally provided by a district other than the one the student attends.

4. “In Attendance” - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

5. "Student" - a student enrolled in the Windsor Public Schools

6. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.

7. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, unless the absence an excused absence as defined above or the absence is a disciplinary absence.

   The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

8. “Written Documentation” - includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of

the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for students in grades K-8*

1. Notification

a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is

elsewhere receiving equivalent instruction in the studies taught in the Windsor Public Schools.

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal **[or his/her designee]** shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. **[Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.]** Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

[*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non

responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.

d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **[or other appropriate school based team]** to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

    i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team **[or other appropriate school based team].** Upon completion of the evaluation of a regular education student, the Child Study Team **[or other appropriate school based team]** shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a

referral of the student for further evaluation and/or consideration for special education eligibility.

ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

APPROVED:_____
REVISED:_____

8/20/12

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community, and shall include an attestation on the withdrawal form from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Windsor Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

_____

_____

_____

****

Student's Name: _____
Address: _____

_____

_____

School/grade: _____/_____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of
Other Person Having Control
of Student: _____Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____
_____

Signature: _____

Date: _____

[*Note: State law mandates notification only with regard to students in grades K-8. Boards of Education are free, however, to extend the notification to parents of students at all grade levels.]

8/20/12

UNEXCUSED ABSENCES
DOCUMENTATION LOG

_____
Date

_____
School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____

* No answer = N
Left Message = LM
Notification made = NM

August 2012

SHIPMAN & GOODWIN LLP
COUNSELORS AT LAW

Series 5000
Students

STUDENT ATTENDANCE AND TRUANCY

~~5113~~

~~Attendance~~

~~1. The entire process of education requires regular continuity in instruction, classroom participation, learning experiences and study to maximize educational benefit for each student.~~

~~2. Accordingly, regular attendance is expected of all students. Attendance shall be a criterion for the granting of credit for courses.~~

~~3. The Superintendent of Schools shall develop administrative regulations to implement this policy.~~ Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal ~~Reference:~~ References:
Connecticut General Statutes §10-220

~~10-220 Duties of Boards of Education~~
~~10-184 Duties of Parents. School attendance age requirements.~~

~~10-198a Policies and Procedures concerning truants.~~

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

~~Policy Adopted: March 18, 2008~~ ADOPTED

REVISED: _____

8/20/12

Series 5000
Students

~~5113.1~~

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE AND TRUANCY

A. Definitions:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. "Excused absence" - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

   A. Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and

   B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons

~~Attendance & Unexcused Absence – Grades K-8~~

~~1. In accordance with Board of Education Policy #P 5113 and CT General Statute 10-198a, the following procedures shall be followed for monitoring, reporting and intervening with regard to unexcused student absences:~~

~~A. Definitions:~~

~~1. Student - a child enrolled in the Windsor Public Schools in grades kindergarten through eight.~~

~~2. Excused absence - an absence from a regularly scheduled school day as determined by the building principal or his/her designee, for reasons of:~~

~~a. health, including illness, incapacity or doctor's visits (the district reserves the right to require a physician's certificate or other appropriate certification for health-related reasons).~~

a. student illness (verified by an appropriately licensed medical professional);

b. religious holidays~~.~~;

c. mandated court ~~appearance.~~ appearances (documentation required);

d. funeral or death in the family~~.~~, or other emergency beyond the control of the student's family;

~~e. approved school activities.~~

~~f. suspension or expulsion.~~

~~g. limited absences from school for special activities or emergencies with parental consent, subject to the approval of the principal.~~

e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;

f. lack of transportation that is normally provided by a district other than the one the student attends.

4. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

5. "Student" - a student enrolled in the _____ Public Schools

6. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.

~~3.~~ 7. "Unexcused absence" - any absence from ~~an entire~~a regularly scheduled school day ~~which is not~~for at least one half of the school day, unless the absence an excused absence as defined above ~~as an excused~~or the absence is a disciplinary absence.

The determination of whether an absence is excused ~~or unexcused~~ will be made by the building principal~~.~~ or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent ~~of Schools~~ or his/her designee, whose decision shall be final.

~~4. Truant - any student who has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.~~

~~B. Attendance Monitoring:~~

8. "Written Documentation" - includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form

must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for students in grades K-8*

1. Notification

a. ~~1.~~ Annually at the beginning of the school year ~~or~~and upon the enrollment of ~~a student~~any child during the school year, the ~~building principal~~administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations

pursuant to ~~CT General Statute~~ Conn. Gen. Stat. §10-184 to assure ~~the~~that such a student attends school regularly or to ~~otherwise~~ show that the child is elsewhere receiving equivalent instruction in the studies taught in the _____ Public Schools.

b. ~~2.~~ Annually at the beginning of the school year and upon the enrollment of ~~a~~any child during the school year, the ~~building principal~~administration shall ~~request~~obtain from the parent or other person having control of ~~a~~the student~~,~~ in grades K-8 a telephone number or other means of contacting such parent or ~~such~~ other person during the school day.

2. Monitoring

~~3.~~ Each school shall ~~maintain~~implement a system of monitoring individual unexcused absences~~.~~ of students in grades K-8. Whenever such a student ~~enrolled in that school~~ fails to report to school on a regularly scheduled school day, school personnel~~,~~ under the direction of the building principal **[or his/her designee~~,~~]** shall make a reasonable effort to notify the ~~student's~~ parent or other person having control of ~~the child,~~such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. ~~A reasonable effort~~ **[Reasonable efforts shall include ~~at least three~~two (2) attempts to reach the parent or other person~~.~~ ~~These~~ at the telephone number provided by the parent or other person. Such attempts shall be ~~logged~~recorded on a form provided by the Superintendent** ~~of Schools. Persons who in good faith attempt but fail~~**.]** Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed~~, and shall otherwise be indemnified from liability in accordance with the provision of CT General Statute 10-235.~~ and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

~~4. Students who exhibit a pattern of excess absenteeism should be reviewed by appropriate staff to assess the need for strategies and interventions to reduce the time out of school.~~

[*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

~~C. Truants~~

~~Whenever~~a. When a student is truant ~~as defined above~~, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such ~~child~~student) and ~~with~~ appropriate school personnel to review and evaluate the reasons for the student ~~being a truant.~~'s truancy. This meeting shall be held ~~not~~no later than **ten (10)** ~~school~~ **days** after the ~~child~~student becomes ~~a~~ truant. ~~Should such~~ The district shall document the meeting, and if parent or ~~such~~ other person ~~decline~~declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall ~~be held.~~ proceed with school personnel in attendance.

~~1. The~~

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court~~, pursuant to CT General Statute 46b-149,~~ pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the ~~child~~truant are such that his ~~or~~ /her family is a family with service needs.

~~2. The Superintendent or his/her designee shall coordinate the provisions of any services which the court may order the district to provide.~~

~~D. Tardiness~~

~~Tardiness shall be reviewed as a serious matter. Students are expected to be in their places, ready to work, at the designated time.~~

~~E. Release of Students During the School Day:~~

~~1. Parents/Guardians are discouraged from removing pupils from school during the school day. The Board of Education believes a student belongs in school during the normal school day.~~

~~2. If a parent/guardian must remove a student from school, they must follow the procedures listed below:~~

~~a. The parent/guardian must provide written or oral notification to the school of the date, time and duration of the student's absence. In addition, the name and relationship of the person picking up the pupil shall be included.~~

~~b. The responsibility of granting a student permission to leave the building during the school hours rests with the principal or school nurse. Students requesting early dismissal from school must present a written note from their parent or guardian to the Attendance Clerk or Principal at the start of the day.~~

~~c. Secondary school students permitted to leave early will be issued an early dismissal pass in the school office and the pass must be presented to the classroom teacher at the time of dismissal.~~

~~d. The student will report to the school office if he/she returns to school the same day.~~

~~3. Before releasing a pupil to anyone but the parent/guardian (without an approved note), one of the pupil's parents or guardian's must be telephoned for approval.~~

~~4. Students will be released to divorced or separated parents unless there is a specific court offer provided by the custodial parent prohibiting such action.~~

d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **[or other appropriate school based team]** to consider the need for additional interventions and/or assistance. The Team will also

consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team **[or other appropriate school based team].** Upon completion of the evaluation of a regular education student, the Child Study Team **[or other appropriate school based team]** shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

APPROVED: _____
REVISED: _____

8/20/12

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community, and shall include an attestation on the withdrawal form from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the _____ Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

_____

_____

_____

****

Student's Name: _____
Address: _____

_____

_____

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of
Other Person Having Control
of Student: _____ Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

_____

Signature: _____

Date: _____

~~5. Custodial parents will be notified through school notices and newsletters that it is their responsibility to provide the school with the court order in cases where noncustodial parent access is restricted.~~

~~When a parent/guardian telephones a request that a child be released early from school, the identity of the caller should be confirmed before the pupil is permitted to leave.~~

~~Legal References: Connecticut General Statutes~~

~~10-184 Duties of parents. School attendance age requirements~~

~~10-98a Policies and procedures concerning truants~~

~~10-199 through 10-202 Attendance, truancy in general~~

~~10-202e-f Policy on dropout prevention and grant program~~

~~10-221 (b) Board of Education to prescribe rules~~

~~Campbell v. New Milford, 193 Conn 93 (1984)~~

~~Regulation Approved: March 18, 2008~~

[*Note: State law mandates notification only with regard to students in grades K-8. Boards of Education are free, however, to extend the notification to parents of students at all grade levels.]

~~Students~~

~~5113.2~~
8/20/12

UNEXCUSED ABSENCES
DOCUMENTATION LOG

Attendance and Unexcused Absence – Grades 9-12

1. Regular and punctual attendance at school and all classes is an integral component of the student's learning process. The experiences in the classroom are vital to the student's successful learning. Therefore, regular attendance to all classes is essential to fulfill academic and attendance requirements. The following attendance procedures are set forth to implement this philosophy:

2. Absence and Tardiness

Date

A. Policy on absence

1. The term absence is defined as not being present twenty (20) minutes or more of a scheduled class.

2. If ten (10) absences from an individual course occur in a semester, course credit will not be granted. This number will be prorated for courses meeting other than five (5) periods per week, as well as for quarter courses.

a. For purposes of this regulation, all absences will count with the exception of:

i. disciplinary suspensions;

ii. students offered alternative programs as recommended by the special education planning and placement team;

iii. field trips (as required by course curriculum).

3. Definition of Absence:

a. Excused absence - an absence from a regularly scheduled class for reasons of a) health, including illness, incapacity or doctor's visits (the district reserves the right to require a physician's certificate or other appropriate certification for absences in excess of five consecutive days or a total of fifteen days in any school year),

b) religious holidays, c) court appearance, d) funeral or death in the family, e) approved school activities including required field trips, f) suspension or expulsion, and, g) limited absences from school for special activities or emergencies with parental consent, subject to the prior approval of the principal.

b. Unexcused absence - any absence from a regularly scheduled class that is not defined above as an excused absence. A building administrator will make the determination of whether an absence is excused or unexcused.

B. Criteria regarding tardiness

1. Tardy entry to class will be defined as arriving late without a valid pass. Arriving late to class will be defined as not having the student's full body in the classroom or other site at the tardy bell. Three (3) tardy entries to class will count as one (1) absence.

3. Actions of Notification

A. Provisions of this regulation will be publicized annually in the student handbook.

B. After five (5) absences have occurred, the student will be informed in writing of his or her absences to date.

C. Once five (5) absences have occurred, the teacher of that class or those classes will send home notification with the student to be signed by the parent or guardian.

D. Once a student has ten (10) absences during a semester, a first class letter will be sent by an administrator to parents/guardian (or student, if he/she is of age), guidance counselor, and teacher indicating loss of graduation credit for the semester in that course. At this time, the student's parents/guardian or student will be advised of the recourse available to them. Request for a review by the Appeals Committee must be made within ten (10) school days of notification by the administration.

E. Students receiving loss of credit notices within the last two (2) weeks of the semester are urged to file the appeal as quickly as possible.

F. Students who have lost credit must continue in class. Students who have so lost credit but who receive a passing grade will be eligible to enroll in the next course in a sequence for which the former course is a prerequisite.

4. Absences from Class Affecting Grades

A. Absences may adversely affect the students course grade and class rank.

B. Although a student loses credit for excessive absences, he/she will continue to participate in the subject for a term/semester grade which is applied to class rank,

C. Students who pass the course but lose credit due to absences will not be required to repeat that particular course, but will need to fulfill the credit requirements for graduation.

5. Establishment of an Appeals Committee

A. Composition of Appeals Committee

1. Membership will be composed of:

a. One teacher

b. One administrator

c. One guidance counselor or social worker

B. Responsibilities of the Appeals Committee

1. Review loss of credit due to absences

a. It is the responsibility of the student or parent/guardian to apply for review.

b. A student or parent/guardian must apply within ten (10) school days after receiving official administrative notification of loss of credit due to excessive absences.

c. The Appeals Committee may consider the following in reviewing an appeal:

1. Types of absences. Class cutting will be viewed negatively in the Committee's decision to excuse the absence.

2. Extenuating circumstances

3. Make-up work completed by student

4. Absences due to vacations are not a valid reason for appeal

5. A passing grade is not a valid reason for appeal

2. At its discretion, the Appeals Committee may contract with a student and teacher to establish conditions under which credit may be reinstated.

C. Due Process

Each student and his/her parent/guardian have the right of appeal following notification of loss of graduation credit.

D. Procedure

1. The student and his/her parent/guardian must complete the appeal form providing information pertinent to the appeal request, within the allotted time. This includes providing reasons for all absences.

2. The Appears Committee may decide to rescind some of the recorded absences solely on the basis of the written information without a formal hearing. (Appeal Form AR5113).

3. The student and his/her parent/guardian must appear at the Appeals Committee's formal hearing with appropriate documentation and any interested parties on their behalf.

4. It is the responsibility of the student or parent to substantiate the claims presented on the appeal form.

~~5. The student's teacher(s) in those classes where excessive class absence is under appeal, shall be notified regarding the need for information, the date of the appeal hearing, the possible need to appear and the disposition of the case.~~

~~6. Confidential information pertaining to a student may be presented by an interested party to the Appeals Committee. The Appeals Committee in its review of the case may consider this information.~~

~~7. The Appeals Committee will weigh the validity of any appeal by considering all factors.~~

~~8. The Appeals Committee will begin deliberations ten (10) school days prior to the close of each semester.~~

~~9. The student and/or parent/guardian will be notified of the Appeals Committee's decision within two (2) school days of the hearing.~~

~~10. The decision of the Appeals Committee is final.~~

~~Regulation approved: July 23, 2001~~

_____
School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____

				Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____

Students

Attendance – Call Back Service

Regular attendance is an important part of the educational process. To assist parents in monitoring attendance, and to facilitate home/school communication, the Board adopts the following procedure at the elementary school level. Parents shall be offered the opportunity to participate in a "call back" program as follows: Participating parents shall be required to notify the school when their child is to be absent from school, during a time before school designated by the building principal. If a child is absent from school at the beginning of the day and the parent has not provided prior notification of absence, school personnel will seek to call such parent between 9:00 AM and 10:00 AM to verify that the absence is excused.

In order to participate, the parents shall complete a form with day time telephone number and such other information as the Administration may reasonably require. Continued participation shall be subject to meeting of the parent's duties under the program. If parent fails to notify the school of a known absence on three or more occasions, the Board of Education shall discontinue the parent's participation.

The Board of Education cannot and does not assume responsibility for students prior to their entering the school bus or school building, or responsibility for assuring that parents are notified in every case of absence or tardiness. As a condition of participating in the program, parents shall execute a waiver of any claims against the District for failing to notify the parents under this program. However, this new procedure is intended to assist both parents and school personnel in monitoring student attendance at the elementary school level.

Policy adopted: January 19, 1988

Students

5113.3
* No answer = N
Left Message = LM
Notification made = NM

Truancy

Introduction and Definitions

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted.

"Truant" shall mean a child age five to eighteen, inclusive who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy:

1. Notify parents annually of their obligations under the attendance policy.

2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.

3. Establish a system to monitor student attendance.

4. Make a reasonable effort to notify parents or other persons having control of such child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil, or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.

6. Appropriate school staff shall meet with parents of a child identified as truant, to review and evaluate the situation, within ten days of such designation.

Students so identified may be subject to:

a. retention in the same grade to acquire necessary skills for promotion or promotion

b. a requirement to complete a summer school program successfully before being promoted to the next grade.

7. If the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem, the Superintendent shall file a written complaint with the Superior Court pursuant to Conn. Gen. Stat. 46b-149 alleging that the acts or omissions of a child identified as "truant" are such that the student's family is a family with service needs.

8. Provide coordination of services and refer "truants" to community agencies which provide family services.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants. (as amended by PA 00-157)

10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

10-202e-f Policy on dropout prevention and grant program.

10-221 (b) Board of Education to prescribe rules.

Campbell v New Milford, 193 Conn 93 (1984).

Action taken by the State Board of Education on January 2, 2008, to define "attendance."

~~Policy adopted: April 21, 2009~~

August 2012

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:46:41 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793586/1
Description	#2793586v1<SG> - Windsor Attendance word document
Document 2 ID	interwovenSite://SGDMS/SG/238844/13
Description	#238844v13<SG> - Model Policy - Students/Student Attendance and Truancy
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	192
Deletions	216
Moved from	11
Moved to	11
Style change	0
Format changed	0
Total changes	430

Students

STUDENT DISCIPLINE

I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary

charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. **School Days** shall mean days when school is in session for students.

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife

having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process**, **or that violates a publicized policy of the Board**.

B. ***Conduct off School Grounds:***

1. Students may be suspended or expelled for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board**. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider **whether such off-campus conduct involved the use of drugs**.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or

instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

    a) causes physical or emotional harm to such student or damage to such student's property;

    b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

    c) creates a hostile environment at school for such student;

    d) infringes on the rights of such student at school; or

    e) substantially disrupts the education process or the orderly operation of a school.

    Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

39. Any action prohibited by any Federal or State law.

40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.

B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:

1. was in **possession on school grounds** or at a **school-sponsored activity** of a **deadly weapon**, **dangerous instrument**, **martial arts weapon**, or **firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

2. **off school grounds**, **possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or

3. was engaged **on or off school grounds** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms "**dangerous instrument**," "**deadly weapon**," **electronic defense weapon**," "**firearm**," and "**martial arts weapon**," are defined above in Section I.

C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

D. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive

school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.

11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

a. The date, time, place and nature of the hearing.

b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

c. A short, plain description of the conduct alleged by the administration.

d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

e. The student may cross-examine witnesses called by the Administration.

f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.

g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

i. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.

7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if

any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

14. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is

required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the

decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior <u>was</u> a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Transfer of IDEA students for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under

the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention

center, the Connecticut Juvenile Training School or any other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)

§§ 10-233a through 10-233e Suspension and expulsion of students.
§ 10-233f In-school suspension of students.
§29-38 Weapons in vehicles
§53a-3 Definitions
§53a-206 (definition of "weapon")
Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)
Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

ADOPTED: _____
REVISED: _____

August 13, 2012

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)[1]
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; d.o.b.

Dear ***(Parent/Guardian)***:

In accordance with the ***(name of district)*** Board of Education Policy ***(policy # & title)***, I am writing to advise you that the ***(name of district)*** Board of Education (the "Board") will hold a formal hearing concerning your ***(son/daughter), (Name of Student)*** to consider the recommendation of ***(name of administrator)*** that ***(he/she)*** be expelled from school. [***In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], to serve as an impartial hearing officer in this matter.]*** This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the ***(name of district)*** Board of Education Policy ***(policy # & title)***, a copy of which is enclosed. The Board ***(OR the hearing officer)*** intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your (***son/daughter)*** violated Board Policy (***cite Student Discipline Policy number and any other specific policy number*** on ***date)***, by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

[1] If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (***date, time, place).*** You and your (***son/daughter)*** are asked to attend this hearing. Your (***son/daughter)*** has the right to be represented by an attorney at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the hearing officer)*** may also question witnesses. An opportunity will also be given for the administration and your (***son/daughter)*** or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the hearing officer)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your **(son/daughter)** has a right to be represented, at your own expense, by legal counsel or other representative at the expulsion hearing. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (***son/daughter)*** is expelled as a result of the scheduled hearing, and your (***son/daughter)*** is under sixteen (16) years of age, the Board shall offer your child an alternative educational opportunity, to be determined by the Administration, during any period of exclusion from school. If your **(son/daughter)** is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your (***son/daughter)*** an alternative educational opportunity if she/he wishes to continue her/his education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who is expelled for possession of a firearm, deadly weapon or dangerous instrument or sale or distribution of a controlled substance on school grounds or at a school-sponsored activity, or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (***number)***.

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: ***(Name of District)***, Chairman, ***(Name of District)*** Board of Education
(Name of Special Education director)
(Name of Principal at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

3/12/12

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____ School.

2. NAME OF STUDENT admits that he engaged in the following conduct on or about _____, 2011:

3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline).

4. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 20__ and continuing through _____, 20____, under the following conditions:

   a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration.

   b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his/her participation in the alternative education program.

   c) Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.

   d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.

5. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.

6. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

7. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

_____ Date:_____
NAME OF SUPERINTENDENT
Superintendent of Schools

_____ Date:_____
NAME OF STUDENT
Student

_____ Date:_____
NAME OF MOTHER and/or NAME OF FATHER
Parents of NAME OF STUDENT



~~1.~~

Series 5000

Students ~~are expected to comply with school rules and policies.~~

~~2. Students may be removed from class, suspended or expelled from school for conduct that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.~~

~~3. The Superintendent shall establish regulations for the effective administration of this policy as necessary.~~

~~Legal Reference: Connecticut General Statutes~~

~~4-176e through 4-180a. Contested Cases. Notice. Record~~
~~10-233a through 10-233f. Suspension, removal and expulsion of students~~
~~53a-3 Definitions.~~
~~53a-217b Possession of Firearms and Deadly Weapons on School Grounds.~~
~~18 U.S.C.921 Definitions~~
~~Title III – Amendments to the Individuals with Disabilities Education Act.~~
~~Sec. 314 (Local Control Over Violence)~~
~~Elemendary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.~~
~~P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.~~

STUDENT DISCIPLINE

~~Policy adopted: September 18, 2007~~

~~1.~~I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

~~A. "~~

E. **Exclusion**~~" shall be defined as~~ means any denial of public school privileges to a ~~pupil~~student for disciplinary purposes.

~~B. "Removal" shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 (ninety) minutes.~~

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

~~C. "In-school suspension" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.~~

G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not

include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

~~D. "~~

H. **In-School Suspension**~~" shall be defined as~~ means an exclusion from ~~school privileges or from transportation services only~~regular classroom activity for no more than ten (10) consecutive school days, ~~provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed~~but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

~~E. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil is assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed~~

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

~~F. "Emergency" shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.~~

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. ~~G. "~~**School Days**~~"~~ shall mean days when school is in session for ~~pupils~~students.

H. "Seriously disruptive of the educational process" means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

2. Notice to Pupils of Board Policies

The Board shall assure that all pupils within its jurisdiction are informed, at least annually, of Board policies concerning pupil conduct.

3. Removal from Class

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

A. Each teacher shall have the authority to remove a pupil from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six (6) times in any year nor more than two (2) times in one (1) week, unless such pupil is referred to the building principal or his/her designee and granted an informal hearing at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

B. Whenever any teacher removes a pupil from the classroom for creating a serious disruption of the educational process, such teacher shall send him/her to a designated area and shall immediately inform the building principal or his/her designee, contact the parent by telephone and submit a written report of the incident to the principal.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

C. In the elementary schools, when students are removed from class after causing a serious disruption of the educational process, such students will be counseled by the principal or his/her designee. When the principal or his/her designee determines that the students are prepared to behave appropriately, they shall be allowed to return to the classroom.

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife

having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

~~D. In the secondary schools, when students have been removed from class after causing a serious disruption of the educational process, they shall not return to the class from which they were removed until the next session of that class, provided that such students may communicate with the teacher prior to such next class in order to obtain homework, reading and/or other assignments.~~

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

~~E. Students removed from classes for the third time on one day shall not return to class and shall be suspended. In such cases, the principal or his/her designee shall notify the student's parents by telephone and written communication as to the reason for the student's suspension from school.~~

II. Scope of the Student Discipline Policy

~~4. Actions Leading to Suspension or Expulsion~~

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

~~A.~~ Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process**, **or that violates a publicized policy of the Board**.

B. ***Conduct off School Grounds:***

1. Students may be ~~disciplined~~suspended or expelled for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board**. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such ~~condition~~consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in ~~Connecticut General Statutes, Section~~section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider **whether such off-campus conduct involved the use of drugs**.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire.

Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

~~(1) Conduct causing a threat of danger to the physical well-being of himself/herself or other people; or~~

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

~~(2) Striking or physically assaulting another person where such conduct is not necessary for self-defense; or~~

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

~~(3) Causing or attempting to cause damage to public property; or stealing or attempting to steal public property; or~~

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

~~(4) Causing or attempting to cause damage to private property; or~~

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

~~(5) Taking or attempting to take, personal property or money from another person or from his/her presence by means of force or fear; or~~

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

~~(6) Possessing or transmitting any deadly weapon, weapon, firearm, firearm facsimile, knife, explosive or other dangerous object; or~~

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

~~(7) Possessing, using, transmitting or being under the influence of any unprescribed controlled substances, unauthorized, illegal or dangerous drugs, narcotics, hallucinogenic drug, drug paraphernalia, amphetamines, barbiturates, alcoholic beverage, tobacco product, or intoxicant of any kind; or~~

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

~~(8) Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any unprescribed controlled substance, illegal, unauthorized or dangerous drugs, narcotics, hallucinogenic drug, amphetamines, barbiturates, marijuana, alcoholic beverage, or intoxicant of any kind; or~~

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

~~(9) Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or school premises or other building owned by any school district, and failure to leave such premises or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility; or~~

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

~~(10) Intentional incitement of unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district; or~~

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

~~(11) Using~~26. Use of or copying of the academic work of another individual and presenting it as ~~his/her~~the student's own work,

without proper attribution ~~or allowing such use and/or copying of the pupil's own work by another~~; or any other form of academic dishonesty, cheating or plagiarism.

~~(12) Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or to school property; or~~

~~(13) Open defiance of the authority of any teacher or person having authority over the pupil, including verbal abuse; or~~

~~(14) Repeated unauthorized absence from school in violation of the Board's truancy policy; or~~

~~(15) Intentional incitement of truancy by other pupils; or~~

~~(16) Falsely activating fire alarm or other safety systems; or~~

~~(17) Falsely reporting the presence of a bomb or other explosive device at the school; or~~

27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

~~(18) Unauthorized possession of paging devices, beepers, cellular phones, or other electronic communication devices.~~

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

~~(19) Continual or repeated misconduct in and out of class that disrupts the learning environment.~~

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

~~(20) Inappropriate sexual contact or engagement in sexual misconduct (verbal, physical including gestures).~~

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

~~(21) Verbal abuse that includes, but is not limited to swearing, screaming, obscene gestures, or threats when directed, either orally, including the telephone or in writing, at an individual, his/her family or a group~~

31. Hazing.

~~(22) Intimidation is an act intended to frighten or coerce someone into submission or obedience.~~

32. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

~~(23) Bullying is the use of physical or verbal coercion to obtain control over others or to be habitually cruel to others who are assumed to be weaker.~~

a) causes physical or emotional harm to such student or damage to such student's property;

~~(24) Terroristic threat is a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience.~~

b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

~~(25) Terroristic act is an offense against property or involving danger to another person or persons.~~

c) creates a hostile environment at school for such student;

~~(26) Stalking is the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of the individual.~~

d) infringes on the rights of such student at school; or

~~(27) Racial slurs are insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's racial origin.~~

e) substantially disrupts the education process or the orderly operation of a school.

~~B. Contraband items may be seized by teachers or administrative staff, and retained until all disciplinary procedures are completed.~~

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation,

gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

5. Procedures Governing Suspension

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

A. The principal in each school building shall have the authority to invoke suspension, for a period of up to ten (10) days or to invoke in-school suspension for a period of up to five (5) days, of any student for one or more of the reasons stated in subsection 4 above, in accordance with the procedure outlined in paragraph C of this section, provided, however, the principal or the Superintendent of Schools shall have the authority to immediately suspend from school any student or pupil when an emergency exists. If an emergency situation exists, the hearing outlined in paragraph C of this section shall be held as soon after the suspension as possible. For purposes of these procedures, "principal" shall include his/her designee.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

B. In the case of suspension, the principal shall notify the Superintendent of Schools and the parents or guardian of any minor pupil who has been suspended within twenty-four (24) hours of suspension as to the name of the pupil who has been suspended and the reason therefore. Any pupil who is suspended shall be given the opportunity to complete any class work, including, but not limited to, examinations which such pupil missed during the period of suspension.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

C. Except in the case of an emergency, a pupil shall be afforded the opportunity to meet with the principal and to answer the charges against him/her prior to the effectuation of any period of suspension or in-school suspension. If, at such meeting, the pupil denies the charges against him/her, he/she may, at the time, present his/her version of the incident(s) upon which the proposed suspension is based. The principal shall then determine what action, including suspension or in-school suspension, is warranted. In determining the length of a suspension period, the principal may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension or expulsion of such pupil.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

~~D. No pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in Section 7(F) is first granted.~~

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

~~E. No pupil shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.~~

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

~~F. Notice of a suspension and the conduct for which the pupil is suspended shall be included on the pupil's cumulative educational record, but shall be expunged when the pupil graduates from high school.~~

39. Any action prohibited by any Federal or State law.

~~6. In-School Suspension Center~~

40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

~~The Board authorizes the administration to establish and operate an in-school suspension center(s) designed to reduce the number of students assigned to out-of-school suspensions and help students become better adjusted to the tasks required in the regular school program. The center(s) shall provide controlled and restrictive educational programs for students. Prior to the start of each calendar year, the Principal of each school where such a center will operate will so notify the Superintendent.~~

IV. Discretionary and Mandatory Expulsions

~~7. Procedures Governing Expulsion~~

A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.

~~A. The Superintendent of Schools may recommend to the Board of Education the expulsion of any student for one or more of the reasons stated in section 4 if, in his/her judgment, such disciplinary action is in the best interest of the school system. Notwithstanding the foregoing, the Superintendent shall recommend expulsion when he/she reasonably believes that a student:~~

B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:

~~(1)~~1. was in **possession on school grounds** or at a **school-sponsored activity** of a ~~firearm as defined in 18 USC 921, as amended from time to time, a~~ **deadly weapon**, **dangerous instrument** ~~or~~, **martial arts weapon**, ~~as defined in Connecticut General Statutes, Section 53a-3, as amended.~~or **firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

~~A "firearm" under 18 USC 921 means a "weapon" as defined in Paragraph C below. A 'deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A deadly weapon is one that is designed for violence and which is capable of inflecting death or serious bodily harm and may include pellet guns and/or air soft pistols. A "dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in Connecticut General Statutes, Section 53a-3 or a dog that has been commanded to attack. A "martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star; or~~

~~(2) was in possession~~ 2. **off school grounds** ~~of~~, **possessed a firearm** ~~(~~as defined ~~under~~in 18 ~~USC 921)~~U.S.C. § 921, in violation of ~~Connecticut General Statutes, Section~~Conn. Gen. Stat. § 29-35, or ~~did possess~~**possessed** and ~~use such~~**used a firearm**~~,~~ as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime**~~; or(3) was in possession of a knife on school grounds or at a school-sponsored activity; or~~ under chapter 952 of the Connecticut General Statutes; or

~~(4)~~3. was engaged **on or off school grounds** in **offering for sale or distribution a controlled substance** (as defined in ~~Connecticut General Statutes, Section~~Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering~~,~~

or administering is subject to criminal penalties under ~~Connecticut General Statutes, Sections~~ Conn. Gen. Stat. §§21a-277 and 21a-278.

~~B. Mandatory Expulsion: It shall be the policy of the Board to expel a student who engages in misconduct as described in paragraphs 1, 2 or 4 above for one full calendar year. The Board may modify the period of expulsion on a case-by-case basis.~~

The terms "**dangerous instrument**," "**deadly weapon**," **electronic defense weapon**," "**firearm**," and "**martial arts weapon**," are defined above in Section I.

C. ~~Mandatory Expulsion: In keeping with the intent of the federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "weapon" to school. For the purposes of this paragraph, a "weapon" is defined to mean (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, or poisonous gas device, including a bomb, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, grenade or any other similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2" in diameter). The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.~~ Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

D. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the

subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the

administration-specified program and meets any other conditions required by the administration.

11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

a. The date, time, place and nature of the hearing.

~~The Board may modify the period of expulsion on a case-by-case basis.~~

b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

~~D. The procedures for a hearing, outlined in paragraphs E and F below, shall be provided prior to the effectuation of any expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.~~

c. A short, plain description of the conduct alleged by the administration.

~~E. Upon recommendation of expulsion by the Superintendent, the Board of Education shall notify the pupil concerned and his/her parents, or the pupil if he/she has attained the age of 18, that expulsion from school will be considered at a hearing to be scheduled as soon as possible. The date for such a hearing may be extended by agreement of the parties or because of an unavoidable emergency. The Board of Education shall hold the hearing, or establish an impartial hearing panel of one or more persons, to conduct the hearing in accordance with the "hearing procedure" set forth in paragraph F below. In cases where expulsion is recommended for a student at the elementary level, the Superintendent shall confer with the student's principal and make a recommendation to the Board concerning whether to establish an impartial hearing panel to conduct the hearing. Should the Board conduct the hearing, three (3) members of the Board shall constitute a quorum for an expulsion hearing. If an impartial hearing panel is established, no member of the Board shall be a member of the hearing panel.~~

d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

~~F. The procedures of any hearing conducted under this section shall be determined by the hearing officer or Board president as appropriate, but shall at least include the right of the pupil to:~~

e. The student may cross-examine witnesses called by the Administration.

~~(1) Notice of the proposed hearing which shall include a statement of the date, time, place and nature of the hearing, a statement of the legal authority and jurisdiction under which the hearing is to be held; a reference to the particular statutes and policies involved; notification that the administration will be represented by a lawyer and that the pupil~~

~~and his or her parents have the right to be represented by a lawyer at their own expense; and a short and plain statement of the matters asserted if such matters have not already been provided in a statement of reasons requested by the pupil. The statement so provided may be limited to a statement of the issues involved, if it is not possible to state the issues in detail at the time such notice is served. Thereafter, upon request from a student concerned, a more definite and detailed statement of the issues shall be furnished. Whenever notice is issued to a pupil between the ages of sixteen (16) and eighteen (18) or the parent or guardian of such pupil that an expulsion hearing will be held, the notification shall include a statement of the conditions under which the Board is not required to offer an alternative educational opportunity to the pupil;~~

f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.

~~(2) The opportunity to be heard in his/her own defense concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence;~~

g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

~~(3) The opportunity to present witnesses and evidence in his/her defense;~~

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

~~(4) The opportunity to cross-examine adverse witnesses; except that the Board may accept hearsay evidence from a witness against the pupil if the Board believes that fear on the part of the witness would prevent the giving of accurate testimony.~~

i. Information about free or reduced-rate legal services and how to access such services.

~~(5) The opportunity to be represented by counsel;~~

D. Hearing Procedures:

~~(6) The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the pupil concerned. A pupil may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel, provided that there are at least three (3)~~

~~votes cast in favor of expulsion. Alternatively, a student may be expelled by the decision of an impartial hearing panel established pursuant to Connecticut General Statutes, Section 10-233d(b), and Section E of this policy.~~

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

~~G. The record of any hearing held in an expulsion case shall include the following:~~

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

~~(1) All evidence received and considered by the Board of Education;~~

3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

~~(2) Questions and offers of proof, objections and rulings on such objections;~~

4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

~~(3) The decision of the Board of Education rendered after such hearing;~~

5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

~~(4) Written notices related to the case;~~

6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.

~~(5) The official transcript or recording of the proceeding.~~

7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and

questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

~~(6) In presenting his/her recommendation for expulsion, the Superintendent shall offer the student an opportunity to provide a written statement explaining his/her perspective on the charges, such statement to be in the student's own words and handwriting. In addition to such written statement, if elected by the student, the student shall have the right to provide oral testimony and evidence related to the incident or incidents in question. The Superintendent may provide oral testimony and evidence related to the incident or incidents in question from witnesses called by the Superintendent. The Superintendent may also provide written statements from such witnesses, and any such written statements shall be in witnesses' own words.~~

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.

~~(7) If the Board concludes that grounds for expulsion exist, the Superintendent shall provide the Board with the student's academic records and a summary of the student's disciplinary record, including a record of behavior problems and consequences, including parent contacts.~~

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

~~H. Rules of evidence at expulsion hearings shall include the following:~~

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

11. ~~(1) Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition to other evidence, the Board of Education may receive and consider other evidence~~Evidence of past disciplinary problems which have led to removal from a classroom, ~~in-school suspension,~~ suspension or expulsion of ~~such pupil~~a student being considered for expulsion

may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

14. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an

adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such

notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

~~(2) The Board of Education shall give effect to the rules of privilege by law;~~ If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

~~(3) In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;~~

XI. Change of Residence During Expulsion Proceedings

~~(4) Documentary evidence may be received in the form of copies or excerpts, if the original is not readily available, provided, however, that any party to a hearing shall be given an opportunity to compare the copy to the original;~~

A. *Student moving into the school district:*

~~(5) A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and true disclosure of the facts;~~

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

~~(6) The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;~~

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

~~(7) A tape recording or stenographic record of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceeding shall be provided only upon request of a party, with the cost of such transcript to be paid by the requesting party.~~

B. *Student moving out of the school district:*

~~I. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.~~

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

~~J. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of any expulsion based upon possession of a firearm or deadly weapon as described in Section 7(B), shall be expunged from the cumulative educational record if the pupil graduates from high school.~~

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

~~K. The Board may, in a hearing in accordance with Connecticut General Statutes, Section 10-233d(a), adopt the decision of a pupil expulsion hearing conducted by another school district. The pupil shall be excluded from school pending such hearing. The excluded pupil shall be offered an alternative educational opportunity in accordance with sections 9 and 10 of this policy.~~

A. *Suspension of IDEA students:*

~~L.~~ Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who

has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply ~~to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities")~~:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in

order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

~~(1)~~

4. If ~~a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene a planning and placement team (PPT) meeting to determine whether the misconduct is a manifestation of~~ the student's PPT finds that the behavior was not a manifestation of the student~~'s disability. A student may be suspended for up to ten (10) days pending a PPT determination.~~'s disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. ~~(a) If the PPT finds that the misconduct is not a manifestation of the disability, the Superintendent may proceed with a recommendation for expulsion.~~ During any period of expulsion, ~~a student with disabilities under the IDEA shall receive~~or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative ~~educational plan in accordance with the IEP as modified by the PPT in light of such expulsion. Prior to implementing any expulsion of a student with disabilities, the district shall comply with the procedures set forth in subparagraph (2) below~~education program in accordance with the provisions of the IDEA.

~~(b) If the PPT finds that the misconduct is a manifestation of the disability, the superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of other students.~~

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

~~(2) Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student him- or herself if eighteen years of age or older) file a request for a due process hearing under Connecticut General Statutes, Section 10-76h, to contest an expulsion under subparagraph (a) above or a proposed change in placement under subparagraph (b), the child shall stay in his or her then-current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.~~

C. *Transfer of IDEA students for Certain Offenses:*

~~(3) Notwithstanding the provisions of the preceding subparagraph (2), a student with disabilities may be assigned~~School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student ~~(1) was~~:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930 (g) (2), as amended from time to time, on school grounds or at a school -sponsored activity~~;~~, or ~~(2) knowingly~~

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or ~~(3) has~~

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. ~~The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.~~

The following definitions shall be used for this subsection XII.C.:

~~(a)~~ "1. **Dangerous weapon**~~"~~ means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

~~(b)~~ "2. **Controlled substance**~~"~~ means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

~~(c)~~ "3. **Illegal drug**" means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

~~(d)~~ "4. **Serious bodily injury**" means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

~~The provisions of Section 3 are subject to modification in accordance with a student's individualized education plan or accommodation plan.~~

~~M.~~ Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for ~~education~~educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

~~(1)~~ 1. The parents of the student must be notified of the decision to recommend the student for expulsion.

~~(2)~~ 2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

~~(3)~~ 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

~~(4)~~ 4. If the 504 team finds that the behavior was not a manifestation of the student~~'~~'s disability, the Administration may proceed with the recommended expulsion.

~~8. Notification to Parents or Guardian~~

~~A. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action by~~

~~telephone and written communication within twenty-four (24) hours of the time of the institution of the period of expulsion or suspension or removal from class.~~

~~B. The Superintendent of Schools shall forward to the pupil concerned and his/her parents, or the pupil, if he/she has attained the age of 18, a copy of the procedures "Governing Expulsion" (Section 7 A through F at the time of notification per Section 7 A).~~

~~9. Alternate Program~~

~~Subject to the terms of section 10 (below), whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer such student an alternative education program. The parent (s) of such student has the legal right to reject such a program without being subject to the truancy law. Whenever the Board of Education expels a pupil between sixteen (16) and eighteen (18) years of age for the first time, such pupil shall be offered an alternative educational opportunity subject to conditions established by the Board, which alternative educational opportunity may be placement in an adult education program. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by Connecticut law.~~

~~10. Notwithstanding the provisions of section 9 concerning the provision of an alternative educational opportunity for pupils between the ages of sixteen (16) and eighteen (18), the Board of Education shall not be required to offer such alternative to any such pupil who is expelled because of conduct that endangers persons, if it was determined at the expulsion hearing that the conduct for which the pupil was expelled involved possession on school property or at a school-sponsored activity of a firearm as defined in 18 USC 921, as amended from time to time, a dangerous instrument, deadly weapon or martial arts weapon or offering for sale or distribution on school property or at a school-sponsored activity a controlled substance as defined in Connecticut General Statutes, Section 21a-240, Section 21a-277, or Section 21a-278. The Board is not required to offer a student between the ages of sixteen (16) and eighteen (18) an alternative educational opportunity if the student has been expelled previously.~~

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

~~The provisions of this subsection shall not apply to pupils requiring special education.~~

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

~~11. Whenever a student is expelled for the sale or distribution of a controlled substance, the Board shall thereafter refer the pupil to an appropriate State agency, in accordance with Connecticut General Statutes, Section 10-233d(e).~~

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

~~12. Whenever a student is expelled for possession of a deadly weapon or firearm, as defined in Connecticut General Statutes, Section 53a-3, the Superintendent shall report the violation to the local police.~~

~~13. Whenever a student is expelled, this action shall be publicized in the manner the Board and/or Superintendent deem appropriate, provided that personally identifiable information concerning students shall not be disclosed except as authorized by law. Such publicity may include a description of the conduct for which the student was expelled in the public Board vote and/or a press release describing the Board's action and the conduct for which the student was expelled.~~

XV. Early Readmission to School

~~14.~~ An expelled ~~pupil~~student may apply for early readmission to school. The Board delegates the authority to make decisions on ~~readmissions~~readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

******

~~Cross References:~~
~~(cf.5125/5125.1 - Student Records; Confidentiality)~~
~~(cf. 5131.2 - Classroom, Hall and Grounds Conduct)~~
~~(cf. 5131.4 - Campus Disturbances)~~
~~(cf. 5131.5 - Vandalism)~~
~~(cf. 5131.6 - Drugs, Tobacco, Alcohol)~~
~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~
~~(cf.5244 - Discipline Punishment)~~

C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

~~10-233a Definitions~~
~~10-233b Removal of pupils from class~~
§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)
§§ 10-233~~e~~a through 10-233e Suspension ~~of pupils~~
~~10-233d Expulsion of pupils~~
~~10-233e Notice as to disciplinary policies and action~~and expulsion of students.
§ 10-233f In-school suspension of ~~pupils~~students.
~~176e - 4-180a, inclusive, 4-181a~~
~~Contested Cases. Notice. Record.~~
~~53a-3~~
§29-38 Weapons in vehicles
§53a-3 Definitions
~~53a-217b Possession of firearms and deadly weapons on school grounds~~
~~18 U.S.C. 921 Definitions~~
~~18 U.S.C. 930(g)(2) Definition of "firearm"~~
~~18 U.S.C. 1365(h)(3) Identifying "serous bodily injury"~~
§53a-206 (definition of "weapon")
Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
~~21 U.S.C. 812© Identifying "controlled substances" and "illegal drugs"~~21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

ADOPTED: _____
REVISED: _____

August 13, 2012

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)[1]
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; d.o.b.

Dear ***(Parent/Guardian)***:

In accordance with the ***(name of district)*** Board of Education Policy ***(policy # & title)***, I am writing to advise you that the ***(name of district)*** Board of Education (the "Board") will hold a formal hearing concerning your ***(son/daughter), (Name of Student)*** to consider the recommendation of ***(name of administrator)*** that ***(he/she)*** be expelled from school. [***In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], to serve as an impartial hearing officer in this matter.]*** This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the ***(name of district)*** Board of Education Policy ***(policy # & title)***, a copy of which is enclosed. The Board ***(OR the hearing officer)*** intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your (***son/daughter)*** violated Board Policy (***cite Student Discipline Policy number and any other specific policy number*** on ***date)***, by engaging in the following conduct:

> ***(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.***
>
> ***Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).***

[1] If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (***date, time, place).*** You and your (***son/daughter)*** are asked to attend this hearing. Your (***son/daughter)*** has the right to be represented by an attorney at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the hearing officer)*** may also question witnesses. An opportunity will also be given for the administration and your (***son/daughter)*** or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the hearing officer)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your **(son/daughter)** has a right to be represented, at your own expense, by legal counsel or other representative at the expulsion hearing. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (***son/daughter)*** is expelled as a result of the scheduled hearing, and your (***son/daughter)*** is under sixteen (16) years of age, the Board shall offer your child an alternative educational opportunity, to be determined by the Administration, during any period of exclusion from school. If your **(son/daughter)** is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your (***son/daughter)*** an alternative educational opportunity if she/he wishes to continue her/his education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who is expelled for possession of a firearm, deadly weapon or dangerous instrument or sale or distribution of a controlled substance on school grounds or at a school-sponsored activity, or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (***number)***.

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: ***(Name of District)***, Chairman, ***(Name of District)*** Board of Education
(Name of Special Education director)
(Name of Principal at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

3/12/12

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____ School.

2. NAME OF STUDENT admits that he engaged in the following conduct on or about _____, 2011:

3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline).

4. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 20__ and continuing through _____, 20____, under the following conditions:

   a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration.

   b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his/her participation in the alternative education program.

   c) Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.

~~Regulation Approved: September 28, 2010~~

   d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the

remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.

5. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.

6. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

7. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

~~Elizabeth E. Feser, Ed.D.~~

_____ Date:
NAME OF SUPERINTENDENT
Superintendent of Schools

_____ Date: _____
NAME OF STUDENT
Student

_____ Date: _____
NAME OF MOTHER and/or NAME OF FATHER
Parents of NAME OF STUDENT

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:07:47 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793494/1
Description	#2793494v1<SG> - Windsor Exlusion/Suspension/Expulsion/Student Due Process
Document 2 ID	interwovenSite://SGDMS/SG/238924/51
Description	#238924v51<SG> - Model Policy - Students/Student Discipline
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

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	Count
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Deletions	249
Moved from	39
Moved to	39
Style change	0
Format changed	0
Total changes	759

Personnel

NON-DISCRIMINATION

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individuals' family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq*.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
Public Act 11-55, An Act Concerning Discrimination.

ADOPTED:_____
REVISED:_____

1/31/13

Personnel

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Windsor Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is the express policy of Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Office of the Superintendent of Schools
Jeffrey A. Villar, Ph.D.
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 ext. 236
jvillar@windsorct.org

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the Superintendent and/or his or her designee should:

1. offer to meet with the complainant to discuss the nature of his/her complaint;

2. provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting

interviews with individuals deemed relevant to the complaint;

4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;

5. communicate the findings and/or results of any investigation to the complainant; and

6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 860 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200).

8/14/12

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

_____

Students

NON-DISCRIMINATION (STUDENTS)

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq*.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*
Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq*.
Connecticut General Statutes § 10-15c and § 46a-81a, *et seq*. -
Discrimination on basis of sexual orientation
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq*.

ADOPTED:_____
REVISED:_____

Students

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

All other complaints by a student or other individuals alleging discrimination on the basis of the protected characteristics listed herein should file a written complaint with:

Office of the Superintendent of Schools
Jeffrey A. Villar, Ph.D.
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 ext. 236
jvillar@windsorct.org

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make a written complaint to Jody Lefkowitz, Director of Pupil and Special Education Services or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

A. Name of the complainant,

B. Date of the complaint,

C. Date(s) of the alleged harassment/discrimination,

D. Name(s) of the harasser(s) or discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination, and

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and

any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;

5. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

6. take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee;

7. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide

written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

8/14/12

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, or Gender Identity or Expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

_____

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared By: Mary Anne Butler

Presented By: Tom Baird, Bonnie Fineman, Tangular Irby, Blanca Jaramillo, Deborah Maccarone, Tracie Peterson

Attachments: Anatomy/Physiology, Grade 2, 3, 4 Language Arts, Introduction to Spanish, Spanish 4, Conversational Spanish (Semester 1), Military History, Fashion Merchandising, CAD/CAM, Young Adult Literature, Grade 6 Mathematics, Geometry, Algebra II

Subject: Curriculum: Anatomy/Physiology, Grade 2, 3, 4 Language Arts, Introduction to Spanish, Spanish 4, Conversational Spanish (Semester 1), Military History, Fashion Merchandising, CAD/CAM, Young Adult Literature, Grade 6 Mathematics, Geometry, Algebra II, 1st Reading

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Background:

The Anatomy/Physiology curriculum was changed to incorporate a full-year and aligns with the Common Core State Standards.

The Introduction to Spanish curriculum is a one semester course that will provide opportunity for all middle school students' exposure to a World Language. Spanish 4 curriculum was written to follow the new textbook purchased, *Avancemos.* Conversational Spanish (Semester 1) curriculum is provided as an elective for students and will be a full year course.

The Language Arts curriculum for grades 2, 3 and 4 has been developed to align with the Common State Standards.

The 6th grade mathematics, Geometry and Algebra II Curriculums have been written to align with the Common Core State Standards and incorporates performance-based assessments and the application of 21st Century skills.

Military History, Fashion Merchandising, CAD/CAM and Young Adult Literature Curriculums were written to incorporate new courses aligned with student interest retrieved from survey results. Curricula are aligned with Common Core State Standards.

Status:

The curricula listed above was presented at the June 5, 2013 BOE Curriculum Committee as a first reading.

Recommendation:

The Board approves the curricula listed above presented as a first reading and waives the second reading.

Recommended by the Superintendent: JAV

Agenda Item # 6c

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: The Human Body: An Orientation – Unit 1	Length of the unit: 8 Blocks (84-minutes each)
Purpose of the Unit: Students will gain an understanding of what anatomy and physiology are as these terms pertain to the human body. They will explore the hierarchy of organization of the body and identify anatomical directions in order to determine location of specific body organs and features. Students will survey each of the body systems and their functions. Students will also be able to describe the basic tissues of the body and their location and explain their functions.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. NGSS: HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• Understanding the behavior of organ systems requires understanding the relationship between structure and function • The cell is the basic unit of life within many different levels of organization in order to	• Why is anatomical terminology used to describe the human body? • How are structure and function related in the human body? • How do the levels of organization of the

build an organism	human body interact to form a whole?
Students will know: • Anatomical terms • The relationship between the form and function of the body • Various levels of structural organization within human body and their relationship • The general location, structure, and function of each of the ten body systems • The four major tissue types of the human body and their basic locations and functions	Students will be able to: • Define anatomy and physiology and explain their relationship • Use anatomical terms appropriately to describe the human body • Describe, in order from simplest to most complex, the major levels of organization in humans and provide examples at each level • Use proper anatomical terminology to describe directional terms, body regions, planes of reference, and body cavities • Describe the basic components of each of the ten body systems • Compare and contrast each of the four major tissue types in terms of microscopic anatomy, location, and functional roles • Classify the different types of tissues based on distinguishing structural characteristics • Utilize a microscope to explore tissue types

Significant task 1: Body System Survey

Students will define *anatomy & physiology* in a whole group brainstorm. A graphic organizer, such as a concept map, will be utilized by the students to record their understanding. In small groups, students will be assigned specific roles, such as facilitator, data collectors, recorder and reporter and will identify at least 10 body systems and their functions presenting the information to the class (using mini-white boards, flip chart paper, etc.). Following the presentations, each group will be assigned an anatomical directional term and will explain this term to class members using a jigsaw strategy and anatomical models.
Students will be instructed to outline an injury or illness they or someone they know has experienced. Each student will describe in writing the symptoms and the circumstances of how this injury or illness was diagnosed. Students then will pair and explain what they have written to each other and then pairs will share each other's illness or injury with the entire class. After each pair shares, whole class brainstorms which body system or systems is most affected by that particular illness or injury. Whole class/teacher interaction continues until each of these of identified systems has been shown to have a direct connection to the nervous system.

Timeline: 2 Blocks
Key vocabulary: Anatomy, Physiology, Cardiovascular, Muscular, Skeletal, Nervous, Endocrine, Reproductive, Excretory, Integumentary, Respiratory, Immune, Digestive, anterior, posterior, dorsal, ventral, proximal, distal, medial, lateral
Resources: Textbook, handouts, anatomical directions website, mini-white boards, poster board, graphic organizers, overhead projections of body systems

Significant task 2: Hierarchy and Organization

In a think/pair/share exercise, students will explore the scale entities of the human body. Individuals will first think about a list of 20 things that make up the body. Then pairs of students will share their answers with each other. Then the pairs of students will enter these entities in a nested scale hierarchy. The entire class will come together in a whole group discussion and share their hierarchies with the class. Students will engage in discussion to analyze and critique the placement of the entities. Students will write a summary integrating placement of entities in the human body, making connections between cellular, tissue and organ structure. Students will exchange assessments with a partner and discuss and review the written piece with the graphic organizers.
Using the nervous system as the central organizing system of the body, students will begin to connect each body system and its parts to the nervous system using Inspiration concept mapping software. This will be the start of each student's year-long body system portfolio. Teacher will instruct students both in becoming familiar with the software and the expectations of how to connect the systems. Students will be assessed today on completion, clarity, and at least one way that each system is influenced or controlled by the nervous system. (Students will reassess their concept map at the end of the year, and use their new knowledge to produce a considerably more detailed and comprehensive product.)

Timeline: 2 Blocks
Key vocabulary: subatomic particle, atom, molecule, organelle, cell, tissue, organ, organ system, organism
Resources: notebooks, computer lab, *Inspiration* concept mapping software, graphic organizers, Discovery Education video, anatomical models, prior knowledge, School-wide rubrics #1 and #4, text sets

Significant task 3: Tissues

From a variety of resources (such as text sets, text notes retrieved online, illustrated handouts), students will read about the four body tissues and their functions. A lab practical using microscopes will allow students to demonstrate their ability to compare and contrast the tissue types and identify organelle structures which play major roles in cellular and tissue function. The teacher will individually instruct students in the use and care of the microscopes, while helping them to describe and illustrate the features of the tissues that are the most diagnostic of that tissue type.
Students will take individual responsibility for observational notes, labeling identifiable structures, and making higher level comparisons of certain tissues and their specific function and location (i.e. more mitochondria in muscle tissue). Students work in pairs to generate higher level questions which will be used to assimilate a short exit quiz on tissue type and function.

Timeline: 3 Blocks
Key vocabulary: connective tissue, muscle tissue (3 types of muscular), epithelial tissue, nervous tissue
Resources: text sets and resource articles, microscope, slides, higher level question stems

Common learning experiences:

- Do Nows

- Video clips and animated demos
- Higher Order Thinking Question Synthesis
- Microscope work
- Demonstration of Anatomical Position
- Large, small, and paired collaboration
- Independent writing
- Notebooking
- Use of anatomical models
- Current events in medicine, health and biotechnology
- Student portfolios

Common assessments including the end of unit summative assessment:

- Systems and directional terms formative assessment
- Schoolwide Rubric #3 will be used to assess effective communication of understanding.
- Peer critique with immediate feedback
- Lab report for microscope lab
- Kinesthetic demonstrations for anatomical directions
- Tissue identification Quiz
- Year-long Portfolio

Teacher notes:
Year-long portfolio is a collection of student-selected artifacts that demonstrate mastery of selected big ideas and essential questions.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Protection and Thermoregulation – Unit 2	Length of the unit: 10 Blocks (84-minutes each)
Purpose of the Unit: Students will gain an understanding of homeostasis and how homeostatic mechanisms apply to body systems. They will conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis in the human body. Students will also be able to identify and describe the major gross and microscopic anatomical components of the integumentary system and describe the functions of the system.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. NGSS: HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• Homeostatic mechanisms allow the human body to maintain internal stability independent of external body conditions • The skin and body membranes of the	• How do homeostatic mechanisms allow the body to maintain internal stability? • How do positive and negative feedback loops compare in the functioning of the human

integumentary system are essential in maintaining homeostasis	body? • How does the structure and function of the skin contribute to the protection and thermoregulation of the human body?
Students will know: • The general types of homeostatic mechanisms • The general functions of the skin and its layers • The anatomy and functional roles of accessory structures in the integumentary system	Students will be able to: • Provide examples of to demonstrate how organ systems respond to maintain homeostasis • Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response • Make predictions related to homeostatic imbalance, including diseases and disorders • Describe the roles of layers of the skin • Explain how the skin regulates body temperature • Describe the events of wound healing • Describe some common skin disorders

Significant task 1: Homeostasis in the Human Body

After a brief teacher introduction to the concept of homeostasis, students will use project-based learning in an interactive web activity to explore ways that the body maintains homeostasis. These ways include the control of heart rate, respiration rate, blood sugar levels and blood pressure. Continuing to use multimedia technology and real-world applications, students will discover how infection can disrupt homeostasis and how the immune system is triggered by infection. Finally, students will explore how the body maintains homeostasis in extreme environments.
Students will use lab materials to record homeostatic parameters as well as graphically assimilate and analyze class data. Students will be assessed on the correctness of the answers to a variety of scaffolded questions, as well as their explanation of a regulatory problem that they or someone they know has experienced and how their body reacted. This explanation has to include the role that the nervous system played in this response.

Timeline: 3 Blocks
Key vocabulary: homeostasis, infection, immune response, extreme environment, regulation, heart rate, respiration, blood sugar, blood pressure, body temperature
Resources: computer lab, Quick-Time video, JPEG images, Flash interactive, Shockwave interactive, HTML interactive, laboratory supplies

Significant task 2: Homeostatic Feedback Loops and body system regulation

Teacher will instruct students on the differences between negative and positive feedback loops. Function and components of feedback loops will be listed by students and then in a think/pair/share students will compare and contrast positive and negative feedback in terms of the relationship between

stimulus and response. In small groups, students will provide an example of both a negative feedback loop and a positive feedback loop that utilizes the nervous system to relay information. Students will describe the specific organs, tissues and cells that are influenced and/or controlled by those feedback loops.
Students will generate a poster presentation with an annotated one-page explaining why negative feedback is the most commonly used mechanism to maintain homeostasis.

Timeline: 2 Blocks
Key vocabulary: homeostasis, feedback loop, control, stimulus, response, nervous system
Resources: text sets, teacher handouts, multimedia presentations

Significant task 3: Skin Form and Function

The teacher will introduce the gross and microscopic layers of the skin through multimedia presentations and microscope work. Students will observe, sketch, and identify form and function of various skin tissue samples in the lab. Assessment will be based on lab data and correct identification. Students will investigate how the skin and nervous system work together to send messages to the brain in order to maintain homeostasis. By mapping the touch receptors in the skin and comparing class-wide data, students will investigate the differences in form and function in a population of humans. Teacher will describe how the skin, the nervous system and the hypothalamus work together to regulate body temperature. Students will be assessed with a quick-look up homework assignment in which they find a specific example of the skin's role in thermoregulation. Each student will share their example at the start of next class.

Timeline: 2 Blocks
Key vocabulary: integumentary system, skin, subcutaneous, epithelium, epidermis, dermis, hypodermis, hypothalamus
Resources: Skin Disorder rubric for presentation, text sets, internet research, PPT, text notes handouts

Significant Task 4: Skin Diseases and Disorders

Students will individually research and present a multimedia presentation (student choice of how this presentation will be designed- poster, PPT presentation, brochure, create a video) of skin disorders, diseases, or trauma (burns/cuts). As each student reports out to the class, students will record data in a presentation spreadsheet that includes name of disease, cause, signs and symptoms, treatments, cures, prevention. Student projects and data collection sheet will be submitted for assessment.

Timeline: 2 Blocks
Key Vocabulary: integumentary system, skin, skin disorders/diseases such as acne, cancer, shingles, scabies, etc.
Resources: Skin Disorder rubric, text sets, internet research, text notes, schoolwide rubric #1, #3

Common learning experiences:

Microscope work
Multimedia research
Multimedia presentations

Internet Research Real life connections Oral and written Communication Do Nows Video clips and animated demos Higher Order Thinking Question Synthesis
Common assessments including the end of unit summative assessment: Multimedia and Poster presentations Schoolwide rubrics Lab Inquiry Presentation Spreadsheet Question and Answer Written Summary Portfolio Quiz Test

Teacher notes: Students will choose 1 artifact to include in their portfolio that demonstrates mastery of the big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Support and Movement – Unit 3	Length of the unit: 10 Blocks (84-minutes each)
Purpose of the Unit: Students will be able to identify and describe the major gross and microscopic anatomical components of the skeletal and muscular systems by the conclusion of the unit. They will also be able to explain the functional roles of the skeletal system in osteogenesis, repair, and body movement, and the functional roles of the muscular system in body movement, maintenance of posture, and heat production. Students will make predictions related to homeostatic imbalances in the skeletal and muscular systems, including disease states and disorders.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.) CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• Bones provide support for the human body and muscles provide for movement • Bone is a living tissue that constantly undergoes proliferation of various cell types • Muscles increase in mass by adding mass to	• How do the skeletal and muscular systems work together to support and produce movement of the body? • What is the structure and function of bone tissue and the dynamics of its formation and

each fiber, and not by increasing the number of fibers	remodeling throughout life? • How do the bones, joints, and ligaments function to permit movement and mobility in the skeleton? • What are the distinguishing functional characteristics of the muscular system?
Students will know: • The general functions of bone and the skeletal system • Structural (gross and microscopic) components of the skeletal system • The physiology of bone formation • The physiology of bone growth, repair, and remodeling • The classification, structure and function of articulations • How diseases and disorders of the skeletal system contribute to homeostatic imbalance • The general functions of muscle tissue • The identification, location and characteristics of skeletal, smooth, and cardiac muscle tissue • The gross and microscopic anatomy of skeletal muscle as well as nomenclature, location, and function • The physiology of muscle contraction • How diseases and disorders of the muscular system contribute to homeostatic imbalance	Students will be able to: • Describe the structure (gross and microscopic) of bone and list its functional parts • Discuss the major functions of bones • Distinguish between the axial and appendicular skeletons and name the major parts of each • Identify the major features of bones • List and name several different types of joints in the body • Compare the types of muscle tissue in the body • Identify the major features of muscles • Explain the major events of skeletal muscle contraction • Predict the types of problems that can occur in the body if the skeletal and/or muscular systems could not maintain homeostasis • Explain how diseases and disorders of the skeletal and muscular systems contribute to homeostatic imbalance

Significant task 1: X-Ray Jigsaw

The teacher will introduce the skeletal/muscular structure with a real life scenario through a multimedia video, “The Human Body: Pushing the Limits”. This video introduces students to various case studies where the skeletal and muscular systems of people in life threatening scenarios are able to defy death with an explicit neurological response through their skeletal/muscular systems. The teacher will pause after each scenario and students will ponder the situation and respond in their organizer. The entire class will discuss each scenario and its connection to the nervous system. Students are assessed on the depth and breadth of their written answers.
Students will then be assigned into small groups and given a series of x-rays from a complete set of x-rays of a human skeleton. They must assemble their section of the skeleton system on a poster, label significant bones and joints associated with their section. They must relate the name of the joints to the movement and modality of the bones in relation to the joint. Students must discuss the kind of motion

that is specific to their assigned section. Groups must identify and present a minimum of two diseases or injuries that affect bone and joint structure and modality which includes identification, cause, treatment and prevention. The class will record data on each presentation in a generated graphic organizer. The teacher will provide feedback and guided questioning during the presentation if there are specific gaps.

Timeline: 3 Blocks
Key vocabulary: scapula, rib cage, sternum, humerus, phalanges, neck vertebrae, spinal vertebrae, skull, ulna, tibia, clavicle, patella, carpus, femur, radius, fibula, pelvis, teeth, diseases (various), injuries (various), ball and socket joint, rotating joint, gliding joint, hinge joint.
Resources: Schoolwide rubrics #2 and #3, internet research, text sets, x-rays of human skeleton, personal x-rays featuring injuries (if available), project rubric

Significant task 2: Muscles fatigue experimental design

Students will design and carry out an experimental protocol based on a case of industrial muscle fatigue. Students will receive a letter from the owner of a bakery addressed to an occupational therapist, the role of which will be played by groups of 3 students. The letter details the problems that cake decorators are experiencing at the bakery with chronic muscle fatigue. The letter asks the therapist to research the situation, and provide data and recommendations about how to reduce muscle fatigue and prevent the injury of her employees.
After reading the letter to themselves, students will then read and discuss the assignment, which is detailed on the next page of the handout. Students will come up with a proposal for alleviating the problem using the proposal checklist. Each student in the group must agree to the proposal before the group begins its procedure. The proposal checklist includes: a question, the variables of the experiment, the procedure and a data table. The assignment has suggestions for which equipment is available for students to use in their project.
After the teacher approves the written proposal, students will carry out their study. Finally, students will write a report of their study using the report procedure guidelines that are detailed in the handout. This report must include the question, variables, procedure, data table, conclusions and a statement about the study's validity.

Timeline: 3 Blocks
Key vocabulary: skeletal muscle, contraction, muscle tone, flaccid, muscle fiber, ATP, Myoglobin, prime mover, antagonist
Resources: http://www.muscleandstrength.com/articles/understanding-muscular-fitness.html, http://muscle.ucsd.edu/musintro/over.shtml

Significant task 3: Case Study of muscular-skeletal injuries

Using the website cited under resources, students will investigate case studies of muscular-skeletal abnormalities. Students will be introduced to the first case study using multimedia resources within the classroom to provide context through a discovery education video clip (or comparable). With a whole-class discussion and the first case study projected, the teacher will use guided instruction to familiarize students with format and critical thinking and problem solving skills. After completing the Muscular Dystrophy case study, students will collaborate in small groups and will then continue to work on 2 other case studies, one muscular and one skeletal. The teacher will facilitate student's selection of one

of their studies to present to the class using school wide rubric #2 and #3 as assessment tools.
Once these evaluations are complete, and students have had an opportunity to improve their case study answers, students will move to the computer lab and begin researching and designing their own muscular-skeletal abnormality case study using the assignment sheet handout. This student-generated case study and student generated answer key will be the assessment for this significant task.

Timeline: 3 Blocks
Key vocabulary: Fractured Leg, Osteoporosis, Muscle Weakness, Duchenne Muscular Dystrophy
Spinal Cord Injury
Resources: schoolwide rubric #1 and #4, http://www.mhhe.com/biosci/ap/ap_casestudies/index.html

Common learning experiences:

"Pushing the Limits" video
X-Ray Jigsaw Presentation
Skeletal Disease and Injury Investigation
Creating a Case Study
Group presentation
Skeletal/Muscle disorder/disease
Do Now's
Video clips and animated demos
Higher Order Thinking Question Synthesis

Common assessments including the end of unit summative assessment:

Graded Graphic Organizers
Jigsaw Poster Presentation
Schoolwide rubrics #1-4
Group presentation
Scientific Inquiry and Lab procedure write-up
Quiz
Test
Portfolio

Teacher notes:
Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Communication, Control, and Integration – Unit 4	Length of the unit: 12 blocks (84-minutes each)
Purpose of the Unit: Students will be able to identify and describe the major gross and microscopic anatomical components of the nervous and endocrine systems, and explain their functional roles in communication, control, and integration, including hormone functions. Students will also describe the major gross and microscopic anatomical components of the eye and ear and explain their functional roles in vision, hearing, and equilibrium. They will be able to identify and locate receptors responsible for olfaction and gestation and describe the physiology of smell and taste.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment.
College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• The nervous and endocrine system are the "command" centers of the human body • The nervous system has voluntary and involuntary responses to stimuli • The endocrine system can and will vary in an	• How does the nervous system act as the master system in controlling and communicating within the body? • How does the endocrine system interact with the nervous system to coordinate and

organism in its lifetime.	integrate activity of body cells? • How do the senses integrate with the nervous system to maintain homeostasis?
Students will know: • The general functions of the nervous system and its organization • The gross and microscopic anatomy of the nervous system • Mechanisms of resting membrane potential, production of action potentials and impulse transmission • Neurotransmitters and their roles • General structure of the brain and nerves • Functions of the autonomic and somatic nervous systems • How diseases and disorders of the nervous system contribute to homeostatic imbalance • Anatomy and function of the eye and ear • How olfactory and gustatory receptors contribute to smell and taste • The general functions of the endocrine system • Classification of hormones, control of hormonal secretion and functions of hormones • Structures of the endocrine system • Hormonal response to stress • How diseases and disorders of the nervous system contribute to homeostatic imbalance	Students will be able to: • Explain the general functions of the nervous system • Describe the general structure of a neuron • Describe the events that lead to the conduction of a nerve impulse and how information passes from one neuron to another • Name the major parts and functions of the brain • Describe the functions of the autonomic nervous system • Distinguish between the sympathetic and parasympathetic divisions of the autonomic nervous system • Describe somatic senses • Describe the receptors associated with the senses of touch, pressure, temperature, and pain • Explain the relationship between the sense of smell and taste • Name the parts of the ear and explain the function of each part • Name the parts of the eye and explain the function of each part • Describe the visual nerve pathway • Distinguish between endocrine and exocrine glands • Discuss how negative feedback mechanisms regulate hormonal secretions • Name and describe the major endocrine glands, and the hormones they secrete • Explain how the secretion of hormones is regulated • Define stress and describe how the body responds to it

Significant task 1: Neurological Form and Function Students will be introduced to the events leading to conduction of a nerve impulse and information

transfer while connections are also being made to the somatic nervous system, receptors, and stress response through a case study video, "Human Body: Pushing the Limits: Brainpower". Students will take notes on a graphic organizer detailing each case study in terms of the situation and nervous response. The teacher will distribute a graphic organizer for "Mouse Party" to students which they must complete with data and illustrations to use in conjunction with the interactive online activity of drug abuse and how recreational drugs disrupt the natural action of neurotransmitters at the synapse. (This is an interactive hook and makes connections to students' real lives and the dangers of drug and alcohol abuse).
The teacher will review the case study, "I've Fallen Over and I Can't Get Up" with the whole class. Students will be broken into five small groups and assigned one component of the subject's case given the background and specific symptoms and methods of diagnosis. They will develop a report on their component in a medical records format which describes symptoms, nervous system tissues and organs involved (functions of autonomic nervous system, sympathic and /or parasympathetic divisions involved, receptors in use, etc.). Students must differentiate between head trauma and fainting as they work their way through this interrupted case study, which is complicated by the subject's medical history. Students use their research of the control of blood pressure (homeostatis) and by the autonomic nervous system to determine what is wrong with the subject.

Timeline: 4 Blocks
Key vocabulary: Fainting; dehydration; blood pressure; baroreceptor reflex; autonomic nervous system; parasympathetic nervous system; sympathetic nervous system; concussion; familial dysautonomia
Resources: http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=623&id=623, http://gslc.genetics.utah.edu, text sets, PPT, Human Body: Pushing the Limits: Brainpower, schoolwide rubric #3 and #5, medical record rubric

Significant task 2: Somatic Senses Station Lab

Students are introduced to the specific somatic senses, receptors for touch, pressure, temperature and pain, smell and taste relationships, and form and function of the human eye and ear by the teacher with an in depth PPT. Students will take structured notes as the discussion leads them through the senses, organs, form and function. Next, students are to progress through a somatic and special senses station lab. The lab will bring students through the experiences of visual perception, depth perception, hand-eye coordination, peripheral vision, afterimages, and understanding sound and hearing. As they complete each station, students will complete a personal data sheet and upon completion, will answer comprehension questions related to the essential question and a reflection of their learning.

Timeline: 2 Blocks
Key vocabulary: depth perception, hand-eye coordination, peripheral vision, afterimages, sound, hearing, visual nerve pathway, receptors
Resources: Somatic and Special Senses PPT, Flinn Scientific Laboratory materials

Significant task 3: Visual Pathways Interactive Lab Quest

As a class, the students and teacher will review graded comprehension questions and students will individually "share out" their reflection of the Somatic Senses Station reflection question. The teacher will distribute the data sheets for the Visual pathways interactive Lab Quest. In the computer lab, students will log in to http://virtuallabs.stanford.edu and enter the visual pathways virtual lab where they will explore and scaffold their learning of the previous class. They will travel through in depth interactive guided and exploratory lessons. They will then participate in a virtual scientific dissection and

tracking of visual pathways and perception.

Timeline: 3 blocks
Key vocabulary:
Resources: http://virtuallabs.stanford.edu, computer lab, schoolwide rubric #1 and #2

Significant task 4: Negative Feedback and Hormones regulation

Students will begin with a text reading of Negative Feedback Regulation of Hormone Release. This will be completed using annotation strategies and each student will generate two higher order question to "pair and share" with a partner. The partner will try to answer these questions using the text and their partner will correct it as they discuss. The class will come together and share out one question per person.
The teacher will assign a research project and assign pairs with an organ from the endocrine system. Students must identify the form and function of the organ including where in the body and what other organ system they may also be a part of, which hormone the organ produces and the hormone's function, and stress response. Students will create an illustrated poster presentation not more than 5 minutes for the class. The class will record information on each organ and associated hormone on a graphic organizer.

Time: 3 Blocks
Key Vocabulary: Pituitary Gland, Hypothalamus, Thymus, Pineal Gland, Testes, Ovaries, Thyroid, Adrenal Glands, Parathyroid, Pancreas

Resources: Negative Feedback Regulation of Hormone Release Article, Higher Order Thinking Stems (teacher generated and posted), internet/computer lab, schoolwide rubric #3, poster rubric

Common learning experiences:

PPT and structured notes for somatic senses and eye and ear function
Case Study and Medical Record Report
Somatic Senses Station Lab
Virtual Pathways Interactive Web Quest
Human Body: Pushing the Limits: Brainpower Case Study Video and graphic organizer
Poster project
Do Now's
Video clips and animated demos
Higher Order Thinking Question Synthesis

Common assessments including the end of unit summative assessment:

Medical Records Report (Significant Task #1)
Human Body: Pushing the Limits: Brainpower graphic organizer
Virtual Pathway Lab Quest data Sheet
Somatic Senses Station Comprehension Questions
2 selected artifacts for portfolio
Poster Project

Test

Teacher notes: Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Transportation and Defense – Unit 5	Length of the unit: 12 Blocks (84-minutes each)
Purpose of the Unit: At the conclusion of this unit, students will be able to identify and describe the major gross and microscopic components of the cardiovascular and lymphatic systems. Students will also be able to explain the roles of these systems in transport, hemodynamics, fluid dynamics and immunity. Students will gain an understanding of the composition of blood plasma and compare ABO and Rh blood groupings.	

Common Core State Standards Addressed in the unit:
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. Physiology: Organisms have a variety of mechanisms to combat disease. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• The cardiovascular system plays a key role in transport of materials throughout the human body and in hemodynamics • The lymphatic system's main role in the body is immunity	• How does the cardiovascular system function in transport and hemodynamics? • What role does blood play in the overall functioning of the cardiovascular system? • How does the lymphatic system function in

	immunity?
Students will know: • The general functions of the cardiovascular system • The composition of blood plasma • Hemostasis • ABO and Rh blood groupings • The gross and microscopic anatomy of the heart and major blood vessels • The path of blood flow through the heart • How diseases and disorders of the cardiovascular system contribute to homeostatic imbalance • The general functions of the lymphatic system • Lymph and lymphatic vessels, cells, tissues, and organs • Nonspecific and specific defenses • Antigens and antigen processing • Lymphocytes and their role in immunity • Antibodies and their role in immunity • How diseases and disorders of the lymphatic system contribute to homeostatic imbalance	Students will be able to: • Describe the functions of the cardiovascular system • Describe the composition of blood plasma, including the major types of plasma proteins, their functions, and where in the body they are produced • Compare and contrast erythrocytes and leukocytes • Explain how platelets differ structurally from the other formed elements of the blood • Discuss the functions of red blood cells, hemoglobin, leukocytes, and platelets • Compare and contrast blood types • Identify and describe the anatomy of the heart • Diagram the path of blood flow through the heart • Predict factors or situations affecting the cardiovascular system that could disrupt homeostasis • Describe the major functions of the lymphatic system • Compare and contrast interstitial fluid and lymph • Compare and contrast lymphatic vessels and blood vessels in terms of structure and function • Identify and describe the organs and tissues of the lymphatic system • Compare and contrast specific and nonspecific defenses • Describe antigens and antigen processing • Explain the role of lymphocytes and their role in adaptive immunity • Describe the role that antibodies play in adaptive immunity • Predict the types of problems that would occur in the body if the lymphatic and immune systems could not maintain homeostasis
Significant task 1: Blood Composition and Blood Typing Students will begin with a think/pair/share brainstorm about the functions of blood in the body. Then students will list all of the components in a pre-knowledge graphic organizer that they believe are in blood. Students are then instructed to move through the stations, where one of their assessments will	

be to check their pre-knowledge against their post-knowledge. Students will move through various stations at their own pace, being checked off by the teacher as they complete them. Activity stations will address the composition of blood, the functions of blood components, blood types and compatibility, and hands-on use of technology in addressing the analysis of blood. Specific activities: separating the components of simulated blood in order to measure hematocrit; using visual and kinesthetic student-created models to demonstrate understanding of red and white blood cells and platelets; simulated blood-typing activity. Assessment will include a station where students demonstrate their practical application of using blood typing in order to figure out which blood types can be transfused into particular 'patients' in need of blood.

Timeline: 4 Blocks
Key vocabulary: red blood cells, erythrocytes, leukocytes, ABO blood group, Rh blood group, plasma, platelets
Resources: http://teachhealthk-12.uthscsa.edu/ : Lesson 1: Blood: What Is It?, Lesson 3: I Want Your Blood: Blood Transfusions , centrifuge, simulated blood typing kits;

Significant task 2: How blood travels through the heart and the body (circulation of blood through the cardiovascular system)
Students will read a current event associated with the cardiovascular system, such as heart disease or other cardiovascular disorder. Students will annotate using their meta-cognitive bookmarks to generate 2 higher-order questions and then will think/pair/share with a partner. Students will be introduced to the anatomy of the cardiovascular system through teacher led PowerPoint and whole-group discussion. Guided note-taking and teacher generated questions will be used to assess student understanding. Students will be using prepared microscope slides to investigate the microanatomy of cardiovascular system. Students will make detailed drawings and label the structures of veins, arteries and capillaries. Students will review the path of blood through the heart and then proceed to dissect sheep hearts, using a printed guide and teacher's oral instructions. Students will sketch and label the chambers, major blood vessels, and valves. This page will be placed in their portfolio.

Timeline: 4 Blocks
Key vocabulary: veins, arteries, capillaries, atrium, ventricle, vena cava, aorta, tricuspid valve, mitral valve, pulmonic valve, aortic valve
Resources: http://anatomyarcade.com/index.html, microscopes and slides, sheep hearts and dissection tools, computer lab,

Significant task 3: Immune System Function and Structure

Students will begin by engaging in Activity 1B: Gammagauntlet: Fighting Infection from the UT Health website. Student teams will race to fight, and ultimately resolve, infections in a human body model by playing out the roles of various immune cells and antibodies, then constructing antigen/antibody complexes. They will discriminate between specific and non-specific defenses. The teacher will direct the simulation by reading 'pathogen cards' aloud as students move through the investigation. Students will record data in graphic organizers and provide performance examples of the first line of human immune defense between invaders and macrophages, and roles of T-cells and B-cells in acquired immune response. Students will demonstrate how antibodies recognize antigens and signal cells to attack pathogens. Students will be assessed with the completion and understanding of their concept

map and higher-order comprehension questions.

Timeline: 3 Blocks
Key vocabulary: antibody, antigen, cell-mediated immunity, innate immunity, lymphocytes, macrophages, humoral-mediated immunity
Resources: http://teachhealthk-12.uthscsa.edu/, text sets

Common learning experiences:

Station work.
Completing graphic organizers
Problem solving
Use of laboratory equipment
Dissection of sheep hearts
Microscopic illustration of cardiovascular tissue
Power point presentation
Gammagauntlet activity

Common assessments including the end of unit summative assessment:

Submission of blood activities station data using graphic organizers and comprehension questions.
Analysis of 'patient' blood transfusion results case study.
Use of school-wide 21st Century skills rubrics #2,3,5
Student-generated PowerPoint presentation detailing the path of blood through the heart and the functions of the blood vessels.
Student portfolio.
Test
Comprehension questions
Written reflection on the effectiveness of cardiovascular learning models

Teacher notes:
Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Environmental Exchange – Unit 6	Length of the unit: 12 Blocks (84-minutes each)
Purpose of the Unit: Students will be able to identify and describe the major gross and microscopic anatomical components of the respiratory system and explain their functional roles in breathing/ventilation and in the processes of external and internal respiration. They will also be able to identify and describe the major gross and microscopic anatomical components of the digestive system and explain their functional roles in digestion, absorption, excretion and elimination. Students will also understand the mechanisms by which metabolism is regulated within the body. Finally, students will be able to identify and describe the major gross and microscopic anatomical components of the urinary system and explain their roles.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• The respiratory system is responsible for taking in oxygen and releasing carbon dioxide • The organs of the digestive system play key roles in digestion, absorption, excretion, and elimination	• How do the structures of the respiratory system contribute to breathing and the processes of external and internal respiration? • What role do the components of the digestive system play in digestion, absorption,

• Nutrition plays a role in the mechanisms by which metabolic rate is regulated in the body • The urinary system's major functions within the body are filtration, reabsorption, secretion, and excretion	excretion, elimination and metabolism? • How does the urinary system help the body to regulate and maintain homeostatic balance?
Students will know: • General structure and functions of the respiratory system • Mechanisms of gas exchange in the lungs and tissues • How pulmonary ventilation is controlled • General structure and functions of the digestive system • Mechanical and chemical processes of digestion • Processes of absorption • Metabolic roles of body organs • General structure and functions of the urinary system • Processes of urine formation, including filtration, reabsorption, secretion, and excretion • How diseases and disorders of the respiratory, digestive and urinary systems contribute to homeostatic imbalance	Students will be able to: • Describe the major functions of the respiratory system • Describe and distinguish between the upper and lower respiratory tracts • List, in order, the respiratory structures that air passes through during inspiration • Define pulmonary ventilation, inspiration, and expiration • Compare and contrast oxygen and carbon dioxide concentration gradients in the body • Predict the types of problems that would occur in the body if the respiratory system could not maintain homeostasis • Describe the major functions of the digestive system • Identify and describe the wall of the alimentary canal, oral cavity, esophagus, stomach, small intestine and large intestine as well as salivary glands, liver, and pancreas • Compare and contrast mechanical and chemical processes of digestion • Predict the types of problems that would occur in the body of the digestive system could not maintain homeostasis • Describe the metabolism of carbohydrates, lipids, and proteins • Provide specific examples to demonstrate how metabolic processes respond to maintain homeostasis in the body • Describe the major functions of the urinary system • Trace the path of blood through the kidney • Describe the structure of the kidney, ureters, urinary bladder and urethra • Compare and contrast male and female urethras • Trace the path of filtrate/urine from the kidney to the urethra • Describe the processes of urine formation, filtration, reabsorption, and secretion

	• Explain how the urinary system relates to other body systems to maintain homeostasis • Predict factors or situations affecting the urinary system that could disrupt homeostasis • Predict the types of problems that would occur in the body if the urinary system could not maintain homeostasis

Significant task 1: Respiratory System 3-D Poster and Presentation Students will be introduced to the respiratory system with a teacher-directed PowerPoint and guided note-taking. After viewing a short video that details the basic structures and functions of the respiratory system (http://www.youtube.com/watch?v=hc1YtXc_84A), groups of 3 students will create a three-dimensional model poster illustrating a diseased lung, with one group assigned to illustrate a healthy lung. Each group must give a 5-minute presentation that describes how the disease disrupts the homeostasis of the respiratory system and treatment and prevention options for the disease. Disease choices include: lung cancer, tuberculosis, pneumonia, smoker's lung, acute smoke inhalation, cystic fibrosis and others subject to teacher approval. Students will see examples of previous work in order to focus their plan. Timeline: 3 Blocks Key vocabulary: lung, trachea, bronchi, diaphragm, gas exchange, pharynx, epiglottis Resources: modeling materials, http://www.youtube.com/watch?v=hc1YtXc_84A, School-wide rubrics #2 and #3, text sets, internet research
Significant task 2: Digestive System Organ Jigsaw Students will trace the path of food through the digestive tract from mouth to anus using an interactive video guide. Student groups will then be assigned an organ of the digestive system (teeth and tongue, esophagus, stomach, small intestine, large intestine, rectum, gall bladder, liver, pancreas). Students will be responsible for presenting the form, function, disease disorders, healthy maintenance of their organ, as well as prevention and treatment of a specific disease or disorder associated with their organ. Students will be assessed with a presentation rubric and students in the audience will fill in a graphic organizer with information from the other presentations. Timeline: 3 Blocks Key vocabulary: teeth and tongue, esophagus, stomach, small intestine, large intestine, rectum, gall bladder, liver, pancreas, diarrhea, constipation, Crohn's disease, stomach cancer, IBS, obesity Resources: text sets, internet research, interactive video guides
Significant task 3: Urinary System Students will view a short video that details the basic structures and functions of the urinary system at home (http://www.youtube.com/watch?v=3KoJ7n2xbB4) and they will take notes on a teacher-provided graphic organizer. Students will take a short CFA the day they return with their video notes to test for understanding. Students will model the filtration of blood by the kidney using simulated blood, dialysis tubing, and beakers of water. Students will design an investigation which includes a hypothesis, action plan, collection of qualitative data and a summary of how the simulation is related to true kidney

function.
Students will carry out a simulated urinalysis exercise to test for a variety of kidney and urinary tract disorders. After testing a variety of simulated urine and collecting data on the various symptoms, students will loop back and identify which homeostatic disruptions have occurred in the body to cause these physiological problems. The assessment is a written summary of the lab exercises, including data and conclusions, and a written description of how the disorders tested for in the urinalysis are associated with malfunctioning organs and systems. Finally, students will produce a diagram of kidney structure and function.

Timeline: 3 Blocks
Key vocabulary: kidney, nephron, filtration, excretion, reabsorption, ions, dialysis, urinalysis,
Resources: http://www.youtube.com/watch?v=3KoJ7n2xbB4,

Significant task 4: Case Study: Environmental Exchange Disorder

Students will use the Rashi medical diagnosis applet to screen and diagnose one individual's physiological disorder based on environmental exchange.
Students will then investigate A Case of Diabetes Insipidus, in which a 20-year-old junior in college has been having some health questions. For about a month, she has been waking up frequently at night to go to the bathroom. Most recently, she has noticed that she needs to go to the bathroom during the day more often, almost hourly. Students read about these symptoms and then answer a set of directed questions designed to teach facts and principles of physiology using reference books, text sets, the Internet, and each other as sources of information. Students will think/pair/share, then the whole class will come together and watch a video clip on diabetes and one other disorder and students will have to figure out which disorder the student has.

Timeline: 2 Blocks
Key vocabulary: diagnosis, disorder, disease
Resources: http://rashi.cs.umass.edu/,
http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=321&id=321,

Common learning experiences:

Respiratory poster building
Respiratory poster presentation
PowerPoint
Videos
Lab Write-up
Flipped class homework assignment
CFA
Inquiry Labs

Common assessments including the end of unit summative assessment:

Lab Write-up
Portfolio selection
Test

CFA
Student-generated diagram of kidney function

Teacher notes:
Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Reproduction – Unit 7	Length of the unit: 8 Blocks (84-minutes each)
Purpose of the Unit: Students will be able to identify and describe the major gross and microscopic anatomical components of the reproductive systems and explain their functional roles in reproduction and inheritance. They will compare male and female reproductive systems and describe conception, pregnancy, and embryological and fetal development.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. Cell Biology: Mutation and sexual reproduction lead to genetic variation in a population. Cell Biology: A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• The male and female reproductive systems develop and function differently • The reproductive system is a system that can be removed without fully disrupting the organism • Birth is one of the few positive feedback mechanisms that maintain homeostasis	• How do male and female reproductive systems develop and function differently? • How do the events of the ovarian cycle compare to the events of the uterine cycle in a female's body? • What are the major events of embryonic and fetal development?

	• How is birth a positive feedback mechanism?
Students will know: • General functions of the male and female reproductive systems • Gross and microscopic anatomy of the male and female reproductive systems • How gametes are formed • How reproductive functions are regulated • Processes associated with conception and pregnancy	Students will be able to: • Describe the major functions of the male and female reproductive systems • Identify and describe the anatomy of the male and female reproductive systems, including gonads, ducts, accessory glands, support structures, external genitalia, sperm and eggs • Relate and contrast the general stages of meiosis to the specific processes of spermatogenesis and oogenesis • Describe the ovarian and uterine cycle • Provide examples of how birth control methods relate to normal reproductive function • Discuss the relationship between the location of the testes and sperm production • Describe the pathway of sperm from the seminiferous tubules to the external urethral orifice of the penis • Describe the organs involved in semen production • Compare and contrast endocrine regulation of spermatogenesis, oogenesis and puberty • Describe conception and fertilization • Describe the various hormones in both male and female reproductive systems • Describe the hormonal changes during pregnancy and the effect of these hormones • Predict factors, problems, and situations affecting the reproductive system that could disrupt homeostasis

Significant task 1: Female and Male Reproductive System Comparison Project Students will view the Human Body video. They will answer comprehension questions targeted to the reproductive system. Students in small groups will design and implement, with teacher approval, a method of visually representing (student option of poster, PowerPoint, or other multimedia venue that is teacher approved) a study of either the male or the female reproductive systems both internally and externally. Students must describe the differences between the gross internal and external anatomy of males or females as well as the formation of eggs or sperm. Within each group of 4, each group member will be responsible for specific components of each system (ex: internal female anatomy form and function, external female anatomy form and function, external male anatomy form and function, internal male anatomy form and function, production of egg or sperm, hormone regulation of pubescent

development). Students will complete a comprehensive Venn diagram or table on both systems based on being paired with the opposite sexed group. Both male and female groups that are paired up will collectively detail random fertilization and formation of a zygote in the appropriate section of their graphic organizer. For homework, students will generate three higher order questions using sentence stems and our metacognitive bookmarks. The "Do Now" for block for is a "Think, Pair, Share" answering and scoring with CAPT open-ended rubric.

Timeline: 4 Blocks
Key vocabulary: breasts, vagina, cervix, uterus, fallopian tubes, ovaries, gamete, chromosomes, penis, testicles, vas deferens, prostate gland, estrogen, testosterone, progesterone, urethra
Resources: Salt-n-Peppa, ***The Human Body,*** internet, text sets, metacognition bookmark, higher order sentence stems and key words, school wide rubric # 1 and #2

Significant task 2: Birth Control and Safe Sex Pamphlet

The teacher will show a short multimedia clip featuring various birth control commercials they see on television. They will record at least one type of product advertised and the possible side effects of the drug or method. The class will discuss the types of birth control and side effects students recorded. Students in pairs will design and implement 2 high quality, computer-generated brochures of the kind found in a doctor's office or health clinic. The first pamphlet will describe and explain an assigned method of birth control the consequences of not practicing safe-sex. Each pair, students will present to the class their method of birth control, its effectiveness, availability, proper use, risks and benefits, and resources on how to obtain it. For the second brochure, students will choose and describe one STI, focusing on the causative agents, the mode of transmission, prevention, and treatment. They will specify how the disease disrupts the homeostasis of various body systems.

Timeline: 4 Blocks
Key vocabulary: Condoms, IUD- Mirena and Paraguard, Nova Ring, Natural Method, Provera shot, birth control pills, morning after pill, chlamydia, gonorrhea, HIV, BV, yeast infection, HPV, Herpes, Trichomonas, polyps, syphilis,
Resources: Commercial clips, internet, text sets, school-wide rubric #1 and #2

Common learning experiences:

Vocabulary journal
Computer brochure generation
Internet research
Presentation
Group collaboration
Peer teaching

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

Vocabulary journal
Portfolio
CFA
Test

Reproductive brochure
STI brochure

Teacher notes:
Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Windsor Public Schools
Curriculum Map
Human Anatomy and Physiology

Purpose of the Course:
This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include exploration of each body system structure and function, including protection and thermoregulation, support and movement, communication, control and integration, transportation and defense, environmental exchange, and reproduction. Dissections, demonstrations and outside reading are integral parts of the course.

Name of the Unit: Fetal Pig Dissection	Length of the unit: 3 Blocks (84-minutes each)
Purpose of the Unit: Students will gain will expand and demonstrate the skills and knowledge gained through the entire Anatomy and Physiology course. They will identify and explain the encompassing body systems in a comprehensive dissection lab of a fetal pig. Students will also be able to identify and describe the major gross anatomical components of the body systems and describe the functions of the systems.	

Common Core State Standards Addressed in the unit:
CT Science Frameworks – Enrichment Standard: Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment. College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use scientific tools to facilitate a fetal pig dissection.

Big Ideas:	Essential Questions:
• The body's organ systems work and support each other to maintain homeostasis in living organisms.	• How do specific organs and organ systems relate to one another within an organism? • How do organ system organization in different organisms compare?
Students will know: • Correct dissection techniques for a comprehensive examination of a mammalian	Students will be able to: • Provide examples of to demonstrate how organ systems respond to maintain

specimen. • How to identify specific organs and organ systems which support homeostasis in organisms.	homeostasis • Make predictions related to homeostatic imbalance, including diseases and disorders • Demonstrate knowledge of a specific organ system and discuss distinguishing characteristics. • Identify diseases and/or disorders of a specific organ and/or organ system and present their findings.

Significant task 1: Pig Dissection and Concept Map

As the culminating activity to the study of mammalian organs and systems, students will perform a comprehensive fetal pig dissection. Student groups will be assigned organs and systems from each one studied throughout the course. Through use of a dissection guide and teacher direction, students will exhume and examine each of the body systems studied in units 1-7. Students will take careful notes and illustrations in their vocabulary journals as well as collect evidence for their specific system presentation. The last activity will be student group presentations for the class on their assigned organ system. They will discuss specific diseases and disorders associated with their task as they project their dissection on the board. Students will elicit questions from the audience with a minimum of 3 higher order questions associated with composition, disorder/disease or other pertinent data associated with their system. Both group presenters and student audience will be assessed using school-wide rubric #3 and #4 their higher order questions. Students in the audience will be awarded merit credit for correctly and insightfully answering presenter questions.

Timeline: 3 Blocks
Key vocabulary: homeostasis, infection, Units 1 through 7 vocabulary as needed
Resources: fetal pig, dissection and safety equipment, ELMO camera and projector, computer, school-wide rubric #3 and #4

Common learning experiences:

Multimedia presentations
Internet Research
Real life connections
Oral and written Communication
Higher Order Thinking Question Synthesis

Common assessments including the end of unit summative assessment:

Multimedia and Poster presentations
School-wide rubrics #3 and #4
Lab Inquiry
Lab Practical Packet
Question and Answer

Portfolio

Teacher notes: A virtual dissection will be an available option for any student who wishes to be exempt from a traditional dissection. Students will choose 1 artifact to include in their portfolio that demonstrates mastery of one big idea or one essential question.

Grade: 2 **Unit 1**	**Genre: Realistic Fiction** **Theme: Taking Charge of Reading**
Big Ideas	**Essential Questions**
▪ Reading comprehension strategies develop thinking while reading (reading is thinking) ▪ Readers read and talk about books with partners	How do readers make become independent, lifelong readers? What do readers do before, during, and after reading? How do readers become independent problem solvers? How do readers share what they've read with others?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>:**
Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Listen carefully to everything our partners says to help react or respond to whatever the partner tells them • Reading partners discuss/recommend books to each other
Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Predict and recall story and events • Suggest solutions and explanations for story problems
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask and answer questions for clarity to gather information • Ask for clarification and further explanation as needed about the topics and texts under discussion.
Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories or a topic
Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2.L.3)	• Listen to and build on the discussion of others • Actively engage in routines (turn and talk)

	• Listen attentively to the opinions of others about ideas e.g., does not interrupt, faces speaker and asks questions. • Listen to obtain information and solve problems.
Use words and phrases acquired through conversation, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (2.L.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Read grade-level text with purpose and understanding.
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RL.1)	• Explain the elements of a fiction story using graphic organizer (hand organizer) for the book he/she is reading
Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot (2.RL.7)	• Use both the text and illustrations to determine the meaning of a story
By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range (2. RL.10)	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of reading they need to for the unit • Push themselves to read more and more books • Make decisions on how they want their reading life to go • Always thinking before, during and after reading the book • Prepare and plan for partner reading time • Readers help themselves in many ways when reading • Make decisions on how their reading lives will go • Decide whether a book is just right and whether they are going to write their ideas on post-it's or not • Choose just right books using the 5-finger rule
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**

Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	• Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) • Distinguish long from short vowel sounds in spoken single syllable words. • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling sound correspondences for additional common vowel teams. • Know final e and common vowel team conventions for representing long vowel sounds. • Decode words with common prefixes and suffixes. • Read words with inflectional endings. • Decode two syllable words following basic patterns by breaking the word into syllables e.g., V/C=su/per, VC/CV=sup/per • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode regularly spelled two syllable words with long vowels. • Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). • Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that reoccur in second grade text, e.g., -ful, -ness, and dis-, in-.

Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural, syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words • Read aloud informational text and literacy/narrative text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute

Significant Task
Significant Task 1 *Big Idea: Establish routines, procedures and expectations for Readers Workshop* *Essential Question: How do readers make decisions to become independent lifelong readers?* Students work with the teacher to create Reader's Workshop guidelines and responsibilities to build a strong reading community. Daily students practice rituals and routines assessing individual and whole class progress. Students discuss

as a whole class areas where the class is being successful and areas that they need to work on. Areas of focus include expectations with mini lesson, independent reading and partner work as well as small group work. With partners they generate a list of solutions or strategies to workshop challenges. Students help in creating various signs, using pictures and words, or class criteria charts to help support a successful Reader's Workshop.

Timeline: 10-15 days
Resources: RW rituals and routines
Vocabulary: ritual, routine, progress, challenge, guideline, responsibility

Significant Task 2
Big Idea: Identify reading comprehension strategies to develop thinking while reading (reading is thinking)
Essential Question: How do readers think about before, during, and after reading?
How do readers become independent problem solvers?

Students participate in whole class discussion about the behaviors of good readers. Daily during independent practice students select a before, during and after reading strategy to complete a reading is thinking template. In small groups and in individual reading conferences students are assessed and receive additional instruction when necessary in the application of strategic comprehension work. As a whole class students discuss how reading is thinking. Individually, students turn in Reading is Thinking templates. Student utilize comprehension strategies to demonstrate understanding of basic story elements and answer basic who, what, where, when, why and how questions to demonstrate understanding of key details in a text.

Timeline: 4 weeks
Vocabulary: strategies, thinking, questioning, wondering, predicting,
Resources: reading is thinking template

Common Learning Experiences

Reading Foundational Skills
****Lesson ideas are in no particular order – use as needed for your class after giving pre-assessment****
Phonics Lessons (*Recognizing Syllables in Words*) Page 327

- **Phonetic Jingles:** Teacher will introduce jingles appropriate to class needs (see attached jingles and links to Youtube: http://www.youtube.com/watch?v=JHO1aJyxWIE&feature=related&safety_mode=true&persist_safety_mode=1&safe=active); **http://www.youtube.com/watch?v=7fb3Pdt8kxg&safety_mode=true&persist_safety_mode=1&safe=active**; http://www.youtube.com/watch?v=EsWtEYF3HCY&safety_mode=true&persist_safety_mode=1&safe=active

- **Words Contain Parts that Change the Meaning of the Base Word**: Teacher will introduce the following prefixes and suffixes: un-, re-, dis-,in-,-est, -ful, -ness-, -ble and include their meanings

- **What is a Syllable**: Phonics Lessons (*Recognizing and Using Syllables*) Page 437

- **How to Read Two-Syllable Words with Short Vowels:** Phonics Lesson (*Recognizing Closed Syllables)* page 403

- **How to Read Two-Syllable Words with Long Vowels:** Phonics Lesson *(Recognizing Open Syllables)* Page 407.
  Florida Center for Reading Research: map and swoop (p.033.ssib) open and VCE syllables and vowel pair syllables

- **How to Read Consonant Digraphs**: Teachers will introduce digraphs: gh, ph, gn, wr, kn. Teachers will model how to read words and provide guided practice.

- **Phonetic Jingles:** Teacher will introduce jingles appropriate to class needs (see attached jingles and links to Youtube:
  http://www.youtube.com/watch?v=JHO1aJyxWIE&feature=related&safety_mode=true&persist_safety_mode=1&safe=active);
  http://www.youtube.com/watch?v=7fb3Pdt8kxg&safety_mode=true&persist_safety_mode=1&safe=active;
  http://www.youtube.com/watch?v=EsWtEYF3HCY&safety_mode=true&persist_safety_mode=1&safe=active

- **Words Contain Parts that Change the Meaning of the Base Word**: Teacher will introduce the following prefixes and suffixes: un-, re-, dis-,in-,-est, -ful, -ness-, -ble and include their meanings

- **What is a Syllable**: Phonics Lessons (*Recognizing and Using Syllables*) Page 437

- **How to Read Two-Syllable Words with Short Vowels:** Phonics Lesson (*Recognizing Closed Syllables)* page 403

- **How to Read Two-Syllable Words with Long Vowels:** Phonics Lesson *(Recognizing Open Syllables)* Page 407.
  Florida Center for Reading Research: map and swoop (p.033.ssib) open and VCE syllables and vowel pair syllables

- **How to Read Consonant Digraphs**: Teachers will introduce digraphs: gh, ph, gn, wr, kn. Teachers will model how to read words and provide guided practice.

Speaking & Listening/Language

Reading for Literature/Information Skills

Picture and Print Connection: Teacher will explain the importance of using both the text and illustrations to uncover meaning of story. Teacher will model how to use both and provide guided and independent practice for students.

Reading and thinking about a Story's Elements: Teacher will explain what the elements of a fiction story are. Teacher will model how to think about these elements as he/she reads using the Hand organizer. (see link below for organizer)
http://media.photobucket.com/image/hand%20graphic%20organzier/morozcob/GRAPHIC%2520ORGANIZERS/mainidea4.jpg

Common Assessments

- fiction/nonfiction CFA
- monthly running records (fluency passages/cards)*
- authentic assessment (i.e. student created brochure, poster, checklist)
- Recognizing Syllables in Words (Pre/Post)
- One syllable phonics word sort
- Phonics Screener
- DSA (Direct Spelling Assessment)
- Compound Word List
- EPS List

Teacher Notes

- **Review district reading strategy chart**

Grade: 2 **Unit 2**	**Genre: Folktales** **Theme: Reading with Purpose**
Big Ideas	**Essential Questions**
▪ Readers read with purpose to understand folktales. ▪ Readers explore characters to deepen understanding ▪ Readers explore author's point of view to deepen understanding	▪ Why do people read folktales? ▪ How do readers understand characters? ▪ How do readers recognize the author's purpose?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Listen with attention during lessons and respond with statements and questions • Listen attentively to the opinions of others, e.g., does not interrupt, faces speaker and asks questions. • Listen to obtain information and solve problems. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others.
2. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Engage in role playing of characters or events in folktales
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask for clarification and explanation of ideas. • Ask clear questions during small-group and whole-class discussions
4. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use grade level appropriate specific vocabulary when talking about the text
5. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Pronounce all words correctly excluding new content words
6. Use knowledge of language and its conventions	• Listen to and build on the discussion of others

when writing, speaking, reading, or listening. (2.L.3)	• Actively engage in routines (turn and talk) • Listen attentively to the opinions of others about ideas e.g., does not interrupt, faces speaker and asks questions. • Listen to obtain information and solve problems.
7. Use words and phrases acquired through conversation, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (2.L.6)	• Read grade-level text with purpose and understanding.
Standards addressed in this unit: **(Reading for Literature/Informational Text)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Describe how characters in a story respond to major events and challenges. (2.RL.3)	• Use character reactions to determine the character's traits and feelings • Reread stories to find places where something big happens (character has/solved problems; strong feelings; something funny or surprising) • Pay attention not only to what character does, but how the character does these things • Use post-it's on places in the story where characters have changed
2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2. RL.5)	• Use story map to recount the folktale • Act out part of their books in small groups in a readers' theater • Prepare and practice for performances • Perform for others
3. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue. (2. RL.6)	• Use two versions of a similar folktale that expresses a change in point of view to highlight the importance of speaking in a different voice (The True Story of the Three Little Pigs vs. Three Little Pigs) • Change their voice to match the character they are portraying in readers' theater
4. Compare and contrast two or more versions of the same story. (2. RL.9)	• Using two folktales where characters have opposing traits, the students will be able to compare how the characters responded to the major events and challenges.
5. By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range (2.	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of reading they need to for the unit

RL.10)	• Push themselves to read more and more books • Make decisions on how they want their reading life to go • Always thinking before, during and after reading the book • Readers help themselves in many ways when reading • Decide whether a book is just right and whether they are going to write their ideas on post-it's or not • Choose just right books using the 5-finger rule • Read significant parts of a story to their partners to make sure they are reflecting how the character feels • Read a story closely enough to see what is happening in their minds
Standards addressed in this unit: **(Reading Foundational)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	• Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) • Distinguish long from short vowel sounds in spoken single syllable words. • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling sound correspondences for additional common vowel teams. • Know final e and common vowel team conventions for representing long vowel sounds. • Decode words with common prefixes and suffixes. • Decode two syllable words following basic patterns by breaking the word into syllables. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode regularly spelled two syllable words with long vowels. • Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound).

2. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Significant Tasks

Significant Task 1

Big Idea: Readers read with purpose to understand folktales.
Essential Question: Why do people read folktales?
Students and teachers will read various folktales paying attention to character actions and reactions in order to understand the purpose of the folktale. Students will develop their comprehension skills, critiquing and analyzing multiple perspectives, compare and contrasting characters, story lines, morals, and lessons. Students and teachers will use story maps to read and understand two versions of a folktale in order to complete a story matrix by different authors or different cultures (e.g. Cinderella stories). At the end of this task students create book baskets based on the lessons and morals the books convey. Working with partners they discuss how books with similar lessons are the same and different. Partners can defend their ideas based on the evidence they gathered in their books.

Timeline: 2 weeks
Resources: Gerald McDermott Books
Anansi Books
Vocabulary: folktale, moral, lesson

Significant Task 2

Big Idea: Readers explore characters to deepen understanding
Essential Question: How do readers understand characters?
In this section students will pay attention to the characters in their books. They can think about the role the character plays to predict what is going to happen. To encourage students to explore characters they can act out parts of their books in a readers' theater. Students are encouraged to change their voice to match the character they are portraying. While reading students will determine the character traits by how the character reacts. Readers place post-its on places in their stories where characters have strong feelings. Students will reread significant parts of the story to their partners to reflect how the character feels. Readers pay attention not only to what the character does, but also how the character does these things. Sometimes readers use the pictures to get ideas about their characters (model looking at pictures and saying, I notice…I think…I could. Add characters to the story matrix previously developed. Students will fill-out their own story matrix for a book of their choice.
Timeline: 5-8 days
Resources: The Fortune Tellers
The Tricksters Tales: The Rabbit, The Coyote and The Raven
Vocabulary: villain, hero
Character traits : boastful, clever, tricky, determined, stubborn, helpful, caring, greedy, selfish,

Significant Task 3
Big Idea: Readers explore author's point of view to deepen understanding
Essential Question How do readers recognize the author's purpose?
Students will continue to read their fiction books thinking about the lessons they are learning. Students are to be reminded that all stories contain lessons. Students can think about the lesson they think the author is trying to teach them and ask themselves, "Was that the best way to teach the lesson?" Students will pick their favorite folktale and determine the author's lesson/message. They will develop a new title that fits the text.

Timeline: 5-8 days
Resources: Borreguita and the Coyote, Bringing the Rain to Kapiti Plain, Flossie and the Fox, The Hunterman and the Crocodile, The Legend of the Indian Paintbrush, Lon Po Po: A Red-Riding Hood Story From China, Ming Lo Moves the Mountain, Mufaro's Beautiful Daughters, Sam and the Tigers, So Say the Little Monkeys, The Three Little Javelinas, Tikki Tikki Tembo, Why Mosquitoes Buzz in People's Ears, The Woman Who Outshone the Sun

Vocabulary: point of view, message, value or belief

Common Learning Experiences

Reading Foundational Skills
****Lesson ideas are in no particular order – use as needed for your class after giving pre-assessment****
Phonics Lessons (*Recognizing Syllables in Words*) Page 327

1. **Phonetic Jingles:** Teacher will introduce jingles appropriate to class needs (see attached jingles and links to Youtube: http://www.youtube.com/watch?v=JHO1aJyxWIE&feature=related&safety_mode=true&persist_safety_mode=1&safe=active); **http://www.youtube.com/watch?v=7fb3Pdt8kxg&safety_mode=true&persist_safety_mode=1&safe=active**; http://www.youtube.com/watch?v=EsWtEYF3HCY&safety_mode=true&persist_safety_mode=1&safe=active

2. **Words Contain Parts that Change the Meaning of the Base Word**: Teacher will introduce the following prefixes and suffixes: un-, re-, dis-,in-,-est, -ful, -ness-, -ble and include their meanings

3. **What is a Syllable**: Phonics Lessons (*Recognizing and Using Syllables*) Page 437

4. **How to Read Two-Syllable Words with Short Vowels:** Phonics Lesson (*Recognizing Closed Syllables)* page 403

5. **How to Read Two-Syllable Words with Long Vowels:** Phonics Lesson *(Recognizing Open Syllables)* Page 407. Florida Center for Reading Research: map and swoop (p.033.ssib) open and VCE syllables and vowel pair syllables

6. **How to Read Consonant Digraphs**: Teachers will introduce digraphs: gh, ph, gn, wr, kn. Teachers will model how to read

words and provide guided practice.

7. **Phonetic Jingles:** Teacher will introduce jingles appropriate to class needs (see attached jingles and links to Youtube: http://www.youtube.com/watch?v=JHO1aJyxWIE&feature=related&safety_mode=true&persist_safety_mode=1&safe=active); **http://www.youtube.com/watch?v=7fb3Pdt8kxg&safety_mode=true&persist_safety_mode=1&safe=active**; http://www.youtube.com/watch?v=EsWtEYF3HCY&safety_mode=true&persist_safety_mode=1&safe=active

8. **Words Contain Parts that Change the Meaning of the Base Word**: Teacher will introduce the following prefixes and suffixes: un-, re-, dis-,in-,-est, -ful, -ness-, -ble and include their meanings

9. **What is a Syllable**: Phonics Lessons (*Recognizing and Using Syllables*) Page 437

10. **How to Read Two-Syllable Words with Short Vowels:** Phonics Lesson (*Recognizing Closed Syllables)* page 403

11. **How to Read Two-Syllable Words with Long Vowels:** Phonics Lesson *(Recognizing Open Syllables)* Page 407. Florida Center for Reading Research: map and swoop (p.033.ssib) open and VCE syllables and vowel pair syllables

12. **How to Read Consonant Digraphs**: Teachers will introduce digraphs: gh, ph, gn, wr, kn. Teachers will model how to read words and provide guided practice.

Speaking & Listening/Language

Morning Meeting activities (See Morning Meeting Book)

- Ball Toss Greeting (p.159)
- Cross Circle Greeting (p.162)
- Different Language Greeting (p. 162)

Reading for Literature/Information Skills

1. Teachers will introduce character traits and feelings. Teachers will explain that a reader uses characters reactions to determine his/her traits and feelings.
2. Teachers will introduce and model the structure of a Story Map. Teacher will provide guided and independent practice with various folktales.
3. Teachers will model how a reader's voice changes to match the character they are portraying in Readers Theater.
4. Use two versions of a similar folktale that expresses a change in point of view to highlight the importance of speaking in a different voice (The True Story of the Three Little Pigs vs. Three Little Pigs)
5. Teacher reintroduces the hand summary, models and provides guided practice with various folktales.
6. Using two folktales where characters have opposing traits, the students will be able to compare how the characters responded to the major events and challenges.
7. Build a Story Matrix using information from Story Map (above). Must have more than one story map filled out in order to build the matrix.

Common Assessments

- Folktale CFA**
- monthly running records (fluency passages/cards)*
- authentic assessment (i.e. student created brochure, poster, checklist)
- Recognizing Syllables in Words (Pre/Post)
- One syllable phonics word sort
- Phonics Screener
- DSA (Direct Spelling Assessment)
- Compound Word List
- EPS List

Teacher Notes

Resources

- Character Map
- *Phonics Lessons (Fountas & Pinnell)*
- Florida Center for Reading Research
- Phonics Jingles (as needed)
- Word Journeys (Kathy Ganske)
- Diphthongs, Modified Vowels and Vowel Diagraphs
- 2nd Grade Prefix and Suffix List
- 2nd Grade VC/CV Word List
- Syllabication Rules (use rules that apply)
- Prefix and Suffix Word List
- Phonics Screener
- The Continuum of Literacy Learning *Fountas & Pinnell*
- *Phonics Lessons Grade 2 Fountas and Pinnell*
- *A Curricular Plan for the Reading Workshop, Grade 2*
- *Summit Public Schools Second Grade Content Area*

Grade: 2 **Unit 3**	**Genre: Nonfiction** **Theme: Understanding Nonfiction Topics/Solids, Liquids, and Gases**
Big Ideas	**Essential Questions**
• Readers read nonfiction texts purposefully • Readers read nonfiction texts strategically • Readers compare information learned from more than one text	▪ How is reading nonfiction similar to and different from reading fiction? ▪ How do readers think as they read nonfiction? ▪ How do nonfiction readers tackle tricky words in their books? ▪ What do readers do to get and keep information from the nonfiction books they read? ▪ How do nonfiction readers accumulate information than seeing more than just the text on the page? ▪ How do nonfiction readers read more than one book about a topic to compare and contrast?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	▪ Initiate communication. ▪ Plan and practice conversations. ▪ Work in cooperative groups. ▪ Confer with peers to solve problems and make decisions. ▪ Take turns when speaking. ▪ Join in group response at appropriate times. ▪ Listen to and respect the opinions of others. ▪ Respond to basic feedback appropriately. ▪ Contribute relevant ideas to a discussion ▪ Participate in full class, group and paired activities. ▪ Contribute relevant ideas to a discussion. ▪ Modify a statement
2. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	▪ Ask and answers who, what, where, when and how questions. ▪ Answer literal and inferential questions about grade appropriate texts.
3. Ask and answer questions about what a speaker	▪ Ask and answer yes/no and either/or questions.

says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	▪ Ask and answers who, what, where, when and how questions. ▪ Ask questions for clarification.
4. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories or a topic • Make a brief oral report that demonstrates knowledge of the topic
5. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-level text with purpose and understanding.
6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1)	• Speak at appropriate volume to be heard when addressing large and small groups
7. Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies. (2.L.4)	• Use content specific words when needed to explain a topic
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RIT.1)	• Read nonfiction materials for answers to specific questions or for specific purposes. • Respond to oral and written questions about the facts in nonfiction text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2.RIT.2)	• Activate prior knowledge about an author or genre in order to make connections to text. • Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level. • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2. RIT.3)	• Read more than one book on a science topic then compare and contrast information

4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. (2.RIT.4)	• Use glossaries and dictionaries to identify word meanings. • Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words. • Reread and read on to determine meaning of unknown words. Identify unfamiliar words.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.RIT.5)	• Preview parts of books, e.g., table of contents and glossary, to gain understanding. • Use the table of contents, chapter heading and the subheadings to get an idea of how the text will go • Identify chapter headings, pictures, illustrations and charts in the text. • Interpret information from simple graphs and charts.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RIT.6)	• Activate prior knowledge about an author or genre in order to make connections to text. • Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Respond to oral and written questions about the facts in nonfiction text. • Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences. • Identify what is important to an author based on the content of text. • Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2.RIT.7)	• Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Preview parts of books, e.g., table of contents and glossary, to gain understanding. • Identify chapter headings, pictures, illustrations and charts in the text. • Identify print and non-print resource materials matched to a specific purpose (such as informational

	text and/or illustrations and graphics on a nonfiction topic). • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts. • Interpret information from simple graphs and charts.
8. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts in grade 2-3 text complexity band with scaffolding as needed at the end of the range (2. RIT.10)	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of nonfiction reading they need to for the unit • Push themselves to read more and more nonfiction books for new learning of a topic • Always thinking before, during and after reading the book • Prepare and plan for partner reading time • Read more than just the words on the page (we use pictures, graphs, maps etc.) to connect with or add to the words on the page • Make decisions on how their reading lives will go • Choose just right books using the 5-finger rule
Science Standards Addressed	**The students will <u>know</u> and be able to <u>do</u>:**
1. Solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully. (2.1.a)	• Materials can be classified as solid, liquid or gas. All forms of matter have weight and take up space, but each form has unique properties. • Solids are the only form of matter that have a definite shape. A solid's shape can be changed by hammering, twisting or stretching, but its weight remains the same. Solids can be hard, soft, bouncy, stretchy or grainy. • Solids take up a definite amount of space (volume); the volume does not change if the solid is placed in different containers. • Liquids do not have a definite shape; they flow to the bottom of a container and take on the shape of the part of the container they occupy. Liquids pour and flow from a higher point to a lower point; some liquids flow faster than others. • Liquids have a definite volume. When a liquid is poured into different containers, the shape of the

	liquid may change, but the volume does not. • Gases are made of particles too small to see, but they still take up space and have weight. Gases do not have a definite shape; they take on the shape of whatever container they occupy. For example, the air in an inflated balloon can be squeezed and reshaped. • Gases do not have a definite volume; they spread out in all directions to fill any size container, or they keep spreading in all directions if there is no container. For example, blowing even a small amount of air into a balloon immediately fills the entire balloon; the smell of baking bread eventually fills the entire house and even outside. • Compare and contrast the properties that distinguish solids, liquids and gases. • Classify objects and materials according to their state of matter. • Measure and compare the sizes of different solids. • Measure and compare the volume of a liquid poured into different containers. • Design a fair test to compare the flow rates of different liquids and granular solids. •
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	***These skills have been previously introduced.*** • Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) • Distinguish long from short vowel sounds in spoken single syllable words. • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling sound correspondences for additional common vowel teams. • Know final e and common vowel team conventions for representing long vowel sounds.

	• Decode words with common prefixes and suffixes. • Read words with inflectional endings. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode regularly spelled two syllable words with long vowels. • Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). ***New Skills*** • Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables or separating suffixes or prefixes • Decode orthographically regular multi-syllable words, e.g., butterfly, happiness by using knowledge of sound symbol relationships, syllable division and the alphabetic principle • Phonics Lesson: *Crazy Eights* (pg. 151)
2. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural, syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words

	• Read aloud informational text and literacy/narrative text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute

Significant Tasks

Significant Task 1

Big Idea: Readers read nonfiction texts purposefully

Essential Question: How is reading nonfiction similar to and different from reading fiction?

How do readers think as they read nonfiction?

Your students will be reading about science in the reading workshop, writing about science in the writing workshop, and they'll be functioning like young scientists. This unit is designed to teach second graders the strategies of nonfiction reading. As they study states of matter to provide them with the foundation needed to take part in their first inquiry experiment. Students receive instruction in how to find important facts connected to the topic in nonfiction texts (states of matter) during interactive read alouds. Through guided practice, students will use information to complete a Venn diagram to compare and contrast the states of matter. Students use teacher provided text to independently locate facts and organize them in a Venn diagram.

Inquiry Experiment Identifying the Properties of Solid Objects, Liquids and Gases

Resources: Grade Two Science Curriculum binder
Vocabulary: Solid, Liquids, Gases: property, classify, matter, state of matter, solid, liquid, gas, volume

Significant Task 2

Big Idea: Readers read nonfiction texts strategically

Essential Question: How do nonfiction readers tackle tricky words in their books?

What do readers do to get and keep information from the nonfiction books they read?

How do nonfiction readers accumulate information than seeing more than just the text on the page?

Students will tackle the meaning of words by using text features such as table of contents, index, glossary, diagrams, labels, pictures and captions to formulate the meaning of a new word. Students will be using a science and literacy notebook to record new information learned throughout this unit. In the science and literacy notebook students will use facts gathered to create vocabulary word maps, summarize experiments and observations and create questions to expand and deepen their learning. Students will identify the difference between their schema and the new information they are learning about this topic.

Significant Task 3

Big Idea: Readers compare information learned from more than one text

Essential Question: How do nonfiction readers read more than one book about a topic to compare and contrast?

Over the span of five days students will have the opportunity to plan, create, revise and present a culminating project in order to show their new learning about solids, liquids and gas. (see three possible choices below)

Choice One: Students will create their own science experiment that demonstrates the differences and similarities

between the three states of matter studied.
Choice Two: Students will create a public service announcement that explains the roles of solids, liquids and gases in our environment.
Choice Three: Students will create their own children's nonfiction book that teaches important facts about each of the three states of matter.

Common Learning Experiences

- Main Idea and Detail Minilessons with use of Main Idea and Detail graphic organizer.
- Review of text features previously introduced.
- Before Reading Strategy: creating questions from title, cover, and table of contents.
- During Reading Strategy: identify facts related to specific headings.
- After Reading Strategy: share new information learned in written form with others.
- Brain Pop Jr – Reading Nonfiction and Solid, Liquid and Gas videos

Common Assessments

Pre and Post State of Matter-Unit Assessment (in science curriculum binder)

Teacher Notes

- The Continuum of Literacy Learning Fountas & Pinnell
- Phonics Lessons Grade 2 Fountas and Pinnell
- Grade Two Science Curriculum binder
- (Books used for these two read alouds should be books that compare two of the states of matter).
- A Curricular Plan for the Reading Workshop, Grade 2
- Summit Public Schools Second Grade Content Area

Grade: 2 **Time: Unit 4**	**Genre: Realistic Fiction** **Theme: Characters**
Big Ideas	**Essential Questions**
▪ Readers get to know their characters • Readers think closely about the characters' traits and feelings and draw conclusions about them and their impact on the story	▪ How and why do readers use characters to understand stories? ▪ How and why do readers get to know their characters better?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Initiate communication. • Plan and practice conversations. • Work in cooperative groups. • Confer with peers to solve problems and make decisions. • Take turns when speaking. • Join in group response at appropriate times. • Listen to and respect the opinions of others. • Respond to basic feedback appropriately. • Contribute relevant ideas to a discussion • Participate in full class, group and paired activities. • Contribute relevant ideas to a discussion. • Modify a statement
2. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Ask and answers who, what, where, when and how questions. Answer literal and inferential questions about grade appropriate texts.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask and answer yes/no and either/or questions. • Ask and answers who, what, where, when and how questions. Ask questions for clarification.
4. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories
5. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Read grade-level text with purpose and understanding.
6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1)	• Speak at appropriate volume to be heard when addressing large and small groups
7. Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies. (2.L.4)	• Use content specific words when retelling stories
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RIT.1)	• Answer literal and inferential questions about grade appropriate texts. • Know what a narrator is and understand its purpose in a story. • Know and understand important story elements and be able to use them to answer who, what, when, where and why questions. • Know how to use story elements to compare and contrast various realistic fiction books. Students will understand how to use a graphic organizer (matrix) to record the similarities and differences. • Make predictions at beginning at books and also confirm and revise predictions as they go along
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2.RL.2)	• Know how to identify the traits of a character. Students will understand how to use the traits to find similarities and differences within the characters of a story.
3. Describe how characters in a story respond to major events and challenges. (2.RL.3)	• Recognize an author's use of new and interesting words chosen to describe characters and events. • Talk about books with partners to find deeper meaning in their books
4. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue	• Know what dialogue is and be able to recognize it in text. • Practice correct intonation when reading text aloud to demonstrate the differences in points of view of characters.

aloud.(2.RL.6)	
5. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. (2.RL.7)	• Prove that our character is a certain way by referring to specific examples from the story • Notice when characters act of character • Track the character traits and feeling by noticing how the character is feeling at the beginning, middle and end of a book • Keep track of character's actions to make sure to follow what is happening in the story
6. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts in grade 2-3 text complexity band with scaffolding as needed at the end of the range (2. RIT.10)	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of fiction reading • Push themselves to read more and more fiction books • Always thinking before, during and after reading the book • Prepare and plan for partner reading time • Make decisions on how their reading lives will go • Choose just right books using the 5-finger rule
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	***These skills have been previously introduced.*** • Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) • Distinguish long from short vowel sounds in spoken single syllable words. • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling sound correspondences for additional common vowel teams. • Know final e and common vowel team conventions for representing long vowel sounds. • Decode words with common prefixes and suffixes.

	• Read words with inflectional endings. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode regularly spelled two syllable words with long vowels. • Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). ***New Skills*** • Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables or separating suffixes or prefixes • Decode orthographically regular multi-syllable words, e.g., butterfly, happiness by using knowledge of sound symbol relationships, syllable division and the alphabetic principle • Phonics Lesson: *Crazy Eights* (pg. 151)
2. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural, syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words • Read aloud informational text and literacy/narrative

	text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute

Significant Tasks

Significant Task 1 - Determining Main Characters
Big Idea: Readers think closely about the characters' traits and feelings
Essential Question: How do readers get to know their characters better?

Teacher models during interactive read aloud how readers determine the main character. Teacher uses the idea of paying attention to the characters wants and troubles. This is the initial understanding of the character's conflict. The teacher also uses the illustrations, blurb or any information the book may provide to help determine the main characters. Teacher builds understanding that readers notice through guided practice. Students and teachers use this information to make predictions about the main characters actions or decisions in connection to the story conflict or lesson in the text read aloud to the students. Students use their independent reading texts to make predictions about their characters' actions or decisions using various key details to support predictions. Teacher models making decisions about the main characters and noticing the character's behaviors throughout the story through creating a class chart. Students independently replicate this information about the main characters in their independent reading text. Using Kidspiration, Inspiration or a visual organizer of choice students will create a character development map of a character from a "just right" book.
Timeline: 5-8 days
Vocabulary: main character, conflict
Resources: *Snowy Day, Chicken Sunday,* Eve Bunting Stories

Significant Task 2
Big Idea: Strategies readers use to get to know their characters
Essential Question: How do readers use characters to understand stories?

Students think closely about the characters in their books, the kinds of things they want and the kinds of troubles they have. They make predictions about their characters based on the behaviors the characters exhibit. One strategy a student may use is read a few pages and then stop to think about how the pages they've just read go together. They can mark the character's decision or actions with a post-it to help them remember what they've read.

Students think more closely about characters' traits and feelings by reading carefully and closely for examples of when those traits are driving the character's actions and when in fact the character acts outside of those traits. Using evidence from the book students look closely at the characters' feelings and traits by tracking the characters' actions and changing emotions through the events in the story. Students discuss their ideas in turn and talk opportunities during mini lessons and in independent reading with student partnerships. Students will create a visual showing their character and the traits and feelings that encompass the character from a "just right" book.

Timeline: 2 weeks

Vocabulary: realistic fiction, similarities and differences, traits, events, setting, problem, solution, adventure, experience
Resources: *Just Us Women, Night Shift Daddy, Two of Them, When I Was Young in the Mountains, Amazing Grace, Boundless Grace, The Terrible, Horrible, Very Bad Day, Jamaica Tag Along*

Significant Task 3 - Examining Characters
Teacher models through interactive read aloud examining character decisions as their behaviors are being monitored as a whole class and independently. Teacher expands modeling to noticing and examining the characters feelings and motivations throughout the read alouds. Through guided practice, students and teacher draw conclusions about characters based on decisions, feelings, motivations and key details displayed by characters in the text. Teacher models making and revising predictions about characters and students are encouraged to do so on main characters in their independent reading texts. Students will compare and contrast the characters from two realistic fiction stories using teacher's choice graphic organizer.

Timeline: 5-8 days
Vocabulary: decisions, feelings, motivations, key details
Resources: Patricia Palacco Stories

Common Learning Experiences

- Anchor chart of characteristics of realistic fiction (see resources)
- Story Mapping of Realistic Fiction Books to determine the Author's message and/or theme
- Mini lesson(s) on point of view – using the dialogue between multiple characters in a realistic fiction story
- Compare and contrast of two realistic fiction stories

Common Assessments

- Realistic Fiction-CFA

Teacher Notes

Resources
Phonics Lessons (Fountas & Pinnell)

- Florida Center for Reading Research
- Phonics Jingles (as needed)
- Word Journeys (Kathy Ganske)
- Diphthongs, Modified Vowels and Vowel Diagraphs
- 2nd Grade Prefix and Suffix List
- 2nd Grade VC/CV Word List
- Syllabication Rules (use rules that apply)
- Prefix and Suffix Word List

- Phonics Screener
- The Continuum of Literacy Learning *Fountas & Pinnell*
- Phonics Lessons Grade 2 Fountas and Pinnell
- A Curricular Plan for the Reading Workshop, Grade 2
- Summit Public Schools Second Grade Content Area

Grade: 2 **Unit 5**	**Genre: Poetry** **Theme:** The Power of Words
Big Ideas	**Essential Questions**
• Poems communicate stories, images, feelings and ideas. • Readers use reading comprehension strategies as they learn to navigate through poetry. • Poetry has distinct and unique features that distinguish it from other genres. • Readers will gain a feel for the rhythm and language of poetry	▪ Why do authors write poems? ▪ How do readers pay attention to important images, phrases, and words to think about bigger meaning? ▪ What makes poetry special compared to other genres? ▪ How do readers find their own poetic voice?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>: (Independently)**
1. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Listen with attention and understanding to oral reading of stories, poems, and informational texts • Listen actively to others or talk about their writing to give feedback • Actively participate in conversation; listening and looking at person who is speaking • Participate actively in small-group and whole class discussion • Listen attentively to the presentation of the teacher and fellow students to be able to identify the main idea • Listen to remember, and follow two-and three-step directions
2. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Ask and answers who, what, where, when and how questions. • Answer literal and inferential questions about grade appropriate texts. • Understand and interpret information presented in visual media
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask and answer yes/no and either/or questions. • Ask and answers who, what, where, when and how questions.

	• Ask questions for clarification.
4. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories or a topic • Make a brief oral report that demonstrates knowledge of the topic
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5)	• Recite some poems from memory • Recite poems or stories with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits
6. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-level text with purpose and understanding.
7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1)	• Speak at appropriate volume to be heard when addressing large and small groups
8. Use knowledge of language in its conventions when writing, speaking, reading or listening. (2.L.3)	• Use conventions of respectful speaking • Use language appropriate to oral presentation words
9. Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies. (2.L.4)	• Use content specific words when needed to explain a topic
10. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (2. L.5)	• Vary language according to purpose
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RL.1)	• Answer literal and inferential questions about grade appropriate texts. • Know and understand the unique text features of poetry and be able to use them to answer questions based on the kind of poem. • Read multiple poems written by the same author and identify similarities and differences. • Identify the special features found in different poetry and be able to answer yes/no and either/or questions.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2.RL.2) *Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structure and elements.*	• Know and understand the text features of poetry. • Create mental images (visualize) to help them understand the poems purpose and meaning. • Read multiple poems written by the same author and identify what is important to that poet. • Recognize an author's use of new and interesting words, record them and actively add them to speaking or writing vocabulary. • Reread poems • Reread poems with partners • Know that poems have bigger meaning. We ask ourselves, "What is this poem really about?" • Make pictures in our minds as we read poems
3. Describe how characters in a story respond to major events and challenges. (2.RL.3) *Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structure and elements.*	• Students will understand the meaning of figurative language such as; similes, metaphors, idioms etc. and identify their use in poems.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (2.RL.4)	• Students will be able to identify rhyming words and simple rhyming patterns (e.g. AABB, ABAB, etc.)
5. By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range (2. RL.10)	• Sustain reading for 30 minutes in school and at home • Push themselves to read more and more including poetry • Make decisions on how they want their reading life to go • Always thinking before, during and after reading the book • Readers help themselves in many ways when reading including poetry • Decide whether a book is just right and whether they are going to write their ideas on post-it's or not • Choose just right books using the 5-finger rule

Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:** **(Independently)**
1. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	***These skills have been previously introduced.*** • Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) • Distinguish long from short vowel sounds in spoken single syllable words. • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling sound correspondences for additional common vowel teams. • Know final e and common vowel team conventions for representing long vowel sounds. • Decode words with common prefixes and suffixes. • Read words with inflectional endings. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode regularly spelled two syllable words with long vowels. • Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). • Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables or separating suffixes or prefixes • Decode orthographically regular multi-syllable words, e.g., butterfly, happiness by using knowledge of sound symbol relationships, syllable division and the alphabetic principle ***New Skills*** • Identify consonant blends • Read irregularly spelled words
2. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural,

	syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words • Read aloud informational text and literacy/narrative text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute
Significant Tasks	
Significant Task 1 *Big Idea: Poems communicate stories, images, feelings and ideas.* *Essential Question: Why do authors write poems?* Each second grade class will study a different poet (teachers will meet to discuss which poet their class will be studying i.e. Jack Prelutsky, Shel Silverstein etc). Each class will read multiple poems by their chosen poet to find similarities and differences among the purposes of those poems and uses of figurative language. Students record figurative language and how it helps convey the ideas or images of the poem. Classes will share their findings with other grade level peers through whole class presentations and partnerships. Students consider who is talking in the poem and what message the poet is hoping to convey through that voice, or how the narrator or featured character is feeling, and how this is shown through the development of the poem and word and phrases including demonstrating understanding of figurative language. At the end of this task students will have a completed Venn diagram of the similarities and differences of their chosen author. Presentations will include readings of poems from the author and include a visual (i.e., power point, poster) introduce their author of study. **Having children read poems while simultaneously writing them in writing workshop helps to make reading and writing connections more explicit.* Timeline: 2-3 weeks Resources: <u>If You're Not Here, Please Raise Your Hand: Poems About School</u> Kalli Dakos Vocabulary: poetry, stanzas, lines, unique, alliteration, onomatopoeia, simile, metaphor, idiom, antonym, synonym,	

rhyming, verse, cinquain, acrostic

Significant Task 2
Big Idea: Deepen their reading comprehension strategies as they learn to navigate through poetry.
Poetry has distinct and unique features that distinguish it from other genres.
Essential Question: What makes poetry special as compared to other genres?

Students talk about how a poem looks and sounds to extract what it is mostly about. During the unit the students will work together with the classroom teacher to find and collect poetry that is accessible for them to read either individually or with a partner. Together you can look back at shared reading poems you did as a class, mentor texts you are using for your writing unit, and the many anthologies available. Students read and discuss what the poems are mostly about and create illustrations to depict their ideas using computer graphics, old magazines/texts, or hand drawn.

Timeline: 1 week
Resources: *Climb Inside a Poem*, Georgia Heard and Lester Laminack
Jeff Foxworthy

Significant Task 3
Big Idea: Readers will gain a feel for the rhythm and language of poetry
Essential Question: How do readers find their own poetic voice?
This unit aims to help children transfer their reading skills to the genre of poetry. Students can also consider a poem's meaning, working in pairs to think, "What is this poem really about?!" Students can get a feel for the sound and genre of poetry as they read, dramatize, sing and rap together.

Timeline: 1 week
Resources: *Explore Poetry*, Donald Graves
Awakening the Heart, Georgia Heard
Jack Prelutsky
Shel Silverstein

**During Writers' Workshop students should be working on creating or writing their own poems of figurative language of their choice (i.e., acrostic, cinquain, rhyming, free verse etc.)*

Common Learning Experiences

- All students will be exposed to the following types of figurative language: similes, alliteration and onomatopoeia
- Understand poems can take a variety of shapes
- Understand poetry is a unique way to communicate about and describe feelings, images, ideas or stories

Common Assessments

CFA-Poetry Unit Assessment

Teacher Notes

- The size of your poetry collection will affect the amount of time children spend reading and discussing poetry

during the workshop. We suggest that students spend the first half of reading workshop reading poetry with a partner. During the second half of the workshop, your students may spend the last twenty minutes of reading workshop reading their just right fiction and nonfiction texts in their book baggies deepen their skills of envisioning, monitoring for meaning, inferring, and synthesis using "Reading is Thinking" template.

Resources

Create math or science poems

- http://mathstory.com/

The Continuum of Literacy Learning Fountas & Pinnell
A Curricular Plan for the Reading Workshop, Grade 2
Summit Public Schools Second Grade Content Area

Grade: 2 **Unit 6**	**Genre: Science: Nutrition** **Theme: Understanding Nonfiction Topics**
Big Ideas	**Essential Questions**
• Readers read nonfiction purposefully • Read to learn about a scientific topic	• How do readers think as they read nonfiction? • How do readers build up a base knowledge on a topic? • What questions do readers ask to deepen their thinking?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Initiate communication. • Plan and practice conversations. • Work in cooperative groups. • Confer with peers to solve problems and make decisions. • Take turns when speaking. • Join in group response at appropriate times. • Listen to and respect the opinions of others. • Respond to basic feedback appropriately. • Contribute relevant ideas to a discussion • Participate in full class, group and paired activities. • Contribute relevant ideas to a discussion. • Modify a statement
2. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Ask and answers who, what, where, when and how questions. • Answer literal and inferential questions about grade appropriate texts.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask and answer yes/no and either/or questions. • Ask and answers who, what, where, when and how questions. • Ask questions for clarification.
4. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories or a topic • Make a brief oral report that demonstrates knowledge of the topic
5. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	• Read grade-level text with purpose and understanding.
6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1)	• Speak at appropriate volume to be heard when addressing large and small groups
7. Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies. (2.L.4)	• Use content specific words when needed to explain a topic
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RIT.1)	• Read nonfiction materials for answers to specific questions or for specific purposes. • Respond to oral and written questions about the facts in nonfiction text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2.RIT.2)	• Activate prior knowledge about an author or genre in order to make connections to text. • Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level. • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2. RIT.3)	• Read more than one book on a science topic then compare and contrast information
4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. (2.RIT.4)	• Use glossaries and dictionaries to identify word meanings. • Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words. • Reread and read on to determine meaning of unknown words. Identify unfamiliar words.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,	• Preview parts of books, e.g., table of contents and glossary, to gain understanding.

electronic menus, icons) to locate key facts or information in a text efficiently. (2.RIT.5)	• Use the table of contents, chapter heading and the subheadings to get an idea of how the text will go • Identify chapter headings, pictures, illustrations and charts in the text. • Interpret information from simple graphs and charts.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RIT.6)	• Activate prior knowledge about an author or genre in order to make connections to text. • Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Respond to oral and written questions about the facts in nonfiction text. • Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences. • Identify what is important to an author based on the content of text. • Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2.RIT.7)	• Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Preview parts of books, e.g., table of contents and glossary, to gain understanding. • Identify chapter headings, pictures, illustrations and charts in the text. • Identify print and non-print resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic). • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts. • Interpret information from simple graphs and charts.
8. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts in grade 2-3 text	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of nonfiction reading they need to for the unit

complexity band with scaffolding as needed at the end of the range (2. RIT.10)	• Push themselves to read more and more nonfiction books for new learning of a topic • Always thinking before, during and after reading the book • Prepare and plan for partner reading time • Read more than just the words on the page (we use pictures, graphs, maps etc.) to connect with or add to the words on the page • Make decisions on how their reading lives will go • Choose just right books using the 5-finger rule
Science Standards	**The students will know and be able to do:**
2.4.a. The essential components of balanced nutrition can be obtained from plant and animal sources. **2.4.b.** People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats.	**GRADE-LEVEL CONCEPT 2.4.a.** ▪ People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. ▪ Some foods people eat come from plants that grow wild or are planted by farmers as crops. A fruit is the ripened ovary of a flower; vegetables are the roots, stems, leaves or flowers of plants. ▪ Some foods people eat come from animals that are wild or are raised on ranches. Meat, fish, dairy products and eggs all come from animals. ▪ The types of crops that can grow in an area depend on the climate and soil. Some foods are grown and sold by local farms, and some foods are grown far away and transported to local grocery stores. **GRADE-LEVEL CONCEPT 2.4.b.** ▪ All people need the same basic nutrients to grow, move and stay healthy; different cultures satisfy these needs by consuming different foods. ▪ The level of energy and nutrients individuals need depends on their age, gender and how active they are. ▪ Most foods contain a combination of nutrients. Labels on food packages describe the nutrients contained in the food and how much energy the food provides

	(calories). ▪ Breads, cereals, rice and pasta are sources of carbohydrates, which provide energy. ▪ Meat, poultry, fish, beans, eggs and nuts are sources of protein, which keeps the body working properly. ▪ Fruits and vegetables are sources of vitamins and minerals, which keep the body healthy. ▪ Nuts, meats and fish are sources of fats and oils, which provide energy ▪ Explain that food is a source of carbohydrates, protein and fats —nutrients that animals (including humans) convert to energy they use to stay alive and grow. ▪ Classify foods into groups based on their source, and relate common foods to the plant or animal from which they come. ▪ Give examples of ways people can improve soil quality and crop growth (e.g., irrigation, fertilizer, pest control). ▪ Compare and contrast how different cultures meet needs for basic nutrients by consuming various foods. ▪ Evaluate the nutritional value of different foods by analyzing package labels.
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
1. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	***These skills have been previously introduced.*** ▪ Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. ▪ Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) ▪ Distinguish long from short vowel sounds in spoken single syllable words. ▪ Distinguish long and short vowels when reading regularly spelled one syllable words. ▪ Know spelling sound correspondences for additional common vowel teams. ▪ Know final e and common vowel team conventions for representing long vowel sounds. ▪ Decode words with common prefixes and suffixes.

	▪ Read words with inflectional endings. ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▪ Decode regularly spelled two syllable words with long vowels. ▪ Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). ▪ Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables or separating suffixes or prefixes ▪ Decode orthographically regular multi-syllable words, e.g., butterfly, happiness by using knowledge of sound symbol relationships, syllable division and the alphabetic principle ***New Skills*** ▪ Identify consonant blends ▪ Read irregularly spelled words
2. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural, syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words • Read aloud informational text and literacy/narrative text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute

Significant Tasks

Significant Task 1

Big Idea: Getting your mind ready to read nonfiction texts
Essential Question: How do readers think as they read nonfiction?

Over the span of five days students will have the opportunity to plan, create, revise and present a culminating project in order to show their new learning about nutrition. (see three **possible** choices below)

Choice One: Students will create a poster that will be used in the cafeteria to educate their peers on making healthy food choices (they are what they eat).

Choice Two: Students will create a brochure to be sent home in their Wednesday folders that explains the importance of a balanced diet.

Choice Three: Students will create a power point presentation that will be presented to a specific audience in order to educate others on the topic of nutrition.

Timeline: 2-3 weeks
Resources: *Grade Two Science Curriculum binder, Rainbow Stew* by Cathryn Falwell
Vocabulary: Nutrition: nutrient, crop, grain, carbohydrate, protein, dairy, fats, oils, energy, fruit, vegetables, meat, poultry, Mentor text vocabulary

Significant Task 2

Big Idea: Read to learn about a scientific topic
Essential Question: How do readers build up a base knowledge on a topic?
What questions do readers ask to deepen their thinking?
Students will be reading about nutrition. Students will be grouped around a nutrition topic teaching them to study with focus. Students will develop a base of knowledge on nutrition by reading texts and using the new learned vocabulary words in discussion and writing. Students will keep a wellness log over a week long period tracking food consumed and exercise based on what they have learned in this unit. As a class student and teacher will create a wellness rubric so can assess their overall wellness over a week.
Timeline: 1 week
Resources: *Grade Two Science Curriculum binder*
Vocabulary: Nutrition: nutrient, crop, grain, carbohydrate, protein, dairy, fats, oils, energy, fruit, vegetables, meat, poultry, Mentor text vocabulary

Common Learning Experiences

- Main Idea and Detail Mini lessons with use of Main Idea and Detail graphic organizer.
- Review of text features previously introduced.
- Before Reading Strategy: creating questions from title, cover, and table of contents.
- During Reading Strategy: identify facts related to specific headings.
- After Reading Strategy: share new information learned in written form with others.
- Brain Pop Jr – Nutrition topics

Common Assessments

CFA-Nutrition Unit
Teacher Notes
• The Continuum of Literacy Learning *Fountas & Pinnell* • *Phonics Lessons Grade 2 Fountas and Pinnell* • *A Curricular Plan for the Reading Workshop, Grade 2* • *Summit Public Schools Second Grade Content Area*

Grade: 2 **Unit 7**	**Genre: Science: Nonfiction: Life Cycles of Plants and Soils** **Theme: Understanding Nonfiction Topics**
Big Ideas	**Essential Questions**
• Readers read nonfiction purposefully • Read to learn about a scientific topic	• How do readers think as they read nonfiction? • How do readers build up a base knowledge on a topic? • What questions do readers ask to deepen their thinking?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will <u>know</u> and be able to <u>do</u>:**
8. Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups. (2.SL.1)	• Initiate communication. • Plan and practice conversations. • Work in cooperative groups. • Confer with peers to solve problems and make decisions. • Take turns when speaking. • Join in group response at appropriate times. • Listen to and respect the opinions of others. • Respond to basic feedback appropriately. • Contribute relevant ideas to a discussion • Participate in full class, group and paired activities. • Contribute relevant ideas to a discussion. • Modify a statement
9. Recount or add key ideas or details from a text read aloud or information presented orally or through other media. (2. SL.2)	• Ask and answers who, what, where, when and how questions. • Answer literal and inferential questions about grade appropriate texts.
10. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)	• Ask and answer yes/no and either/or questions. • Ask and answers who, what, where, when and how questions. • Ask questions for clarification.
11. Tell a story or recount a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (2.SL.4)	• Use language from stories and informational text when retelling stories or a topic • Make a brief oral report that demonstrates knowledge of the topic
12. Produce complete sentences when appropriate to tasks and situations in order to provide requested detail or clarification. (2.SL.6)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Read grade-level text with purpose and understanding.

13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1)	• Speak at appropriate volume to be heard when addressing large and small groups
14. Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies. (2.L.4)	• Use content specific words when needed to explain a topic
Standards addressed in this unit: **(Reading for Literature/Informational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
9. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.(2.RIT.1)	• Read nonfiction materials for answers to specific questions or for specific purposes. • Respond to oral and written questions about the facts in nonfiction text.
10. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2.RIT.2)	• Activate prior knowledge about an author or genre in order to make connections to text. • Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level. • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.
11. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2. RIT.3)	• Read more than one book on a science topic then compare and contrast information
12. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. (2.RIT.4)	• Use glossaries and dictionaries to identify word meanings. • Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words. • Reread and read on to determine meaning of unknown words. Identify unfamiliar words.
13. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a	• Preview parts of books, e.g., table of contents and glossary, to gain understanding. • Use the table of contents, chapter heading and the

text efficiently. (2.RIT.5)	subheadings to get an idea of how the text will go • Identify chapter headings, pictures, illustrations and charts in the text. • Interpret information from simple graphs and charts.
14. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RIT.6)	• Activate prior knowledge about an author or genre in order to make connections to text. • Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Respond to oral and written questions about the facts in nonfiction text. • Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences. • Identify what is important to an author based on the content of text. • Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.
15. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2.RIT.7)	• Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. • Preview parts of books, e.g., table of contents and glossary, to gain understanding. • Identify chapter headings, pictures, illustrations and charts in the text. • Identify print and non-print resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic). • Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts. • Interpret information from simple graphs and charts.
16. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts in grade 2-3 text complexity band with scaffolding as needed at the end of the range (2. RIT.10)	• Sustain reading for 30 minutes in school and at home • Set goals for the volume of nonfiction reading they need to for the unit • Push themselves to read more and more nonfiction books for new learning of a topic

	• Always thinking before, during and after reading the book • Prepare and plan for partner reading time • Read more than just the words on the page (we use pictures, graphs, maps etc.) to connect with or add to the words on the page • Make decisions on how their reading lives will go • Choose just right books using the 5-finger rule
Science Standards	**The students will know and be able to do:**
2.2.a. The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal.	**GRADE-LEVEL CONCEPT 2.2.a.** • Flowering plants progress through a sequenced life cycle. First, seeds sprout (germinate), then seedlings grow into adult plants with leaves and flowers. If the flowers are pollinated, seeds develop that will grow into new plants to continue the life cycle. • Roots, stems, leaves, flowers and seeds are structures that develop during different stages of the plant's life cycle. • Seeds contain the beginnings of a new plant (embryo) and the food (energy source) the new plant needs to grow until it is mature enough to produce its own food. Different plant varieties produce seeds of different size, color and shape. • Environmental conditions, such as temperature, amount of light, amount of water and type of soil, affect seed germination and plant development. • A plant's seed will grow into a new plant that resembles but is not identical to the parent plant or to other new plants. For example, marigold plants produce marigold seeds that grow into new marigold plants. Individual marigolds, however, vary in height, number of leaves etc. • Seedlings are young plants that produce the structures that will be needed by the plant to survive in its environment: Roots and leaves begin to grow and take in nutrients, water and air, and the stem starts to grow towards sunlight. • Adult plants form more leaves that help the plant collect sunlight and air to make its food. They produce flowers that are the structures responsible for reproduction. • Flowers have structures that produce pollen, attract

2.3.a. Soils can be described by their color, texture and capacity to retain water.	pollinators and produce seeds that can grow into new plants. Some flowers have structures that develop into fruits, berries or nuts that contain the seeds that can grow into new plants. • Some seeds fall to the ground and germinate close to the parent plant; other seeds are carried (dispersed) by wind, animals, or water to places far away. The structure of the seed is related to the way it is dispersed. **GRADE-LEVEL CONCEPT 2.3.a.** • Soil is a mixture of pieces of rock (particles), living and once living things (humus), water and air. The components of soil can be separated using sieves and settlement tests. • There are different types of soil that vary from place to place. Soil properties can be observed and compared. Soils can be classified by properties such as color, particle size, or amount of organic material (humus). Digging a deep hole shows that soils are often found in layers that have different colors and textures. • The size of the particles in soils gives the soil its texture. Soils can be classified by how they feel: Sandy soils feel gritty, silty soils feel powdery, clay soils feel sticky, and soils with small rocks feel rough and scratchy. • The broken rocks that make up soils can be tiny (silt and clay), medium (sand), or large (pebbles). Soils can be classified by the size of their particles. • A soil's texture affects how it packs together; soils that pack together; soils that pack together tightly hold less air and water than soils that stay loosely packed. • There are different types of soil that vary from place to place. Some soil types are suited for supporting the weight of buildings and highways; other soil types are suited for planting food crops or forest growth.
2.3.b. Soils support the growth of many kinds of plants, including	• Many plants need soil to grow. Soil holds water and nutrients that are taken in (absorbed) by plant roots.

those in our food supply.	• Soil is a habitat for many living things. Some organisms live in the soil and others live on the soil. Worms and other underground animals create spaces for air, water and plant roots to move through soil. • Plants we eat ("crops") grow in different soil types. Plant height, root length, number of leaves, and number of flowers can all be affected by how much water, air and organic material the soil holds. • To support the growth of different plants, people can change the properties of soils by adding nutrients (fertilizing), water (irrigating) or air (tilling).
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will <u>know</u> and be able to <u>do</u>:**
3. Know and apply grade level phonics and word analysis skills in decoding words. (2.RFS.3)	***These skills have been previously introduced.*** ▪ Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single syllable words. ▪ Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) ▪ Distinguish long from short vowel sounds in spoken single syllable words. ▪ Distinguish long and short vowels when reading regularly spelled one syllable words. ▪ Know spelling sound correspondences for additional common vowel teams. ▪ Know final e and common vowel team conventions for representing long vowel sounds. ▪ Decode words with common prefixes and suffixes. ▪ Read words with inflectional endings. ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▪ Decode regularly spelled two syllable words with long vowels. ▪ Know the spelling sound correspondences for common consonant diagraphs (two letters that represent 1 sound). ▪ Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables or separating suffixes or prefixes

	▪ Decode orthographically regular multi-syllable words, e.g., butterfly, happiness by using knowledge of sound symbol relationships, syllable division and the alphabetic principle ***New Skills*** ▪ Identify consonant blends ▪ Read irregularly spelled words
4. Read with sufficient accuracy and fluency to support comprehension. (2.RFS.4)	• When something doesn't make sense we stop and ask ourselves what could I do to fix this part • Use more than one strategy (use phonetic, structural, syntactical and contextual clues) to read and understand unfamiliar words in grade level texts • Read grade-level text with purpose and understanding (ie. Answering questions such as who, what, when, where, why, how based on text). • Read grade-level text orally with accuracy, appropriate rate, and expression.' • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Reread books over and over again to become more smoothly, quickly and with more understanding • Read and demonstrate understanding of grade level text (see District Benchmark) • Read at least 200 high frequency words • Read aloud informational text and literacy/narrative text, attending to intonation • Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute
Significant Tasks	
Significant Task 1 *Big Idea: Getting your mind ready to read nonfiction texts* *Essential Question: How do readers think as they read nonfiction?* Students read about different types of plants. In this unit students record information in their science and literacy notebooks. Students use their senses and simple tools to observe and describe the roots, stems, leaves, flowers, and seeds of various plants (including trees, vegetables and grass). Students use magnifiers to observe and diagram the parts of a flower. Students describe and label the functions of roots, stems, leaves, flowers and seeds in completing a plant life cycle. Students record observations and make conclusions about the sequence of stages in a flowering plant's life cycle. Students compare and contrast seeds of different plants	

are adapted for dispersal by water, wind or animals. Students conduct a fair test to explore factors that affect seed germination and plant growth.

Timeline: 2-3 weeks
Vocabulary: **Plants:** life cycle, structures (body parts), seed, germinate, reproduce, flower, pollen, pollinator, seed dispersal

Significant Task 2
Big Idea: Read to learn about a scientific topic
Essential Question: How do readers build up a base knowledge on a topic?
What questions do readers ask to deepen their thinking?

Students read about different types of soils and their components. In this unit students record information in their science and literacy notebooks. Students use their senses and simple tools (e.g., sieves, and settlement tests) to separate soil into components such as rock fragments, water, air and plant remains. Students classify soils by properties such as color, particle size (sand, silt or clay), or amount of organic material (loam). Students explain the importance of soil to plants, animals and people. Students evaluate the quality of different soils in terms of observable presence of air, water, living things and plant remains. Students conduct a fair test to investigate how different soil types affect plant growth and write conclusions supported by evidence.

Timeline: 1-2 weeks
Resources: *Grade Two Science Curriculum binder*
Vocabulary: soil, property, classify, mixture, particle, humus, sand, silt, clay, texture, nutrients

During the unit, students have the opportunity to plan, create, revise and present a culminating project in order to show their new learning about the life cycles of plants and soils.

Common Learning Experiences

- Students will create a diagram that shows either the parts of a plant, layers of soil or properties of soil.
- Students will keep an ongoing journal or notebook of what they noticed, wonder, predict, and learn from books, experiments, discussions and observations (see appendix c)
- Use appendix a to teach how to use phrases to respond to new learning.
- Review how text features contribute to student understanding of a text.
- Before Reading Strategy: creating questions from title, cover, and table of contents.
- During Reading Strategy: identify facts related to specific headings.
- After Reading Strategy: share new information learned in written form in partners.
- Brain Pop Jr – Life Cycles of Plants and Soils topics

Common Assessments

- Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds.
- Explore and describe the effects of light and water on seed germination and plant growth.

- Sort different soils by properties, such as particle size, color, and composition.
- Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.

Teacher Notes

- *The Continuum of Literacy Learning Fountas & Pinnell*
- *Phonics Lessons Grade 2 Fountas and Pinnell*
- *A Curricular Plan for the Reading Workshop, Grade 2*
- *Summit Public Schools Second Grade Content Area*
- *CT Department of Education 2010 Bureau of Teaching and Learning*

3rd Grade Reading CCSS

Grade: 3rd Unit 1 – Reading Building a Reading Community **Time: 4-5 weeks**	**Genre: Realistic Fiction** **Theme: Building a Reading Community**
Big Ideas	**Essential Questions**
▪ Readers who read, think, discuss, ideas and texts	▪ What is a reading community?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do:**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. (3.SL.1)	▪ Engage in discussion ▪ Draw on text for discussion ▪ Follow agreed upon rules for discussion ▪ Ask questions to check understanding of information ▪ Explain their ideas in a discussion ▪ Ask and answer questions about information from the speaker ▪ Elaborate and provide details in a discussion
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)	▪ Determine the main idea and supporting details
3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3.SL.4)	▪ Tell a story or recount an experience ▪ Share appropriate descriptive details ▪ Speak clearly and at an understandable pace
4. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (3.SL.6)	▪ Speak in complete sentences ▪ Provide details or clarification
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	***The students will know and be able to do:***
▪ Understand classroom rituals and routines of Reading Workshop.	▪ Rituals and Routines of Reading Workshop ▪ Coming to the carpet including where and how to sit ▪ Turn and Talk expectations ▪ Mini lesson expectations including when to ask questions ▪ Independent reading expectations ▪ Just right books ▪ How many books to move levels ▪ Keeping your student book log ▪ Status of the class responsibilities ▪ Abandoning a book ▪ What to do if you finish a book during class?

	▪ Accelerated reader expectations ▪ Move up levels ▪ Work with a small group (including what to do when you need help)
▪ Student understanding of strengths and needs as an individual learner.	▪ Be a reflective reader ▪ Understand various areas of reading ▪ Monitor volume and variety of reading
▪ Read closely to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.10)	▪ Practice 7 keys to comprehension o Create mental images o Use background knowledge o Ask questions o Make inferences o Determine the most important themes/ideas o Synthesize o Use fix-up strategies ▪ Re-read for understanding ▪ Share stories with peers and adults ▪ Utilize many strategies to read complex texts ▪ Work effectively with partners
▪ Recount stories, including fables, folktales, and myths fro diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)	▪ write stories to share ideas ▪ Retell stories including important information ▪ Synthesize and retell stories ▪ Retell and discuss stories with partners ▪ Use important information to determine message
▪ Know and understand how authors make stories humorous.	▪ How and why authors use humor ▪ Hyperbole as an example of the literary device – humor
Standards addressed by this unit: (Foundation standards)	***The students will know and be able to do:***
1. Know and apply grade-level phonics and word analysis skills in decoding words. (3.RFS.3)	1. Decode multisyllable words
2. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	2. Read grade-level text with purpose and understanding

Significant Tasks
Significant Task 1 – Rituals and Routines *Big Idea: Readers read, discuss, and share ideas and texts* *Essential Question: What is a reading community?* Teacher models and practices with students the rituals and routines of Reader's Workshop. Utilize this time to get to know students as individual readers. Establish goals based on running records and other data available. Administer reading interest inventories. Work closely with students to determine what independence during workshop looks like. As a review of previously learned comprehension strategies, now is a good time to use mini lesson instruction and teacher conferences to reinforce student use of basic comprehension strategies. Model during read aloud instructional time how readers use these strategies to better understand the story's meaning.

Timeline: 10-15 days
Vocabulary: ritual, routine, interest, goals
Resources: Rituals and Routines handbook resource, running record, inventories

Significant Task 2 – Retell stories (3-5 days)
Big Idea: Readers read, discuss, and share their ideas and texts
Essential Question: What is a reading community?

Use mini lesson instruction to develop understanding about why readers retell stories and how it helps understand the author's central message. Use the read aloud to model how readers retell stories both sequentially and for meaning. Through guided discussion discuss the meaning the author is creating through key details. Record key details from the story and model for students how readers analyze these details. Practice retelling stories orally but also create a written model. Teachers may choose to videotape their retelling and download to a computer for students to watch as a model. Students practice retelling their independent reading texts to partners both orally and in writing. Partners can write letters to each other and the teacher about their book as one written example.

Timeline: 3-5 days
Vocabulary: central message, sequence, key details, retell
Resources: mentor texts, ability to record retelling, computers

Common Learning Experiences

- Rituals and routines of Reader's Workshop
- Goal setting
- Comprehension strategies review
- Determining the story's meaning
- Using retelling to understand author's meaning
- Oral versus written retellings
- Writing letters about your reading

Common Assessments

1. Retelling your summer reading
2. Oral retell to your partner
3. Letter about your book

Grade: Unit 2 - 3rd Reading Author Study (PP) **Time: October/November (6 weeks)**	**Genre: Literature** **Theme: Author Study**
Big Ideas	**Essential Questions**
▪ Authors give their perspective about the world through their life experiences. ▪ Authors of multiple books write about similar themes. ▪ The outcome of events often help us understand the message, moral or lesson in a story. ▪ Everyone's point of view can be different. ▪ Readers make comparisons to draw conclusions	▪ How do writers share their ideas about the world? ▪ How do we use events to determine the message, moral or lesson of a story? ▪ Why do we see things differently? ▪ How do we discuss ideas in multiple texts?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will *know* and be able to *do*:**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (3.SL.1)	▪ Come to discussions prepared, having read or studied required material; ▪ Explicitly draw on preparation and other information known about the topic to explore ideas under discussion. ▪ Follow agree-upon rules for discussion; ▪ Ask questions to check understanding of information presented. ▪ Stay on topic and link comments to others. ▪ Explain your own understanding in light of discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)	▪ The goal of all communication is to make a point ▪ Listeners are looking for those points in all media and formats
3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. (3.SL.4)	▪ Report on an author ▪ Give appropriate facts and relevant, descriptive details. ▪ Speak clearly ▪ Speak at an appropriate and understandable pace

Comprehension Standards addressed in this unit: **(Reading for Literature/Writing)**	**The students will *know* and be able to *do*:**
1. Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)	▪ Authors use stories to convey a message, lesson or moral. ▪ Authors of multiple texts often write about similar ideas. ▪ Readers compare the messages, morals and lessons of multiple texts. ▪ Identify important plot events vs. less important plot events ▪ Identify and analyze cause and effect of important plot events. ▪ Analyze and discuss how the cause and effect of plot events support an identified message, lesson or moral. ▪ Independently identify messages, lessons, or morals represented in a text through analysis of cause and

	effect of plot events.
2. Distinguish their own point of view from that of the narrator or those of the characters. (3.RL.6)	▪ Point of view shapes understanding of message, lesson or moral ▪ Point of view can be different ▪ Identify various points of views in texts about important plot events ▪ Distinguish between various characters' point of view and narrator of plot events (1st vs. 3rd person) ▪ Establish personal point of view regarding cause and effect of plot events
3. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (3.RL.9)	3. Making comparisons enhances understanding 4. Making comparisons is one way readers discuss ideas in texts 5. Analyze and discuss orally comparing using ABAB and AABB format about the cause and effect of plot events. 6. Use key details to support conclusions and opinions.
4. Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1)	▪ Readers have opinions about the events that occur in their stories. ▪ Introduce two texts they are writing about. ▪ Use ABAB or AABB structure to compare at least two different elements of these texts. ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases. ▪ Provide a concluding statement or action.
5. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3.W.2)	▪ Introduce a topic and group related information together. ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases. ▪ Provide a concluding statement or section.
Reading Foundation Standards addressed in this unit: (Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)	
3. Know and apply grade-level phonics and word analysis skills in decoding words. (3.RFS.3)	▪ Read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Significant Tasks	
Significant Task 1- Understanding the Author's Role *Big Idea - Authors give their perspective about the world through their life experiences.* *Essential Question: How do writers share their ideas about the world?* The teacher introduces four novels selected for the study through sharing brief summaries about each novel including the author's message. Through direct instruction the teacher provides information about author's message as a literary concept and how good readers examine novels for the message.	

Through the use of three to five video clips of Patricia Polacco speaking about herself and her writing career, the teacher makes connections to the big idea of how authors use the stories of their lives to share messages, morals, or lessons they've learned. Through whole class discussion and turn and talk opportunities, students orally explore why this is important to know as a reader.

After watching clips and based on any other previously learned information, students identify at least two examples from Patricia Polacco's life, not previously mentioned, that they believe influenced the message from any of the four novels. Discuss the quality of student examples and the justification to support their thinking. Students should record predictions in reader's notebook and teacher can record class predictions. Using "just right" texts, students may begin to make inferences and draw conclusions about the author's life and message. Students engage in discussions with peers and adults about their ideas from the texts that they are reading providing key details from text and knowledge about the author to support conclusions. Students submit an inference journal entry for teacher review of thinking. To formally assess student learning, students complete a journal entry that explores the questions: How do writers share the stories of their lives? How can you use this information as a reader? How can you use this as a writer?

Timeline: 5-7 days
Vocabulary: penultimate, rural, atrium, author's message, morals, lessons, isolation, brave
Resources: Patricia Polacco novels, summaries and author's message resource

Significant Task #2 - Information about the Author
Big Idea: Authors give their perspective about the world through their life experiences.
Essential Question: How do authors share their ideas about the world?

Through guided practice, teachers spend several days reading the biographical article on Patricia Polacco focusing on the main idea and supporting details. Students learn to notice the text's organizational structures (i.e. cause and effect, comparison, description, etc.). This structure does not need to be read sequentially - features of nonfiction text. Make explicit connections and hypothesize about how these main ideas and key details will influence what the writers write about while reading closely and modeling the thinking of good readers.

Through direct instruction discuss the difference between important versus interesting information. Using the Patricia Polacco biography, create a class T-chart that identifies important versus interesting information about the author. Through guided practice create a class definition of the difference between important information an author may include from their life in a story versus information the reader may find interesting. *This skill of interesting versus important often requires students infer and draw conclusions about authors based on many facts. Important information impacts the story. Interesting information may engage the reader. Model this skill explicitly and inform students of how these inferences and conclusions are drawn from key details. Through guided practice students connect important information learned from article, with the Patricia Polacco novels being read for the author study. Many students will begin to draw conclusions that involve inferences. Ensure students can provide key details to support these conclusions. During independent practice students practice using a graphic organizer, similar to the class T-chart, to record interesting versus important information about an author they are studying.

Timeline: 5-7 days
Vocabulary: text structure, main idea, important, interesting
Resources: Video interviews of many authors can be found at http://www.readingrockets.org/books/interviews/

Significant Task #3 - The Author's Message
Big Idea: The outcome of important events help readers determine the central message, moral or lesson.
Essential Question: How do we use important events to determine the message or moral of the story?

Teachers introduce the novel, Thank You Mr. Falker. Re-read summary information about story including the author's message and class information collected from the author's life that may or may not be reflected in this story based on prior class research. Provide direct instruction in the concept that authors use stories to share messages, morals, or lessons. Utilize the Tortoise and the Hare (or other simple story) as an example of a story with a moral. Remind students that the moral of this story is, "slow and steady wins the race." Read the Tortoise and the Hare and list important events that help convey/reveal the moral. (some teachers have found having these events listed in advance is helpful) Use these events as a model to explain how the events in a story help us determine the author's message.

Read aloud (over several days) Thank You Mr. Falker. Remind students the message in this story is about how teachers are heroes to students. Through guided practice identify the important events that help convey the message. Remind students that authors use the events in the story to share their message with the reader. Provide explicit instruction in distinguishing between important events and interesting details as you read aloud continuing to point to the text's central message/lesson, etc.

Provide direct instruction in the concept that important events impact/change the character (positively and negatively) and move the plot forward while interesting details help paint a picture for the reader to help understand the important events. Students practice independently and with partners identifying important versus interesting events in their reader's notebook. Continue with instruction that even among the important events some are even more important. Use previous examples of events from *The Tortoise and the Hare* to serve as a mentor/example.

Reintroduce students to the text structure cause and effect. The greater the effect of the event, it's likely to be more important than other events. Continue to read various Patricia Polacco stories as a whole class, evaluating the important events as they help convey the author's message. Continue to look at the text structure of cause and effect as one way to evaluate importance. Independent practice for students can consist of a variety of opportunities begin to analyze author's message with text at their level by identifying important events, justifying them with evidence from the text and analyzing how they share the author's message. For assessment purpose, independently or in student partnerships complete a cause and effect graphic organizer based on one of the stories studies in the author's study. Students individually complete a graphic organizer that reflects the 3-6 most important events in a story that they are reading independently and how these events convey the author's message. Students write an opinion paragraph justifying their graphic organizer decisions.

Timeline: 10-15 days
Vocabulary: author's message, lesson, moral, convey, cause and effect, evaluating
Resources: important versus interesting events, Thank You Mr. Falker, Tortoise and the Hare

Significant Task #4 - Making Comparisons & Drawing Conclusions (3-5 days)
Big Idea: Readers make comparisons and draw conclusions
Essential Question: How do readers discuss the ideas in texts?

After reading multiple texts by Patricia Polacco the teacher makes comparisons and draws conclusions about the themes, settings, characters and plots of stories through direct instruction. Conclusions are always supported and justified with key ideas and details from the text. The class engages orally in these conclusions and justification before moving to paper/pencil activity. Through guided practice, students through both orally and in writing, work with the teacher and/or partners to make comparisons and draw conclusions about key story elements in the Patricia Polacco novels that they justify with evidence from the text. This can be done collaboratively with partners and adults and recorded in reader's notebook. Independently students practice making comparisons and drawing conclusions about texts either read independently or in small groups or read aloud as a whole class. Students can demonstrate proficiency either orally and/or in writing at the teacher's discretion.

Timeline: 3-5 days
Vocabulary: comparisons, conclusions, themes, plot, characters

Resources: Patricia Polacco novels, reader's notebooks

Instructional Resources

- Patricia Polacco video clip www.readingrockets.com
- Novel summaries
- Author video clips www.youtube.com
- Cause and Effect Graphic Organizer
- Plot Event Analysis graphic organizer
- Which One is Better Rubric/Description
- Author Study Assessment Description/Rubric

Common Learning Experiences

- Author's message
- The author's influences
- Making inferences
- Reading closely for main ideas
- Important versus interesting
- Drawing conclusions
- Messages, morals, and lessons
- Identifying the events that convey the message
- The most important events
- Utilizing text structure to determine important events
- Comparing novels by the same author
- Examining the themes
- Orally defending the themes in texts
- Justifying with evidence from the texts

Common Assessments

1. Journal Entry – The author's life
2. Opinion Paragraph
3. Students complete a comparison graphic organizer and draw two conclusions based on the chart. This does not have to be a Venn diagram. Students write two paragraphs that explain how they came to those conclusions.
4. Author Study – Students present author study comparison presentations to class/community on selected author of their choice. (see attached assessment description)
5. Independent Reading Opinion Piece – after reading a second book by the same author, students will write an opinion piece about which text, in their opinion, is better. (see assessment description and rubric attached)

Teacher Notes:

Grade: 3 Reading Unit 3 *Rocks and Minerals; Conservation* **Time: 15-20 days**	**Genre: Nonfiction Science Rocks and Minerals**
Big Ideas	**Essential Questions**
Readers do research to learn. Readers represent research in writing or other assessments.	Why do readers research topics? How do readers represent information?

Standards addressed in this unit: (Speaking & Listening/Language)	**The students will know and be able to do:**
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts building on others' ideas and expressing their own clearly. (3.SL.1)	1. Ask and answer questions about rocks and minerals in groups of three for discussion. 2. Answers come from observations and experiments 3. Refer to texts, diverse media, observations, and experiments to discuss explicit examples
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)	1. Determine the main idea 2. Use key details to support conclusions 3. Informational texts have main ideas supported with key details (boxes and bullets)
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)	1. Ask and answer questions about nonfiction texts 2. Answers come from the text 3. Answers come from observations and experiments 4. Refer to texts, diverse media, observations, and experiments for explicit examples
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2)	1. Determine the main idea 2. Use key details to support conclusions 3. Informational texts have main ideas supported with key details *4.* Use *boxes and bullets* while watching videos on rocks and minerals or reading texts.
3. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. (3.RIT.7)	1. Use information from illustrations and words 2. Illustrations share important information
Science Standard	

3.3. A. Rocks and minerals have properties that may be identified through observation and testing; these properties determine how earth material are used.	1. Earth is mainly made of rock. Rocks on the earth's surface are constantly being broken down into smaller and smaller pieces, from mountains to boulders, stones, pebbles and small particles that make up soil. 2. Rocks can be sorted based on properties, such as shape, size, color, weight or texture. 3. Properties of rocks can be used to identify the conditions under which they were formed. 4. Igneous rocks are formed when melted rock cools, hardens and forms crystals. Melted rock that cools slowly inside a volcano forms large crystals as it cools. Melted rock that cools rapidly on the earth's surface forms small crystals (or none at all). 5. Sedimentary rocks are formed underwater when small particles of sand, mud, silt or ancient shells/skeletons settle to the bottom in layers that are buried and cemented together over a long a period of time. They often have visible layers or fossils. 6. Metamorphic rocks are formed when igneous or sedimentary rocks are heated and cooled or pressed into new forms. They often have bands, streaks or clumps of materials. 7. Rock properties make them useful for different purposes. Rocks that can be cut into regular shapes are useful for buildings and statues; rocks that crumble easily are useful for making mixtures such as concrete and sheetrock. 8. All rocks are made of materials called minerals that have properties that may be identified by testing. Mineral properties include color, odor, streak, luster, hardness and magnetism. 9. Minerals are used in many ways, depending on their properties. For example, gold is a mineral that is easily shaped to make jewelry; talc is a mineral that breaks into tiny grains useful for making powders.

Significant Tasks

Significant Task 1

Big Idea: Readers observe and record to learn all about rocks and minerals.
Essential Question: How do I learn all I can about rocks and minerals?

Students use magnifiers to observe and then record findings to learn the properties of minerals and rocks. Readers learn
the properties of the three types of rocks: sedimentary, igneous and metamorphic. Students should be able to differentiate between rocks and minerals. Students do this using the senses and simple measuring tools to gather data about various rocks and classify them based on observable properties (e.g., shape, size, color, weight, visible markings). Readers identify important ideas in text. Readers demonstrate learning new content from text. Readers notice how text is organized to determine the main idea. Readers determine the importance of ideas by examining how well they support the text's main idea.

Timeline: 5 days
Vocabulary: minerals, sedimentary, igneous, metamorphic, property,
Resources: Rocks and Minerals Science kit, books/magazines/articles on Rocks and Minerals, web sites listed below

Significant Task 2

Big Idea: Readers do research to learn all they can about a topic.
Essential Question: How do I learn all I can about rocks and minerals?

Students learn properties of minerals. Students conduct simple tests to determine properties of different minerals (e.g. color, odor, streak, luster, hardness, magnetism), organize data in a table, and use the data and other resources to identify unknown mineral specimens. Readers notice facts and opinions to determine the importance of ideas in texts. Readers notice the use of graphics, diagrams, and pictures and how they relate to the text's purpose.

Timeline 5 days
Vocabulary: classify, texture, fossil, crystal, magnetism
Resources: Rocks and Minerals Science kit, books/ magazines/articles on Rocks and Minerals

Significant Task 3

Big Idea: Readers compare and contrast to learn similarities and differences.
Essential Question: How do I write down and remember facts about the formation of igneous, metamorphic and sedimentary rocks?

Students summarize nonfiction text to compare and contrast the conditions under which igneous, metamorphic and sedimentary rocks are formed. Readers determine main idea of text and extend ideas by applying to various contexts. Readers determine importance of ideas by inferring cause and effect. Readers utilize facts to support ideas. Readers compare and contrast ideas and draw conclusions.

Timeline 5 days
Vocabulary: analyze, evaluate
Resources: Rocks and Minerals Science kit, various books on Rocks and Minerals

Significant Task 4

Big Idea: Rock properties make them useful for different purposes.
Essential Question: How can I tell how certain rocks were formed? What can each type of rock be used for?

Students observe and analyze rock properties (e.g., crystal size or layers) to infer the conditions under which the rock was formed. Students evaluate the usefulness of different rock types for specific applications (e.g., buildings, sidewalks, stone walls, statues or monuments). Readers determine importance of ideas by inferring cause and effect.

Timeline: 5 days
Vocabulary: observe, analyze,
Resources: Rocks and Minerals Science kit, books/magazines/articles

Common Learning Experiences:
***See science binder**

Common Assessments:

1. Rocks and Minerals Assessment

Teacher Notes:

Resources
Nonfiction SEM-R Book Marks
Cause and effect Metamorphic Rock
Types of Igneous Rocks graphic
What would the world be like? Rocks and Minerals Activity
Science Kit Rocks and Minerals

Websites and Web-tools: *Use boxes and bullets when viewing.*
http://www.rocksforkids.com
http://www.wesleyan.edu/ctgeology/LISproject/commecticut rocks.htm
http://www.brainpop.com/science/earthsystem/rockcycle/preview.weml
http://www.brainpop.com/science/earthsystem/mineralidentification/preview.weml
http://www.brainpop.com/science/earthsystem/erosion/preview.weml
http://www.rockhoundkids.com/rh-g-022.html
http://www.ehow.com/list 6743096 rock-mineral-games-kids.html
http://www.minsocam.org/MSA/K12/K_12.html
http://www.bbc/co.uk/schools/ks2bitesize/maths/

Grade: Unit 4 3rd – Informational//Explnatory **Time: 4 weeks**	**Genre: Informational/Expository Texts** **Theme: Biography Book Clubs**
Big Ideas	**Essential Questions**
▪ Readers read about people who have done great things ▪ Readers use what they know to learn new things	▪ Why do readers read biographies? ▪ How do readers use what they know?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do:**
▪ Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and text, building on others' ideas and expressing their own clearly. (3.SL.1)	▪ Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. ▪ Follow agreed-upon rules for discussions. ▪ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, ▪ Explain their on ideas and understanding in light of the discussion.
▪ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and format, including visually, quantitatively, and orally. (3.SL.2)	▪ Determine main ideas and supporting details from texts read aloud or information presented in diverse formats
▪ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (3.SL.6)	▪ Adapt speech to a variety of contexts
Comprehension Standards addressed in this unit: **(Reading Informational Skills)**	***The students will know and be able to do:***
▪ Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters/characteristics. (3.RL.9) ▪ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)	▪ There are connections between most texts ▪ Characteristics of biographies ▪ The subject of the biography is the main character ▪ Transfer knowledge of fictional text to help learn about biographies ▪ History is learned through reading biographies ▪ The setting in fiction is like the time, place, and location in biographies ▪ Text structure of biographies focus on sequence of cause and effect of events ▪ Utilize characteristics of biography to draw conclusions and ask and answer questions about the subject of the biography ▪ Use knowledge of characters to evaluate and analyze the subject of the biography ▪ Compare setting to time, place, and location in biography ▪ Analyze how time, place, and location impact the subject of the biography ▪ Make connections between events and ideas in biography

	▪ Identify the cause and effect of events in the life of the biography's subject
▪ Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2) ▪ Use information gained from illustration and the words in a text to demonstrate understanding of the text. (3.RIT.7)	▪ Biographies are about people who make a difference in the world ▪ Authors use vocabulary purposefully ▪ Biographies teach us life lessons ▪ Determine the central message or theme of the biography ▪ Use key details and specific instances to support the central message or themes ▪ Examine and use key vocabulary ▪ Evaluate lessons and ideas
▪ Describe the logical connection between particular sentences and paragraphs in a text. (3.RIT.8)	▪ Biographies tell stories of achievement or overcoming disaster/deplorable human plight ▪ Evaluate and analyze the achievement of subject
Standards addressed by this unit: (Foundation standards)	***The students will know and be able to do:***
▪ Know and apply grade-level phonics and word analysis skills in decoding words. (3.RFS.3)	▪ Read grade-appropriate irregularly spelled words.
▪ Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Significant Tasks	

Significant Task 1 – Transfer Knowledge
Big Idea: Readers transfer what they know from one circumstance to another
Essential Question: How do readers use what they know in new scenarios?

Through mini lesson instruction create a class criteria chart for the qualities of a good book club. Using the Fishbowl strategy, model these qualities with students. Based on those learning experiences and other previous learning, the students and teacher determine the structure and function of their classroom book clubs. Students and teacher should develop at least 3-4 options. For example, same subject different texts, same subject, same text, different subjects, etc. Once clubs are formed, students should select a name and determine the specific structure and function of their book club. Students sign a compact agreeing to the expectations put forth by the group.

Through mini lesson instruction build whole class knowledge about how learners transfer skills and knowledge from one learning experience to another. Initiate this learning by building a list of shared reading fictional texts. Teachers refer to the character, settings, and plot events regularly so this list is kept hanging and available for use. Use current biography read aloud to model making comparisons between the characters in fictional texts read in shared reading experiences to the subjects of various biographies being read aloud and independently with clubs. After drawing several conclusions and comparisons about characters and discussing them with their whole class and book club, continue to make comparisons between the setting in a fictional text and time, place, location in biographies. Follow the format of whole class followed by book club discussion. Build student understanding about the plot structure for fictional texts and biographies are usually told through a sequence of cause and effect events. Through guided practice students participate in comparing the elements of fictional texts to biographies. In student book clubs students discus comparisons between fictional texts read independently and biography book club selection. Student book clubs write the 3 most important things the club has learned from reading and discussion

Timeline: 8 days
Vocabulary: biography, structure, function, transfer, compare, transfer,
Resources: biography book club configurations, Fishbowl, plot structure resource

Significant Task 2 – What's the point?
Big Idea: Biographies are about people who have done great things
Essential Question: Why do we read biographies?

Through mini lesson instruction build and deepen student knowledge about biographies. Students learn that a biography is about someone who has made a difference in the world. Students hear read aloud several different portions of biographies and create a class chart of the achievements of the various subjects. Model through class conversations about subjects and their achievements. After identifying achievements students extend this learning by evaluating the achievement(s) of the subject and through guided practice and reflect in reader response journals. Students learn that authors of biographies want to teach readers about the world. In book club student practice identifying and evaluating the achievements of subjects in a biography.

Students learn through direct instruction how the key details in the text help develop the reader's understanding of the author's point of view and how the subject has contributed to the world. Students build on this learning by looking specifically at how the author selects precise language to describe the achievements and conditions of the subject. Through guided practice students evaluate the precise language authors select to describe the various subjects of biographies to determine the author's point of view about the subject and his/her achievements. Students collaboratively create a class chart that highlights the vocabulary selected to describe the subjects being read about in class. Students draw conclusions, if any about the selected or highlighted vocabulary. Students complete reader response that explains how the author's point of view can be determined or examined through vocabulary.

During independent practice and book club time students analyze the author's point of view about their subject using precise examples and key details from the text. Students should be prepared to note specifically which vocabulary words or phrases illustrate the author's point of view and the subject's contributions to the world. Book clubs complete a collaborative reflection that examines the author's point of view compared to their own point of view about the subject. Student responses highlight the key details/vocabulary from the texts that support their analysis. Students complete self-reflection assessment of book club participation.

Timeline: 10 days
Vocabulary: achievement, evaluate, point of view, contribution, analysis
Resources: Book Club Self-Reflection Assessment,

Common Learning Experiences

- Qualities of Good Book Club
- Types of Book Clubs
- Naming Your Club
- Transfer Your Learning
- Biography versus Fictional Texts
- Quality Book Club Discussions
- Why Write Biographies
- Noticing Achievements
- Learning About the World Through Biographies
- Author's Point of View
- Examining the Details
- Looking Closely at Vocabulary

- Completing a Self-Assessment

Common Assessments

Assessment #1 – What is a Biography
Students complete a reader response answering specific questions about a biography read aloud by the teacher. Students are asked to identify the subject of the biography and his/her specific achievement(s). Students are also asked to compare the biography read aloud to another shared fictional texts. Students use specific examples to support responses.

Standards Addressed:
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2)
- Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters/characteristics. (3.RL.9)

Assessment #2 – Are they important?
Students determine whether the person they are reading about in their book clubs are important or not. Students identify the achievement(s) of the subject and evaluate its' significant. Students defend their point of view with specific examples. Students compare their point of view to that of the author examining the specific language used the by the author. Student use key vocabulary learned throughout the unit and school year to defend or explain their position.

Standard Addressed:
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2)
- Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters/characteristics. (3.RL.9)

Teacher Notes:

`Grade: Unit 5 -3rd Informational Texts **Time: 3-4 weeks**	**Genre: Informational Texts** **Theme: Properties of Matter**
Big Ideas	**Essential Questions**
▪ Readers read informational text with a purpose ▪ Readers learn something from informational texts	▪ How do readers read informational texts? ▪ Why do readers read informational texts?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do:**
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts building on others' ideas and expressing their own clearly. (3.SL.1)	▪ Ask questions to check understanding of information presented ▪ Ask questions that stay on topic ▪ Link their comments to the remarks of others ▪ Explain their own ideas and understandings
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)	▪ Listen carefully ▪ Record information from text read aloud, diverse media and format. Including visually, quantitatively, and orally
3. Report on a topic with appropriate facts and relevant facts and relevant, descriptive details, speaking clearly at an understandable pace. (3.SL.4)	▪ Give a report ▪ Use appropriate facts and relevant details ▪ Speak clearly ▪ Use appropriate pacing
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	***The students will know and be able to do:***
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)	▪ Know questions words (who, what, when, where, why, how) ▪ Ask and answer questions about texts ▪ Answers come from the text ▪ Refer to text for explicit examples
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2)	▪ Determine the main idea ▪ Use key details to support conclusions ▪ Informational texts have main ideas supported with key details
3. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. (3.RIT.7)	▪ Use information from illustrations and words ▪ Illustrations share important information
Science Standards addressed in this unit:	***The students will know and be able to do:***
1. Heating and cooling cause changes in some of the properties of materials. (3.1)	1. Materials have properties that are directly observable; examples include its state of matter, or its size, shape, color or texture. Other properties can only be observed by doing something to the material (simple tests). Materials can be sorted and classified based on their testable properties. 2. Some materials dissolve (disappear) when mixed in water; others accumulate on the top or the bottom of the container. The

	temperature of water can affect whether, and at what rate, materials dissolve in it. 3. Some materials, such as sponges, papers and fabrics, absorb water better than others. 4. Some materials float when placed in water (or other liquids such as cooking oil or maple syrup); others sink to the bottom of the container. 5. Some materials conduct heat better than others. Materials that are poor heat conductors are useful for keeping things cold or hot. 6. Some materials are attracted to magnets. Magnetic materials contain iron. 7. The physical properties of a material can be changed, but the material remains the same. For example, a block of wood can be cut, sanded or painted, but it is still wood. 8. Heating and cooling cause materials to change from one state of matter to another and back again. Adding heat can cause solids to melt into liquids (for example, chocolate, ice cream, butter or wax); removing heat (cooling) can cause liquids to harden into solids (for example, hot candle wax hardens as it cools). 9. Adding heat can cause water to boil and evaporate into a gas in the air (for example, steam rises from heated water); removing heat (cooling) can cause water vapor to condense into liquid water (for example, warm steam hitting a cold mirror). Water outdoors or in an open container evaporates without boiling (for example, puddles, ponds, fish tanks, etc.) 10. Water may exist as a solid, liquid or gas, depending on its temperature. If water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing. 11. Liquid water becomes solid water (ice) when its temperature cools to 0 degrees Celsius (32 degrees Fahrenheit). Warming ice to a temperature above 0 degrees Celsius causes it to melt into liquid water. 12. Compare and contrast the properties of solids, liquids and gases. 13. Demonstrate that solids, liquids and gases are all forms of matter that take up space and have weight. 14. Carry out simple tests to determine if materials dissolve, sink or float in water,

	conduct heat or attract to magnets. 15. Classify materials based on their observable properties, including state of matter. 16. Design and conduct fair tests to investigate the absorbency of different materials, write conclusions based on evidence, and analyze why similar investigations might produce different results. 17. Explain the role of heating and cooling in changing matter from one state to another during freezing, melting, evaporation and condensation.
Standards addressed by this unit: (Foundation standards)	***The students will know and be able to do:***
1. Know and apply grade level phonics and word analysis skills in decoding words. (3.RFS.3)	▪ Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ Read and demonstrate understanding of grade level texts (see district benchmarks)

Significant Tasks

Significant Task 1- Introduce the properties of matter
Big Idea: Readers read information with a purpose
Essential Question: How does the structure of matter affect the properties and uses of materials?

In pairs students will read nonfiction texts about solids, liquids, and gases. Students complete a graphic organizer for main ideas and key details to define the three types of matter. Students are given several different types of objects to determine if they dissolve, sink, float, conduct or attract magnets. Students sort and classify based on their common properties and orally defend choices. Students watch a discovery education video or Brain Pop about the role of heating, cooling and changing matter from one state to another. Students participate in a guided café conversation where they reflect about how the changing properties of matter are important to how we make daily decisions.

Timeline: 3-5 days
Vocabulary: properties, solids, liquids, gases, dissolve, sink, float, conduct, attract, magnets
Resources: science binder, guided café resource

Significant Task 2 - Soggy Paper (5-7 days)
Big Idea: Readers read information with a purpose
Essential Question: How does the structure of matter affect the properties and uses of materials?

****This is the 3rd grade embedded task.*** *(see instructional resource)*
The teacher leads students through a guided exploration to design and conduct experiments to explore the properties of different types of paper. Students make and record observations on graphic organizers. Students move on to investigate the absorbency of different paper. Students hypothesize about the impact of one property on absorbency of various types of paper. In pairs students investigate their theory through designing and conducting an experiment. Students record findings on table and input data into an excel spreadsheet to create a bar graph. `Students participate in various collaborative conversations about their

findings. Students also design and conduct an experiment to determine the brand of paper towels that are the best. Students write a letter to the paper towel companies to discuss their findings.

KEY CONCEPT WORDS: physical property, state of matter, solid, liquid, gas, dissolve, absorb, conduct, attract, melt, freeze, boil, evaporate, condense

Instructional Resources
Nonfiction SEM Bookmarks
http://www.neok12.com/States-ofMatter.htm; Students can take a quiz and view videos
http://www.onlineschools.org/resources/kidsmatter Scroll past the description for the states of matter and there will be a list of websites for students and another list for teachers.
http://www.superteacherworksheets.com/matter.html This page contains a collection of printable materials for teaching students about states of matter, solid, liquid, gas. Includes a cut-and-sort activity, higher level thinking questions, and more.
District Website:
http://www.bbc.co.uk/schools/ks2bitesize/science/materials/
http://www.chem4kids.com/files/matter_intro.html
http://www.schools.utah.gov/CURR/SCIENCE/core/7thgrd/sciber7/matter/html/STATES.HTM

`Grade: 3rd – Unit 6 – Social Issues **Time: 6-8 weeks**	**Genre: Realistic Fiction** **Theme: Social Issues Book Clubs**
Big Ideas	**Essential Questions**
▪ Readers determine social issues. ▪ Readers determine social issues going on in their own lives. ▪ Reading inspires us to take action and affect change. ▪ Engaging in conversation helps people deal with	▪ How do readers locate social issues in the lives of book characters? ▪ How do readers locate social issues in their own lives? ▪ How do I affect change in my life and in the lives of others?

and create solutions for social issues.	▪ How does engagement in conversation help people deal with social issues?
Standards addressed in this unit: (Reading: Literature)	**The students will know and be able to do:**
4. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.1)	▪ ask questions to check understanding of information presented ▪ answer questions and use text evidence for support ▪ link their comments to the remarks of others ▪ explain their own ideas and understandings
5. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3)	▪ locate information about characters ▪ explain information about characters to others ▪ use information about characters and themselves to determine a social issue
6. Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) (3.RL.9)	▪ use their knowledge of social issues along with their voice to affect change in others and in themselves ▪ reading teaches us how to deal with and solve social issues ▪ understand that there are many social issues in our homes, schools and communities
Standards addressed in this unit: (Speaking and Listening)	**The students will know and be able to do*:***
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (3.SL.1) 5. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (3.SL.1a) 6. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3.SL.1b) 7. Ask questions to check understanding of	▪ prepare for discussion ▪ look at and listen attentively to a speaker ▪ ask follow-up questions ▪ respond appropriately building on others' ideas ▪ speak clearly

information presented, stay on topic, and link their comments to the remarks of others. (3.SL.1c) 8. Explain their own ideas and understanding in light of the discussion. (3.SL.1d)	
Standards addressed by this unit: (Reading: Informational Text)	
1. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RIT.2)	▪ determine the main idea ▪ use key details to support conclusions ▪ understand how nonfiction information contributes to our understanding of and creating solutions for social issues
Standards addressed by this unit: (Foundation standards)	**The students will know and be able to do:**
3. Know and apply grade level phonics and word analysis skills in decoding words. (3.RFS.3) 4. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ identify and know the meaning of the most common prefixes and derivational suffixes. ▪ read and demonstrate understanding of grade level texts (see district benchmarks)

Significant Tasks

Significant Task 1
Big Idea: and ask, Readers determine social issues
Essential Question: What are social issues and what can we learn about them from the books we read?

In significant task 1, teachers will model their thinking behind creating a class chart for where in the world we find social issues: home, school and community. This class chart will be added to as the class encounters issues in their daily lives (read alouds, playground, lunch room, bus, home, community, etc) Students will make a similar chart in their readers notebook for reference. The teacher will then use the main character in a read aloud to study their actions, desires, problems, possible social issue and reactions and chart this information. Students will chart and study the same features for the characters in their books. Students will record big ideas they have about their characters/issues on an index card and use it as a bookmark moving forward. One example of a big idea is, "Amber's acting up because her parents' divorce is really bothering her." Finally, we can ask ourselves, "what is this book teaching us about this issue?" Teacher models through the read aloud how to complete an even bigger thought about the social issue on the back of the index card. This statement may sound like, "Divorce can have negative effects on kids' lives." Students will produce a social issues chart, a character chart and an index card with "big" thinking.

Timeline: 8-10 days
Vocabulary: social issues (poverty, homelessness, fitting-in, peer pressure, divorce) desires, reactions
Resources: Various read aloud texts, readers notebooks, 4-6 copies of various realistic fiction titles

Significant Task 2
Big Idea: Readers read nonfiction information about social issues to deepen their understanding of what a character may be facing.
Essential question: How does factual information help deepen our understanding of a social issue?

In significant task 2, teachers will model their thinking once again with the main character in a read aloud but this time by digging into nonfiction text on the social issue. Text sets on various social issues (divorce, friendship, loss, bullying, sibling rivalry, etc.) will allow teachers and students to learn factual information about how to deal with and create solutions for individual social issues. The teacher will create a chart with the following headings: Issue, Facts, Problems/Effects, Strategies. Students will create the same chart in their notebooks. Conversation in book clubs will center on how this new information affects the ways they understand the issues in their books.

Timeline: 8-10 days
Vocabulary: effects, strategies, content vocabulary associated with individual social issues
Resources: Grade level nonfiction text sets on various social issues for children: divorce, bullying, fitting in, sibling rivalry, etc.

Significant Task 3- Students become activists for a particular social issue
Big Idea: Students use their knowledge of social issues to effect change.
Essential Question: How can we affect change in others about a particular social issue ?

In significant task 3, students will first create a chart outlining the issue, problem(s) and what people can do differently to help. Secondly, students will create a public service announcement that identifies the social issue, whom it effects, and what is currently being done about it. Teachers can model this work by creating a class poster for some type of social action the class will take such as participating in a class or school-wide book donation, food donation, Alex's Lemonade Stand, etc. Students may also include how someone can become more involved.

Timeline: 8-10 days
Vocabulary: Content vocabulary associated with individual social issues
Resources: Grade level nonfiction text sets on various social issues for children: divorce, bullying, fitting in, sibling rivalry, etc.

Common Learning Experiences

- what is a social issue?
- Study the main character
- Big ideas about social issues
- What do we learn about social issues?
- Reading nonfiction about social issues
- Issue and problem
- The issue and who it effects – cause and effect

Common Assessments

1. Social Issues Chart
2. Issue, Facts, Problems/Effects, Strategies.
3. Cause and Effect Chart

Teacher Notes: Students in Windsor have a direct connection to Alex from the official Alex's lemonade stand. Her Mother grew up right here in town.

Grade: Unit 7 3rd grade reading – Plants and Animals **Time: 4 weeks**	**Genre: Informational Texts** **Theme: Plant and Animal Adaptations**
Big Ideas	**Essential Questions**
▪ Readers read informational texts with a purpose ▪ Readers learn something from informational texts	▪ How do readers read informational texts? ▪ Why do readers read informational texts? ▪ What processes are responsible for life's unity and diversity?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do:**
7. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts building on others' ideas and expressing their own clearly. (3.SL.1)	▪ Ask questions to check understanding of information presented ▪ Ask questions that stay on topic ▪ Link their comments to the remarks of others ▪ Explain their own ideas and understandings
8. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)	▪ Listen carefully ▪ Record information from text read aloud, diverse media and format. Including visually, quantitatively, and orally
9. Report on a topic with appropriate facts and relevant facts and relevant, descriptive details, speaking clearly at an understandable pace. (3.SL.4)	▪ Give a report ▪ Use appropriate facts and relevant details ▪ Speak clearly ▪ Use appropriate pacing
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	***The students will know and be able to do:***
9. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RIT.1)	5. Ask and answer questions about texts 6. Answers come from the text 7. Answers come from observations and experiments 8. Refer to texts, diverse media, observations, and experiments for explicit examples
10. Determine the main idea of a text; recount	5. Determine the main idea

the key details and explain how they support the main idea. (3.RIT.2)	6. Use key details to support conclusions 7. Informational texts have main ideas supported with key details
11. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. (3.RIT.7)	3. Use information from illustrations and words 4. Illustrations share important information
Science Standards addressed in this unit:	***The students will know and be able to do:***
▪ Plants and animals have structures and behaviors that help them survive in different environments. (3.2)	▪ Plants and animals have physical and behavioral adaptations that allow them to survive in certain environments. ▪ Adaptations are passed from parents to offspring. ▪ Individuals that happen to be bigger, stronger or faster can have an advantage over others of the same kind for finding food and mates. ▪ Animals have behavioral and structural adaptations for getting food. ▪ Structural adaptations include things such as specialized teeth for tearing meat or grinding grasses; specialized beaks for cracking seeds, snatching insects, tearing meat or spearing fish; sharp claws for grasping; keen sense of smell, or long, sticky tongues for reaching food. ▪ Behavioral adaptations include actions such as following herds of prey animals, spinning webs or stalking. ▪ Animals have behavioral and structural adaptations for protection from predators. ▪ Some animals have camouflage that allows them to stay concealed by blending in with their surroundings; some animals look like other animals to avoid being eaten. Structural adaptations include things such as sharp quills, hard shells or antlers. Behavioral adaptations include actions such as staying absolutely still, producing a bad odor, appearing or sounding scary, or fleeing. ▪ Animals have behavioral and structural adaptations for surviving harsh environmental conditions. ▪ Animals that live in cold climates have insulating body coverings such as blubber, down or thick undercoats that keep them warm. ▪ Animals that live in hot climates keep cool by releasing heat from big ears or by panting, or by living underground. ▪ Some animals survive seasonal changes by

	slowing down body functions (hibernating in dens, tunnels or mud) or moving to more favorable conditions (migrating). ▪ Plants have adaptations for getting the sunlight they need to survive. Examples include growing or facing toward sunlight and sending out chutes or tendrils to get taller than neighboring plants. ▪ Plants have adaptations for protection from predators. Examples include spines, thorns and toxins (for example, poison ivy). ▪ Plants have adaptations for surviving in different environmental conditions. Examples include dropping leaves in winter when sunlight and water are limited, having needle-shaped leaves that shed snow, or surviving drought by storing water in thick stems ▪ Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats. ▪ Explain how behaviors such as hibernation, dormancy and migration give species advantages for surviving unfavorable environmental conditions. ▪ Give examples of ways animals benefit from camouflage. ▪ Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment. ▪ Design a model of an organism whose adaptations give it an advantage in a specific environment.
Standards addressed by this unit: (Foundation standards)	***The students will know and be able to do:***
5. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ Read and demonstrate understanding of grade level texts (see district benchmarks)

Significant Tasks
Significant Task 1 – The Plant & Animal Study (4-6 weeks) Big Idea: ▪ Readers read informational texts with a purpose, ▪ Organisms can survive and reproduce only in environments that meet their basic needs. Essential Question: ▪ What processes are responsible for life's unity and diversity? ▪ Why do readers read informational texts?

Through a guided exploration of plants and animals and the structures that allow them to survive in different environments, students will write a research report and make a dramatic presentation. Students are assigned to various habitats in which they will become experts. Through Discovery Education, Brain Pop and other diverse media formats, students explore the various plants and animals that exist within their assigned habitats. Students share information studied with students in their habitat and within other habitats through collaborative conversations. Students make comparisons and evaluate various adaptations. Students engage in purposeful research that includes finding resources, taking notes, and writing notes into informative/explanatory paragraphs that demonstrate an understanding of the material read, heard, or viewed about structural and behavioral adaptations of plants and animals. Students write a short report on a chosen plant and animal from a specific habitat. A student 1st person presentation from the point of view of the animal, introduces the animal to a live audience.

KEY CONCEPT WORDS: adaptation, advantage, camouflage, hibernation, migration

Common Learning Experiences:
***See science binder**

Common Assessments:

Teacher Notes:

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 1 Building a Reading Life	Length of the Unit: 5 weeks
Purpose of the Unit: This first unit in the fourth grade reading curriculum positions fourth grade students to regard their reading lives as something the students can work purposefully to improve. Therefore the purpose of this unit is to send a message that students already have skills, strategies and behaviors they come in with as readers and they will be asked to draw upon those strategies as they move forward in their continuum of reading. Instruction will help students continue their literacy community from last year around a shared love of books and will build towards text complexity. The final purpose of this unit is for students to begin to build cohesion and understanding around questioning and develop theories using posit-its or in the notebook around their text, building on last year's work.	

Common Core State Standards Addressed in the unit:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Big Ideas:	Essential Questions:
1. Readers have a repertoire of strategies that they apply to their daily reading based on the text in front of them. 2. Readers understand that discussing what they read with others will deepen their comprehension as well as provide them with others perspectives about life. 3. Readers use their repertoire of skills in other content areas.	1. Using what you already know about yourself as a reader, what are your goals as a reader? 2. How does having conversations around texts affect readers? 3. How can reading skills be transferred to other content areas? 4. How can you continue to make reading a big part of your life?
Students will know: 1. what supporting details and specific	Students will be able to: 1. refer to supporting details and specific

examples are 2. the elements of a summary 3. theme is the message in a story 4. the same theme can apply to many texts 5. strategies for determining meaning of unknown words	examples in text 2. summarize text 3. determine theme from details 4. determine the meaning of words and phrases 5. read and comprehend literature in the grades 4-5 text complexity band

Significant task 1: Making Reading Lives – Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, and Awakening Ourselves to Texts

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In significant task 1, teachers and students work together to create an environment that fosters a love of reading and thinking. Students should be asked to think back on times when reading was the best it could be for them and when it was an unfulfilling reading experience and then reflect on what made each of those times one way or the other. Students will then create reading resolutions for themselves that draw on their experiences. Students will engage in whole class discussions that highlight the focus for the first month. Students answer questions such as, "What was it about that one reading time that made reading work for you?" and "How can we be sure that reading is just as magical in the year ahead?" It is essential that as part of this task, students feel a sense of ownership of their reading lives. Students will work to self-select just-right books with teacher guidance.

Students will begin to use reading tools. They will create a Reading Life Portfolio including a reading log, reader's notebook, and other materials. Students will receive specific instruction on ways to grow as readers and set personal goals. The class will also set class goals. Students will learn how to engage in reading, focusing on things like expression, tone, and using post-its to record their thinking. As they read closely, students will gather evidence from text on post-its which they will use to have conversations with partners.

By the end of this task, students should be taking control of their reading lives, thinking about their reading identities, tucking into books they love and reading these with passion.

As part of significant task 1, teachers should work with students to establish partnerships. Partner talk is important because it give students reasons to develop ideas, to gather text detail, to practice paraphrasing and summarizing. When choosing partners, students will learn that partners pay attention to each other's reading histories, reading interests, and reading hopes, as well as to the kind of intellectual work they do with texts. As students begin to work together in partnerships, they will set goals and choose the work they will do together. Partners may begin by talking about parts of the text that called their attention. Partners may also retell what has happened so far and what may happen next or they may summarize the story.

Product:
Individual reading goals set by students that will drive their purpose for reading. The teacher will encourage students to reflect on their goals.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.10, SL.4.1, SL.4.2, SL.4.3, RF.4.4

Timeline: 8 days

Key vocabulary: resolutions, independence, fluency, envision, synthesize, accountable to the text, summary, monitor, awareness, reading identity, partnerships

Resources:

- Independent reading books on the students' levels in book bags (should be used in Significant task 1 and everyday thereafter)
- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit One – Building a Reading Life
- Reading Life Portfolios including: reading log, reader's notebook, reading tools (should be used in Significant task 1 and everyday thereafter)

Significant task 2: Making Texts Matter – Holding Tight to Meaning, Building Relationships with Books, Creating a Buzz about Books, and Choosing Texts that Matter

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task 2 builds upon the work of selecting "just-right" books from task 1 and emphasizes the importance of close reading and holding onto the story. Students will apply the thinking about texts to increasingly complex texts as they weigh levels of meaning, structure, language conventionality and knowledge demands. Students build mental movies while reading which helps them to monitor for understanding, thus increasing comprehension.

Students will create their own personal toolkit of reading strategies, so that when they encounter difficulty, they have a range of ways to get their reading back on track. Students learn that sometimes readers keep reading, thinking, "What's going on here?" and sometimes readers need to go back and reread to see if they missed something. Readers may also slow down and look carefully at the details in the text. Students also learn strategies for determining the meaning of unknown words and phrases as they are used in a text.

In this task, students learn not only to read well, but also how to love reading. They learn that it is we who choose our relationship with a text, so they feel optimistic as they build a reading life. One way this is done is by teaching students to recommend books to each other. Students then use these recommendations as one strategy for stocking their book bags with books they want to read next.

Throughout this task, students should reflect and recall what they've been learning, and spend some time noticing how, why, and when they are transferring and applying their new, stronger skills.

Products:
Students write and share a book review to encourage others to read the book.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.4, RL.4.10, SL.4.1, SL.4.2, SL.4.3

Timeline: 8 days

Key vocabulary: resolutions, independence, fluency, envision, synthesize, accountable to the text, summary, monitor, awareness, reading identity, close reading

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit One – Building a Reading Life

Significant task 3: Bringing Together Reading Lives, Texts that Matter and Partners

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task 3 continues the work of partnerships started in significant task 1. Students learn that they can foster relationships with one another over books, and that they can hold conversations that will comb through their reading lives. Students will share texts, to hold conversations with partners that mirror and extend the internal conversations we want students to have with themselves as they read.

Some of the work of partnerships in this task will focus on summarizing texts. Students will describe what parts feel important and why. Students may also share how they felt and what they thought about events in the text.

Additional work in partnerships will focus on retelling. When emphasizing retelling, remember that this level of comprehension is necessary and significant, yet absolutely not sufficient on its own for success in reading. Students must be moved from a literal moment by moment retelling, to something more analytical. Therefore depending on students' experience and expertise the teacher may choose which types of retellings to work on with students. The teacher should differentiate the type of retelling work depending on students' needs. Retellings may include character-based retellings, synthesized retellings, and retellings with parenthetical comments.

Students will learn the behaviors necessary for effective partnerships. For example, students will learn to be still when someone is speaking, to allow time for partners to share all thoughts, to not their heads to show they understand, and to ask questions when they are confused.

Finally, the class will celebrate the rich work they did across the month. Students will think back on the unit, recalling memories they want to hold onto forever. To do this, students will look back through logs and post-its and think back on the read-aloud, their conversations with partners and their independent

reading books. Then they can talk with a partner, discussing how they have changed and what they want to remember as they continue to read. Next, students will think about the big discoveries they made about themselves as they read during this unit. After a few minutes of discussion, children can write down what they want to hold onto, recording their memories and their hopes on paper so they are not fleeting. A few children will share what they wrote with the class to end the celebration.

Products:
Students will write a written response to the following questions: 1. How does having conversations around texts affect readers? 2. Describe what an effective partnership looks and sounds like.

Students will complete written summaries in their reader's notebooks.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.10, SL.4.4, RF.4.3, RF.4.4

Timeline: 4 days

Key vocabulary: resolutions, independence, fluency, envision, synthesize, accountable to the text, summary, monitor, awareness, reading identity, retell

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit One – Building a Reading Life

Common learning experiences:

- Suggested text for close reading: *Jack Adrift: Fourth Grade Without A Clue* by Jack Gantos
- Suggested poems: "Twas the Night Before School Starts" by Ron Yorgason, "Sick" by Shel Silverstein, "Rain" by Douglas Alan Stromback
- Read-alouds used in this unit should be similar in complexity to *Stone Fox* or *Fourth Grade Rats*.
- When possible, use tall tales and legends as read-alouds or mentor texts

Common assessments including the end of unit summative assessment:

- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes and reading responses
- Analysis of reading logs

Teacher notes:

- At the beginning of the year, it is a challenge to get all the essentials up and running immediately. Kids often lose ground over the summer because they are not reading a high volume of appropriate books and so the most important goal is to not waste a minute before

getting students reading lots and lots of books.

- Conversations with last year's teachers will determine what structures students are accustomed to, so these will not be re-taught, but rather re-enforced.
- *Building a Reading Life* from Units of Study on Teaching Reading grades 3-5 is a great resource for this unit.
- In third grade students were asked to: find just-right books, create goals for themselves as readers, and write in response to something of importance.
- At the beginning of the year, focus on the classroom environment. Consider: how you set up a literacy rich classroom; how you organize your classroom library; how you make charts to meet the needs of all students; how you scaffold and review skills and lesson from previous years while building on this year's work; how you make your meeting area a purposeful place and establish routines and rituals for coming to the meeting area.
- Interactive read-alouds should be engaging and provide students with the opportunity to hear challenging texts read aloud. Read-alouds can occur during many parts of the day.
- During Interactive Read-alouds, model thinking by "think alouds" and provide students the opportunity to be engaged in the text with "turn and talks" and "stop and jots" (at least 3 turn and talks ; 1 stop and jot)

- Ask students to use text based support in their discussions
- Consider providing students with purposeful graphic organizers that can be used in small groups or individual conferences. These graphic organizers might begin to organize students in reading across a text or making meaning of a phrase.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 2 Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret	Length of the Unit: 5 weeks
Purpose of the Unit: The purpose of this unit is to push students to apply what they already know about reading with increased independence and a growing sense of repertoire. This unit focuses on developing higher level comprehension skills. In this unit, students will not only think about characters in one book, but across many books. The unit asks students to compare and contrast characters across books to deepen understanding of characters (and people), and to help their theories grow in complexity. At the same time in writer's workshop, the children will apply all they learn in reading to the writing of fiction – all of their work in analyzing and interpreting characters and stories will support theses they have developed on their own.	

Common Core State Standards Addressed in the unit:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3aChoose words and phrases to convey ideas precisely.

Big Ideas:	Essential Questions:
1. When inferring from and interpreting characters, readers will gather evidence from across a text, sorting the most relevant evidence, and analyzing this evidence in support of their ideas. 2. Reading well involves pulling the pieces of a text together so that when something happens midway through a story, it doesn't happen out of thin air. The reader can see the causes for that event, the event almost seems inevitable.	1. What do you know or can you infer about specific characters using evidence from the text? 2. Using evidence from the text, what predictions can be made? 3. When events happen midway through a story, what did the author do to foreshadow that event?
Students will know: 6. what supporting details and specific examples are in text 7. what it means to compare and contrast 8. what theme is 9. setting and events are important elements in texts	Students will be able to: 6. refer to supporting details and specific examples in text 7. describe characters in depth 8. describe setting in depth 9. describe events in depth 10. read and comprehend literature in the grades 4-5 text complexity band 11. compare and contrast themes, topics, patterns of events across texts 12. accurately quote 13. determine theme

Significant task 1: Envision, Prediction, and Inference

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/small group work with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task one asks students to dive head first into the worlds of the books they are reading. At the beginning of the unit, there is an increasing emphasis on helping students to accurately quote and draw on textual evidence, in the form of specific details and examples, to support their ideas about characters' motivations. They will be asked to engage in deeper self-reflection and self-analysis by keeping Post-its or notebook entries. In significant task one, students work primarily on envisioning and predicting. In this task, students will be working in groups, pairs, and individually to develop a deeper understanding of texts.

Products:
Reader's notebook entries including specific details and evidence about characters. Readers will revise their thoughts about characters as they read on and gain more information.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, W.4.9, W.4.9a, SL.4.1, SL.4.1a, SL.4.4, L.4.3

Timeline: 5 days

Key vocabulary: envision, scene, trait, theory, evidence, evaluate, analysis, motivation, empathy, relationship, metaphor, simile, persistent, tenacious, resourceful, glum, generous, encouraging, loyal, patient, intolerant, snide, jealous, malicious, emotion, pattern, event, storyline, setting, mood, figurative language, dialogue, interpretation, theme

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Two – Following Characters into Meaning

Significant task 2: Building Theories about Characters

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In significant task two, students will notice characters' personality quirks, habits, and how they respond to events inferring to develop ideas about characters' traits, motivations, troubles, changes, and lessons. As students collect entries in their notebooks, they will use academic language associated with characters (such as trait, pattern, mood) and have the opportunity to reflect on questions like: "Why did the character do that?" and "Do you think he/she did the right thing?" These inquiries support students in developing ideas about their characters and analyzing the text in support of these ideas, rather than just retelling what happened in their books. Students will think deeply and with nuance about characters—considering what a character holds close, that character's complexities, how characters

change, when characters act “out of character”, the way that secondary characters act as mirrors of main characters—to help them develop inferences, interpretations, and grow in their abilities to talk and write well about reading. In addition to analyzing characters across a single text, students will also compare and contrast characters from multiple texts.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.3, RL.4.9, RL.4.10, W.4.9, W.4.9a, SL.4.1, SL.4.1a, SL.4.4, L.4.3, L.4.3a

Timeline: 12 days

Key vocabulary: envision, scene, trait, theory, evidence, evaluate, analysis, motivation, empathy, relationship, metaphor, simile, persistent, tenacious, resourceful, glum, generous, encouraging, loyal, patient, intolerant, snide, jealous, malicious, emotion, pattern, event, storyline, setting, mood, figurative language, dialogue, interpretation, theme

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Two – Following Characters into Meaning

Significant task 3: From Inference Toward Interpretation

Each day’s lesson should follow the Reader’s Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task three, will focus on interpretation work, with children shifting from inferring about characters to sustaining and supporting theories about them. The goal here will be that children’s theories build in complexity and in richness of evidence. Children will be asked to speak with partners and apply prediction skills, building not only on their sense of how stories tend to go, but also of how this particular story is unfolding, and on all they know about a particular character. They will sometimes have to revise their predictions—or grow new ones—based on new information they learn as they read on. Students will learn that good books are about more than one idea, and that there are lessons that both the character and reader learn. Lastly, they will reflect on the work they’ve done, using strategies learned to theorize about themselves as readers and to theorize about their characters.

Products:
Students will develop a collection of theories about characters in their reader’s notebooks.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.9, RL.4.10, W.4.9, W.4.9a, SL.4.1, SL.4.1a, SL.4.4, L.4.3

Timeline: 8 days

Key vocabulary: envision, scene, trait, theory, evidence, evaluate, analysis, motivation, empathy, relationship, metaphor, simile, persistent, tenacious, resourceful, glum, generous, encouraging, loyal, patient, intolerant, snide, jealous, malicious , emotion, pattern, event, storyline, setting, mood,

figurative language, dialogue, interpretation, theme

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Two – Following Characters into Meaning

Common learning experiences:

- Some predictable strategy groups might be: Readers monitor as they read, focusing on when they stop to think about important information being given about a character, to think and look deeper into a character's story. This could occur through a conversation between characters, or figurative language around a character. Readers can also use their Post-its to assess their comprehension. They can look at their Post-its in relation to the continuum to determine where they fall and how they can move to the next level, reflecting on themselves as readers.

- The Tiger Rising by Kate DiCamillo is a suggested read aloud for this unit. If you choose not to use this, find a text that is in the 4-5 text complexity band, that has some figurative language, richly portrayed characters that change over time, and more than one plot line.
- As part of this unit, teachers should have students analyze their reading responses and mentor responses to determine what makes strong responses to reading. Consider creating a rubric with students that is clearly displayed so that students can constantly reflect on their own work and progress.
- Throughout this unit the class should engage in grand conversations as a way to support partner conversations on grade level complex texts. The teacher can provide scaffolding that will support students in growing a conversation by sticking to an idea or two.
- Post or provide charts with important words and phrases to describe characters traits and emotions
- Students should meet with reading partners for five minutes or so every day at the end of reader's workshop.
- Teach partners the language they need to have conversations. Include the phrases on a chart which students can reference.

Common assessments including the end of unit summative assessment:

- Teachers should conduct an initial formative assessment, establishing a base-line for the skills each student brings to the unit. The same process should be repeated at the end of the unit as a summative assessment. During a read aloud-stop at preplanned places to ask questions. You might ask, "What ideas are you having about the character so far? Be sure to not only jot your ideas, but also evidence from the text." And later, "Have your ideas changed? Stop and jot." Design each question carefully, establishing a situation in which you can assess the children's ability to infer, synthesize, revise inferences and interpret. You'll want to be sure to remind children that textual evidence matters, and hold them accountable to not only formulating an idea, but backing it up with key details from a text. The *Literature Reading Continuum* can be used to help assess students' work.
- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.

- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs

Teacher notes:

- In third grade, students evaluate and analyze characters, grow new theories, identify themes, and ask and answer questions, referring explicitly to the text to support answers.
- Third graders also step into their character's shoes so as to glean a more thoughtful understanding of characters, growing theories and altering them according to new information
- Work in this unit will help students to interpret characters in history, thinking about their motivations, traits, and feelings across historical time periods as well as take notes and respond to what they read in science and social studies.
- In realistic fiction, folk tales, poetry, and historical fiction, thinking about the plights of the characters, the reasons for all the characters, and the reasons why the author put these characters in the text and their purpose can be gathered through whole-class interactive read alouds.
- As an optional resource, the books *Following Characters into meaning (Volumes 1 and 2)* from the *Units of Study* series support the work of this unit.
- Students should be reading narratives during this unit.
- During this unit teachers should consider if students are ready to move up a level in their independent reading.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 3 Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction	Length of the Unit: 5 Weeks
Purpose of the Unit: The purpose of this unit is to support students' work in nonfiction using their skills to understand the choices a nonfiction author makes, and learn all that that author wants to teach. Students will look across nonfiction texts to prioritize information, compare and contrast, and use other analytical strategies that will deepen their connection to the material. In order for fourth graders to ascertain the big ideas in a nonfiction text in such a way that they can summarize as well as think critically about these, they need to grasp the text's infrastructure of ideas and supporting details. To support this work, students will be writing essays during writing workshop on topics of their own choice while they engage in this nonfiction reading work, and therefore will learn to recognize, in the expository texts they read, a template that they'll have come to think of as "boxes-and-bullets." In this unit, students will become experts at explicit and implicit structures of texts. In addition to the expository structure, students will learn to read narrative nonfiction attending to structure, using story grammar and syntax to synthesize and determine importance across large stretches of text.	

Common Core State Standards Addressed in the unit:

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Big Ideas:	Essential Questions:
1. When reading expository nonfiction, readers use their knowledge of the structure of the text to evaluate and analyze the text and glean the big ideas and supportive details from the text. 2. Comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts helps a reader develop a higher level understanding of a topic. 3. It is important for readers to distinguish their own point of view from that of the author of a text and to compare and contrast first and secondhand accounts of the same event. These comparisons help the reader understand the different perspectives that are possible around a topic or event. 4. When reading a cluster of related texts, a nonfiction reader pulls together information from related parts of many texts in order to move within and across any type of nonfiction text.	1. How can understanding the structures of texts influence understanding of a topic? 2. How does the perspective from which this text is written affect understanding? 3. How can related texts shape understanding around a topic? 4. What does a reader need to do in order to learn the main idea and supportive examples that an author is trying to teach?
Students will know: 1. text structures (chronology, comparison, cause/effect, problem/solution) 2. text features (charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)	Students will be able to: 1. determine main idea 2. summarize text 3. support main idea with key details 4. determine the meaning of unknown words and phrases 5. describe the structure of a text or part of a text 6. interpret information 7. explain how text features aid in understanding 8. read informational texts in the 4-5 text complexity band 9. use evidence from text to support ideas 10. engage in close reading

Significant task 1: Summarizing with Structure in Mind

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form

of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task one begins by helping students to reflect on, transfer, and apply all they already know about text previewing strategies for nonfiction. Students then learn to take in and synthesize all of the elements on a page and then explain how the different parts of the text all contribute to their new knowledge. Students will learn how to look for structure within a nonfiction text so they can use that to summarize texts. Students' understanding of structure will also be used to help with note-taking. Partner work provides a forum for summary and enactment that gives students the opportunity to take ownership over their work and process it collaboratively.

The next step after paraphrasing and synthesizing text is to respond personally and intellectually to what the text teaches. Students will also work to determine the meaning of unfamiliar academic terms.

This task directly targets the following Common Core State Standards: RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RL.4.3, W.4.9, W.4.9b, RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4c, RI.4.1, SL.4.a, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 11 days

Key vocabulary: expertise, artifact, expository, main idea, supporting details, glossary

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Three – Nonfiction Reading
- Nonfiction texts for the students and for the teacher

Significant task 2: Navigating Narrative Nonfiction

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In significant task 2, students read narrative nonfiction with the same attentiveness to structure, using story grammar to synthesize and determine importance across large stretches of text. Students transfer their knowledge about reading narrative to narrative nonfiction. Students will analyze specific details and literary devices to support their thinking about text as they make this transition. By analyzing these devices students gain the opportunity to envision and live in the story in a different way and see writing techniques in action which they can transfer and apply to their writing across the curriculum as well.

Next, students develop generalizations about a famous character or groups of characters, forming ideas about how certain traits might lead to a character's ability to overcome difficulty and achieve something meaningful. Students explore the underlying ideas expressed in their texts and discuss those ideas with a partner.

In final part of this task, students combine their skills for reading and summarizing nonfiction with their

skills for reading narrative, so that students understand that narrative nonfiction both tells a story and teaches information and ideas.

This task directly targets the following Common Core State Standards: RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RL.4.3, W.4.9, W.4.9b, RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4c, RI.4.1, SL.4.a, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 7 days

Key vocabulary: expertise, artifact, expository, narrative nonfiction, main idea, supporting details, glossary

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Three – Nonfiction Reading
- Narrative nonfiction texts for the students and for the teacher

Significant task 3: Comparing, Contrasting, and Integrating Information from Two or More Informational Texts on a Topic

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In significant task 3, students transfer and apply narrative reading and informational reading skills to tackle hybrid texts that include narrative and expository sections. Students will identify and describe the structure of the texts and how these texts present an idea supported by facts and then may tell a story that relates to or illustrates the idea. Students will assess a text using what they know about expository and narrative text structures and then evaluate which are the most appropriate strategies to synthesize and interpret parts of text and the whole.

Next, students not only draw on what they know to understand informational texts but to also compare and contrast texts. Students are expected to compare and contrast important points and key details, as well as the reasons and evidence authors provide to support points. Students also summarize texts in light of that they already read in another text.

This task directly targets the following Common Core State Standards: RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RL.4.3, W.4.9, W.4.9b, RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, RI.4.1, RI.4.9, SL.4.a, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 7 days

Key vocabulary: expertise, artifact, expository, narrative nonfiction, main idea, supporting details, glossary, hybrid

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Three – Nonfiction Reading
- Hybrid texts for the students and for the teacher
- Multiple texts on similar subjects, as well as first hand and second hand accounts

Common learning experiences:

- In addition to nonfiction reading in this unit, reserve at least fifteen to twenty minutes everyday for students to continue reading just-right chapter books and novels in fiction, using and practicing all the skills they've already learned to continue their work towards mastering texts in the 4/5 grade band.
- Predictable strategy groups may include: Monitoring to understand what text-based detail is important; reviewing text structures covered in the third grade; synthesizing information to be able to summarize it; listening to what's important i.e. fluency
- With students and colleagues, consider creating a student friendly rubric for informational reading. The goal is to pass along to students an understanding of the criteria for their work and to engage them in setting and working towards goals.

Common assessments including the end of unit summative assessment:

- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs
- Quick Essay: This brief assessment should serve as a check-in at the end of the unit, assessing students' abilities to apply what you have taught regarding author's craft in informational texts. It can also be used as a pre-assessment at the beginning of the unit. Choose texts that are appropriate for the reading levels of your students and that demonstrate clear text structures that you have taught. Assign a writing prompt that invites students to comment on how the author's choices in that text support the reader's understanding of the content. Some possible prompts: 1. The author of this text chose a particular structure to organize the information for the reader. What structure did this author use and how does it help the reader understand the information? 2. How does the way this text is set up, including how it's organized and how it's supported with text features, help the reader to understand the information it is teaching? 3. What choices did this author make that help the reader understand what he/she is trying to teach? Explain why the author probably made those choices. Think about structure, illustrations, and any other craft decisions we've studied this month.

  OR

  Students can write an essay integrating information gained from two (or more) texts in order to speak or write knowledgeably about a subject. To support them in this work and to support students in applying what they are learning in writing workshop simultaneously, first teach them to talk with a partner. You might decide to put charts up from the essay unit that reminds students of ways to structure essays. You can show students that they can structure their conversation by first stating the idea and then discussing one part from one text and how it

proves their thinking and then a part from a second text and how that part proves their thinking, finishing with a conclusion that relates to the information presented. In this way, the reading unit is also addressing the CCSS Opinion Writing Standards for fourth graders.

Teacher notes:

- Science standards for Magnets and Electricity should be taught along with this unit. Consult science standards for other possible connections.
- Students have learned about text structures and text features in prior years.
- Fourth grade is the first time students are expected to summarize text. They must determine the main idea and explain how it is supported by key details as one integrated activity.
- Fourth grade is the first time students are asked to integrate information from multiple texts on the same topic.
- Students will need to read primary source documents. This will help with various skills addressed in the CCSS. In particular, it will help students make the shift in fourth grade to comparing first and secondhand accounts.
- An optional resource to support teaching in this unit is *Navigating Nonfiction* from *Units of Study in teaching Reading, Grades 3-5.*
- Setting up a listening center including high level complex informational texts will help students develop fluency and vocabulary. Recordings can also be very helpful for speech and language students, students with visual impairments, and ELLs.
- Interactive Read-Aloud: You'll want to start off reading expository informational texts then move to narrative nonfiction and finish the unit with hybrid texts. Choose some interactive read-alouds on the same topic. This will help you to show your students how to build background knowledge, domain-specific vocabulary, and so forth on a topic; it will help provide you with demonstration texts when you come to significant task 3 and it will also allow for you to scaffold readers who might need further support in the next unit when readers begin to work in Nonfiction Reading Clubs. You can hand the topic to a set of readers who may need the support of having discussed the background contextual information.
- Suggested read-aloud texts include: *Electricity: Straight Forward Science* by Peter Riley and *Thomas Edison: The Great Inventor* by Caryn Jenner, a DK Reader Book which is narrative nonfiction.
- To make nonfiction read-alouds interactive, in addition to pausing at strategic points and offering readers quick opportunities to "turn and talk" or "stop and jot," || you may also demonstrate acting out the information as you explain the part you just read before giving readers an opportunity to act out a part as they explain information to their partner. Having readers stop and sketch what you read, and encouraging them to add details to the sketch as you read on, is another way to do this. The chance to put the information they are hearing into action by adding their own drama will enhance comprehension. This allows students to synthesize the text they're hearing by activating their own experiences and imagination as they create meaning.
- Throughout the unit, teachers should model writing summaries in paragraphs and make sure that there are exemplars of different levels hanging in your classroom. You might also do shared writing and have the class create common summaries that all can refer to as mentor examples.
- TCRWP's Informational Reading Continuum is s learning progression that will support you in assessing and tracking readers' growth along certain skill trajectories crucial to informational

reading.

- For a list of text suggestions please view lists on TCRWP's website.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 4 Nonfiction Research Projects	Length of the Unit: 4 weeks
Purpose of the Unit: This unit builds on all the essential nonfiction reading comprehension skills students developed in the prior unit and adds new work that teaches students to compare and contrast texts, to analyze their claims and arguments, to investigate authors' points of view, to critique texts, and to design their own independent analysis of urgent nonfiction research topics that they'll pursue in small research groups. To do that kind of high level, critical analytical work, students need to read more than one text on a subject. They must become experts on both gathering information and analyzing how that information is conveyed, so that they can evaluate texts rather than simply summarize them. The work of this unit is approached through multiple pathways in order to help students achieve success.	

Common Core State Standards Addressed in the unit:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Big Ideas:	Essential Questions:
1. Readers of nonfiction read to learn across a collection of related texts integrating and learning information and terminology from multiple sources. 2. Readers use not just their texts but also their peers as fellow researchers with whom they can discuss findings to grow further understanding on a topic. 3. Readers must be critical evaluators of information, rather than mere consumers, who analyze different perspectives on the same topic and then form and share their own opinions. 4. All nonfiction texts are simply one author's perspective on the truth.	1. How does reading multiple texts on a topic influence learning? 2. How does discussing findings with fellow researchers affect understanding of a topic? 3. How do you know if you can believe what the author is telling you? 4. Why is it that Author A chose to support this idea with this evidence, while Author B chose this other evidence?
Students will know:	Students will be able to:
1. the difference between facts and opinions 2. writer's write for many reasons 3. writing is skewed based on authors' perspectives on topics 4. what supporting details and specific examples are in text	1. integrate ideas and new learning from multiple texts. 2. research a topic across texts 3. compare and contrast a firsthand and secondhand account of the same topic 4. determine if a source is credible

5. what it means to compare and contrast 6. the difference between a firsthand or secondhand account 7. text structures (chronology, comparison, cause/effect, problem/solution) 8. text features (charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)	5. refer to supporting details and specific examples in text 6. explain how an author uses, or why an author chose to include or exclude, certain details 7. summarize texts independently and in relation to one another 8. determine the meaning of unknown words 9. describe the structure of a text or part of a text 10. interpret information 11. explain how text features aid in understanding 12. read informational texts in the 4-5 text complexity band 13. engage in close reading

Significant task 1: Synthesizing Complex Information Across Diverse Texts and Working in the Company of Researchers

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Before the first lesson, students will be placed into well thought out collaborative work groups around a particular topic.

In significant task 1, the class will begin with a research project which the teacher initiates as a demonstration study and carries through during the interactive read aloud and whole-class lessons. This study will serve as a scaffold for students' own studies, which they will embark on in collaborative small groups, just as researchers work and study collaboratively now in almost every field. This demonstration study may focus on a complex subject and high level texts, that will be aimed to support the highest level of reading that the students can aim for. Or, it may focus on an accessible subject and text set that will then be handed over to a group of more emergent readers.

In this task, students will begin to become experts by reading across texts and comparing information with fellow researchers. They will focus on acquiring and applying technical vocabulary, note-taking strategies and skills that help them write to develop their thinking as they read, gathering information from multiple sources, keeping track of those sources, and developing the essential skills of researchers.

Products:
To start this task, students will map out a plan for learning. Students will create flowcharts, tables of contents, or other visible plans for the order of the texts that they'll read, the categories of information they'll want to tackle, and some of their burning questions. Teachers will support students in creating

and revising action plans which involve ambitions, large goals that will carry students through long stretches of work time.

Using the structure of boxes and bullets notes, students will have time each day during which they will teach what they have read to their group members.

While reading, students will jot their thinking and then expand their writing as they think about what they have read, consider the big concepts and supporting details and draw inferences from the texts.

Students will begin the work of opinion writing by planning and mentally drafting opinion writing pieces dealing with their topic. Students will engage in active discussions, state and defend opinions. Students will listen to the claims of their group members and then add evidence to support or challenge the claim. Although most of this work will be done orally, it is the essential foundation for opinion/ argument writing. Teachers may have students record the opinion essays they have generated through club conversations by flash-drafting them on papers.

This task directly targets the following Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 10 days

Key vocabulary: compare, contrast, synthesize, argument, claim, point of view, procedures, summarize, chronological, firsthand information, secondhand information

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Four – Nonfiction Research Projects
- Nonfiction texts sets on various topics for the students and for the teacher

Significant task 2: Critiquing Texts with Analytical Lenses and Sharing out Research

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In Significant task 2, students work on enhancing their critical analytical skills, comparing authors' claims and the validity of their arguments, as well as how authors convey and support information. Students will analyze text to ascertain if the text seems to be mainly facts or mainly opinions, what an author gets us to feel about a subject, and how exactly an author engineered a certain response from a reader. Students also make connections across texts, draw conclusions, to design their own informed opinions, and apply their new-found knowledge by creating instructional material for their peers and/ communities.

Products:
Students will create their own graphic representations of various sides to an argument.

In this task students need to be fully aware not only of key ideas and concepts in an informational text, but also that there are many different ways to support these ideas, and that the author is intentionally including certain reasons and evidence, while not including others. Students will write entries in reader's notebooks about how an author uses reasons and evidence to support a particular point.

At the end of the task and unit, group members who have read many books on a topic can come together and plan a presentation that they'll make to the rest of the class, to another class, or to a different audience, on the shared topic they studied. Students in their groups might each take one part of their studied topic and teach that part to others. They may make a poster board including diagrams or charts. They may choose to read a part and act it out, or make a model, or put together a PowerPoint presentation, or make some social action artwork to educate their community. These presentations are meant to be simple and fairly quick, but can help solidify what students have learned and add interest and investment to the topic studied.

This task directly targets the following Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 8 days

Key vocabulary: compare, contrast, synthesize, argument, claim, point of view, procedures, summarize, chronological, firsthand information, secondhand information

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Four – Nonfiction Research Projects
- Nonfiction texts sets on various topics for the students and for the teacher

Common learning experiences:

- Possible strategy group instruction: monitor students' comprehension. If you see they are not getting the important facts consider leaving purposeful stopping points and providing talking prompts that will help students understand and glean the most important supporting details. You may try using: *this makes me think of…, I wonder…, this reminds me of…, I didn't know that…, I learned…, I'm thinking…, One one hand…on the other hand…at the end…*
- The role of talk, particularly within clubs and partnerships will need to be elevated in this unit. Students need to move beyond fixating on one text, putting it down and picking up another. Instead they need to think first and foremost of the topic and what they understand about the topic, and then use the texts connected to the topic to develop and support those topic understandings. Students will learn not to leave texts behind, but to hold onto what they have learned and let their prior reading influence what they read next. It will then be crucial for them to be able to develop and share those new topic understandings, and for teachers to support them with various texts through the use of writing and conversation.
- Interactive Read-Aloud: At the same time as students are engaging in research of topics, the interactive read-aloud should be used as a time to involve the class in a shared study. In addition to modeling how to glean big concepts and supporting details relating to a topic, how to discover and use the domain-specific vocabulary, analyze authorial intent and integrate more

than one text to speak or write about a topic, as well as the other work you are teaching students to do within their clubs, you will also use your interactive read-aloud as a time to model all of the informational reading skills happening in conjunction. Your interactive read-aloud should mirror (and act as a prelude to) the reading work you want your students to do. In addition, your read-aloud work will provide a model to students for how to transfer and apply all previous learning—envisioning, prediction, work learned in content areas, and so forth.

Common assessments including the end of unit summative assessment:

- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs
- End presentation

Teacher notes:

- In fourth grade, students are asked to "explain how an author uses reasons and evidence to support particular points" (CCSS RI 4.8). This is a major shift from the expectations in third grade.
- In third grade, students were expected to "describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, pro/con, first/second/third in a sequence)." Now, in fourth grade, they must build on that practice of looking closely at particular sentences and paragraphs to explain how an author has used parts of the text to support particular points.
- Fourth graders are now expected to not only "distinguish their own point of view from that of the author" (as they did in third grade), but must now compare and contrast a first and secondhand account of the same event or topic, and "describe the differences in focus and the information provided" (CCSS RI 4.6).
- Rather than simply compare and contrast texts on the same topic, as they did in third grade, fourth graders must now synthesize their learning in order to write and speak about what they are learning knowledgeably.
- An additional optional resource for this unit is *Navigating Nonfiction* from *Units of Study in Teaching Reading, Grades 3-5.*
- The writing unit in which students will be immersed at the same time as this reading unit will help to support the reading and research skills students are working on in this unit.
- This unit revolves around thinking and learning derived from reading multiple texts on a single topic—so teachers need to prepare (ideally with students) text sets on specific topics, ones for which there are already plenty of available books (either in the classroom library, school library, or neighborhood). Teachers can ask students to bring in books and journals from home, trade books with other teachers, visit the library, bookmark trusted websites such as PBS.org and Scholastic.com. Many of these texts might have already begun to accumulate during the last unit. They only need to be separated and placed into labeled baskets. It's often helpful if a text set includes print texts at various levels, some digital texts, and texts that represent diverse

points of view. A bibliography of some accessible text sets on high interest and academic subjects is available under 'resources' at www.readingandwritingproject.com.

- Teachers must ensure that students will be reading a stack of texts on topics of interest. Teachers will want to gather primary documents, digital texts, or articles, anything they can find to help create a coherent knowledge base of a topic. Always keep in mind that the single most important job is to keep students reading a large volume of texts calibrated to be at a level at which each student can read with over 96% accuracy, fluency, and comprehension.
- When creating text sets also consider science and social studies standards.
- Spending a little time outside of the workshop a few days before the unit officially begins can help set you up for success. You might allow some time for students to browse the text sets you have available, encouraging them to communicate their interests and to bring in any resources they find on their own, perhaps visiting a local library, so they can share in the act of gathering texts. Some teachers have found it helpful to start a small research bulletin board (real or virtual) where students can post their interests, great resources for finding texts, and in general just offering another avenue for drumming up excitement and getting students to be more interactive.
- TCRWP's Informational Reading Continuum is s learning progression that will support you in assessing and tracking readers' growth along certain skill trajectories crucial to informational reading.
- For a list of text suggestions please view lists on TCRWP's website.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 5 Historical Fiction Book Clubs and Informational Reading: Tackling Complex Texts	Length of the Unit: 6 weeks
Purpose of the Unit: Historical fiction creates an opportunity for students to tackle complex texts, through close reading, thoughtful scaffolds and in the company of their peers. Because historical fiction is inherently complicated—it happens in a time and a place the reader has never inhabited, the characters are entangled in historical and social issues of grand significance, and the events of the story are intimately related to real historical events—students have opportunities to harness all the learning that has been done up to this point in the year, and to learn new reading skills that will support them in these books. Students will emerge from this unit as knowledgeable readers who have new confidence in tackling complicated literature. They'll also learn how to build collective interpretations, how to listen closely to each other as they read, and how to carry ideas across time—both across the days of their book club discussions and across more than one text.	

Common Core State Standards Addressed in the unit:

RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RL.4.10 and RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Big Ideas:	Essential Questions:
1. Readers get lost in the grand drama of historical fiction, while also attending to the work of tracing story elements across a text. 2. Readers revise their interpretations based on their deeper and growing understanding of both the story and interpretation itself. 3. Reading is about learning how to live. 4. Reader's build thoughts off talk with other readers.	1. How does the reading work you do in historical fiction different from that of other genres? 2. How can you read in a way that allows you to trace themes across time, places, and texts? 3. How can I learn more historical information about the time period of my book?
Students will know: 1. content knowledge 2. characteristics of realistic fiction genre 3. story elements	Students will be able to: 1. interpret characters in the context of a particular historical time period 2. read complex texts 3. describe story elements in depth 4. carry ideas across multiple texts 5. use content knowledge to deepen their

	understanding of text 6. use what they know about the time period to develop deeper a understanding of the story elements 7. examine how the time period affects the story 8. draw inferences from text 9. refer to supporting details and specific examples in text 10. determine the meaning of unknown words 11. read informational texts in the 4-5 text complexity band 12. engage in close reading

Significant task 1: Deep Comprehension and Synthesis of Complex Story Elements

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task 1 focuses on deep comprehension and synthesis of complex story elements. Students will notice the words the author chose to describe a character or place. They will pay particular attention to the setting because the setting in historical fiction will inevitably be unfamiliar to students. Students will then use strategies to track all the important elements that occur in a nonfiction text. Students pay particular attention to the timelines- both the main character's time line, and the timeline of historical events - and how the two are intertwined. Students will use essential reading tools such as timelines, graphic organizers, and lists of characters to support this work. Students determine why characters react in certain ways to events. They will also notice the feeling, mood or tone of the event and change their voices to match this, thinking about how and why the author created that mood. Parts of the text will be read and reread by students pulling on information learned earlier to understand what is really happening. Students will study two parts closely side by side to bring out change, revision of thinking, and they will synthesize these parts to see a new possibility or a different perspective.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.4.10, RI.4.1, RI.4.4, RI.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Timeline: 6 days

Key vocabulary: era, atmosphere, setting, conflict, mood, interpretation, flashback, theme, timeline, social action, *additional terms specific to historical fiction piece*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit

Five – Historical Fiction Book Clubs and Informational Reading: Tackling Complex Texts
- Texts sets on various topics containing both historical fiction and nonfiction books

Significant task 2: Interpreting Complex Texts

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task 2 focuses on interpretation, especially on paying attention to perspective and point of view, and on carrying ideas across a text. Students bring their own meaning and experience to the story, in doing so they let different parts reverberate in their lives. This personal interpretation supported by key details and examples will be written in students' reader's notebooks and shared with book club members. Students pause to analyze what they are reading so that they can uncover the ideas and themes that underlie the books they read. They jot about them, reread them with their clubs, compare their thinking, connect them to other parts, and have long discussions about them again and again. As they pay attention to these big ideas, students also pay close attention to the potential meaning in small details and objects included by the author as they read.

Next, students use what they are learning through their reading to modify their thinking first with one text, then across texts, and finally between texts and their lives. Students learn to articulate significant ideas about books, revise their interpretations on their own, and learn to reconsider, elaborate on, and defend those ideas in the company of other readers. The book club work will be tremendously important here as students learn that their ideas are more powerful in coalition than when they work alone. Indeed, one of the most significant lessons of this unit, and one of the most lasting, will be that children's greatest strength lies in building thoughts off their talk with each other. Students will pose and answer questions and explain their own understanding of texts in light of these discussions

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.9., RL.4.10, RI.4.1, RI.4.4, RI.4.9, RI.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Timeline: 5 days

Key vocabulary: era, atmosphere, setting, conflict, mood, interpretation, flashback, theme, timeline, social action, *additional terms specific to historical fiction piece*

Resources:
- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Five – Historical Fiction Book Clubs and Informational Reading: Tackling Complex Texts
- Texts sets on various topics containing both historical fiction and nonfiction books

Significant task 3: Becoming More Complex Because We Read

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about

15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task 3 helps readers move across texts, both fiction and nonfiction, developing readers' thematic understanding and potential as social activists. In order to develop a new way of thinking about the text, students begin this task by looking at the story from various perspectives of different characters within a story. They imagine the different points of view that characters in that scene bring to the action. Students should discuss the perspective of minor characters in their clubs sharing the character's interpretation of the events in writing or orally. As students compare their interpretations, they continue the work of drafting and revising ideas about texts.

Next, students look at books through the lens of power. By investigating who has power, how power is visible, what forms power can take, and how power shifts, readers find huge meaning in books. With this work, students will integrate information from two or more texts to develop their understanding of the time period. Students will read some nonfiction alongside their historical fiction. As students incorporate more nonfiction reading, they begin to talk about ideas and themes across texts – both fiction and nonfiction. To describe the story or character, students learn to use the art of allusion, comparing them to one who is familiar to the audience.

This task ends by having students think more largely about the meaning these tales bear for their own lives and for the world at large. Students will think deeply about the lessons and the defining actions made by characters. They will be affected by them and live differently because of them.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.9., RL.4.10, RI.4.1, RI.4.4, RI.4.5, RI.4.6, RI.4.9, RI.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Timeline: 8 days

Key vocabulary: era, atmosphere, setting, conflict, mood, interpretation, flashback, theme, timeline, social action, *additional terms specific to historical fiction piece*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Five – Historical Fiction Book Clubs and Informational Reading: Tackling Complex Texts
- Texts sets on various topics containing both historical fiction and nonfiction books

Common learning experiences:

- In addition to historical fiction texts, it is likely that students need additional work with nonfiction reading, book clubs should also spend time reading nonfiction texts that relate to the time period about which they are reading. This might include articles, biographies, or expository books.
- Interactive Read Aloud: During this unit, read aloud a variety of historical fiction and corresponding informational texts making connections across the texts. As you make the decisions about which book to choose for your interactive read-aloud, consider how to ensure your read aloud will serve as a touchstone for the critical reading and interpretive work you

teach.

- In turn-and-talk and stop and jot you might say things like:
  "So the main character is facing a big problem. Turn and talk to your club how you think she may try to solve it."
  "Hmm, I'm thinking that if I were this character in this situation, I might have done something different. Stop and jot what you would do. Keep in mind what you know about that time." "So far we've gathered a lot of details about the setting! Stop and jot how you think the setting is affecting the main character." (determining importance, interpretation)
  "How do you think what just happened will affect the character? Turn and tell your partner."
  "How does this situation compares to other experiences or situations we've read about?"
  "Why did the author just do that? What does he or she want us to know, think, feel?"
- The interactive read aloud is also an important time to support accountable-talk. Help children talk longer and stronger about ideas, to listen more intently, and to cite evidence as they build theories.
- Several times throughout the unit, you'll want to provide opportunities for close reading of texts, rereading key parts of the text, summarizing the text and discussing their thinking, and referring explicitly to the text for evidence. You will want to pose questions which ask the students to reconsider the text and move to high-levels of comprehension, synthesizing and interpreting the text and analyzing it through speaking and writing. Close reading provides the opportunity to study a shorter section of text, analyzing and discussing its nuances.

Common assessments including the end of unit summative assessment:

- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs

Teacher notes:

- An optional resource is *Tackling Complex Text-Historical Fiction in Book Clubs*, from the *Units of Study for Teaching Reading.*
- It is crucial that teachers have enough historical fiction books so that students can read books at the appropriate level, and make choices about what they read. For a list of text suggestions please view lists on TCRWP's website.
- When selecting texts for book clubs, you may want to use texts set in Colonial America before the American Revolution to connect with social studies standards. Consult the 2011 CT Social Studies Framework (p.26-29) for ideas about additional topics or expectations for fourth grade.
- Each book club must have a text set containing multilevel books dealing with their one historical era, so that easier texts may introduce an era and scaffold the understanding of the harder texts set in the same era.
- Because the time, place, and political circumstances mentioned in their historic novels may be unfamiliar and because the setting is more than a backdrop and contributes so actively to the plot, readers will need help, from the very start of their historical fiction novels, to see and feel

the worlds of their stories. They'll need support to imagine these worlds from the perspectives of protagonists who are often markedly different from themselves. Teacher will want to draw on all possible resources, such as historical images, movie clips, and social studies texts, to augment readers' understanding and awareness of the times and places described in their texts. It will require additional preparation to have these supplementary textual and media resources lined up, but the payback will be great in terms of children's understanding of history and their ability to envision and empathize with distant characters.

- Teach students when to consult the nonfiction books that make up their text sets. For more information on this please see the Curriculum Calendar for this unit.
- This unit is best suited for students reading a level P or above.
- If you are moving some readers into challenging yet accessible texts, in addition to the support of a club, you can also provide those readers with book introductions, film versions of the start of a book, or background information on the time period.
- If you have some readers who have not progressed as you'd expect over the course of the year, now is a good time to blow the whistle, to declare this as an emergency, and to gather all stakeholders together in a SAT.
- Visit www.readingandwritingproject.com to view a video of a book club talking across historical fiction and nonfiction.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 6 Information Reading: Reading, Research, and Writing in the Content Areas	Length of the Unit: 5 weeks
Purpose of the Unit: This unit is designed to teach students to be as skilled readers in social studies texts, as they are strong readers in literature. This means that this unit will focus not just on conveying the content being studied, but on teaching the reading skills required to learn any content successfully. Students will read multiple types of texts and gain rich background knowledge in a new subject. They will then move on to pursue a line of thinking through partnerships and group work that not only carries them into the past but also sheds new light on the present day through connections between historical and current events.	

Common Core State Standards Addressed in the unit:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information

contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Big Ideas:	Essential Questions:
1. Reading texts to build knowledge about the world is supported through investigating different aspects of topics. 2. New, bigger understandings of the world change people. 3. All texts have a perspective.	1. How is knowledge of a topic built? 2. How does what you learn change who you are? 3. Is government ruled by the people, or are people ruled by the government?
Students will know: 14. writer's write for many reasons 15. writing is skewed based on authors' perspectives on topics 16. what supporting details and specific examples are in text 17. what it means to compare and contrast 18. the difference between a firsthand or secondhand account 19. government structure	Students will be able to: 1. refer to supporting details and specific examples in text 2. explain events of ideas in a historical text 3. compare and contrast a firsthand and secondhand account of the same topic 4. categorize and sort information 5. synthesize information from many texts 6. analyze the varying views and perspectives

20. about state constitution 21. process for making and implementing laws in Connecticut 22. about taxes	of the authors 7. determine what biographical information might influence the author's perspective on a topic. 8. weigh the merit behind evidence 9. study the credibility of sources 10. consider the way information is presented 11. read informational texts in the 4-5 text complexity band 12. engage in close reading 13. analyze how a constitution provides structure for a government 14. evaluate the impact of specific Connecticut laws on its residents 15. explain characteristics of a responsible citizen 16. explain how taxes in Connecticut are used to provide goods and services

Significant task 1: Forming a Research Community and Reading to Build Rich Background Knowledge

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

The unit should start with a shared experience around the content topic to kick off the unit regarding the big picture of the relationship between the government and the people. Students will understand that over the next few weeks, they will be working in a research community – a community of researchers who will all be on the same project- to gain information and formulate ideas about the government. Students will establish some common knowledge through gaining information and formulating ideas about their topic in a whole class study. They will research trying to get a broad overview of the time period, the important historical places, events and people, the biggest conflicts, and also important vocabulary. As students are reading quickly is this part of the unit, they will use Post-its to mark information that might be important, go one and read more, and then share their findings at the end of class.

Students will move from the big topic to a sub-topic, with the collective support of their whole-class research community. Text sets for subtopics might be on things like the branches of the state government, leaders in the government, the creation and implementation of the Bill of Rights, perspectives of different political parties, making laws, and the power of citizens in law making. Students will work in small groups to cover this specific subtopic.

Finally, students as experts on their specialized topic will teach others in the class research community about their topic. This should be quick and informal. Teachers should decide if students should bring some of their favorite texts to share important facts or pages, prepare a short index card's worth of

information to share, or bring a reading notebook of preplanned writing to the group to share.

This task directly targets the following Common Core State Standards: RI.4.1,RI.4.3, RI.4.9, RI.4.10, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, W.4.7, W.4.8, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 6 days

Key vocabulary: compare, contrast, analyze, claim, argument, on-the-run-research, point of view, stance, perspective, research, skim and scan, *additional terms related to specific studies*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Six Information Reading: Reading, Research, and Writing in the Content Areas
- Texts sets on various social studies topics

Significant task 2: Becoming Specialists and Reading as Researchers- Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In the second bend, students zoom in on more specialized subjects and work in small groups reading about an aspect of the government or other big topic. Some of these might include the checks and balances, political parties, important governors and mayors, the role of citizens, or the rights of citizens. Students will generate and refine meaningful, powerful and potential essential questions as they read and collect more information about their sub-topic. To begin this questioning work, Students should be annotating the text, writing their initial thoughts, reactions and questions on Post-its. At this point the teacher should support students as they begin focusing on and revising their questions to become springboards into inquiry. Questions are at the base of developing a strong research practice. The art of posing and perusing questions as a research practice is definitely worth teaching. Suring the initial research process, students typically ask questions that are more 'foundational' questions. Then these become more developed 'consequence' questions.

As the teacher begins to notice some trends in the types of questions students are generating and finding answers to in their reading. The teacher will either set up students to collaborate with another group, sharing their best questions, looking for possible overlap or themes. Or the teacher may choose to model this for the class. Students then use these essential questions to guide their research, returning to their books, reading now to develop more knowledge. Students will then carry the essential questions in the forefront of their minds as they read and collect important information.

Teachers should teach students the powerful tool of signal words – *all, most, few, but*- these words almost always indicate important information for readers. As students do the collaborative work of this unit, they will stop and share often, processing the information they are collecting and learning about the essential question they are pursuing.

The conclusion of this task provides a good opportunity to reteach some of the skills students may need such as note-taking strategies, including boxes and bullets, tables and charts, time-line, and labeled drawing. It is also important to revisit how to use strategies or narrative and expository texts to read hybrid texts, and how to look across the page synthesizing all the information presented.

This task directly targets the following Common Core State Standards: RI.4.1,RI.4.3, RI.4.9, RI.4.10, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, W.4.7, W.4.8, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Timeline: 8 days

Key vocabulary: compare, contrast, analyze, claim, argument, on-the-run-research, point of view, stance, perspective, research, skim and scan, *additional terms related to specific studies*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Six Information Reading: Reading, Research, and Writing in the Content Areas
- Texts sets on various social studies topics

Significant task 3:Connecting the Past with the Present – Exploring Point of View and Perspective of Texts When Forming Ideas and Theories

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

The third bend, is an extension of the synthesis work from the previous bend. Students will compare different points of view that are represented in different texts, as well as those that are left out, in order to come to a much deeper understanding of the truth about a topic. The teacher will demonstrate how to ponder not just the information presented in multiple texts, but also the feeling that are instilled by the stories and images encountered. Students will compare each new test to ones they've already read. This type of analytical work, will fuel productive, meaningful conversations in research groups. Finally, students will make connections between the past and the present and note how ideas have changed or repeated over time. Students will be comparing and contrasting, writing and discussing similarities and differences between different time periods or groups of people. This work will help to prepare students for the final task.

This task directly targets the following Common Core State Standards: RI.4.1,RI.4.3, RI.4.6, RI.4.9, RI.4.10, RI.4.4, W.4.7, W.4.8, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Timeline: 5 days

Key vocabulary: compare, contrast, analyze, claim, argument, on-the-run-research, point of view, stance, perspective, research, skim and scan, *additional terms related to specific studies*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Six Information Reading: Reading, Research, and Writing in the Content Areas
- Texts sets on various social studies topics

Significant task 4: Building and Presenting Knowledge to Others – Teaching Others with New Knowledge Gained

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

In the fourth and final bend, students will reflect, synthesize and teach the new information that they have learned and the ideas they now have. The content area writing unit that parallels this unit includes detailed plans and ideas for how students can use writing to reflect, synthesize and teach the new content being learned. The teacher may choose the option or options for students to demonstrate their learning.

Students may make nonfiction books. The teacher will teach writers how the information they present often seems neutral, and how the images and stories may implicitly create an angle on their subject. This is an opportunity for researchers to use everything they know about reading and writing, to stir up feelings as well as inform, as they share the pasts of history they find most compelling.

Another option is for students to share their new understandings through social studies projects such as acting out important scenes, narrating why a given moment is important in American history. Or perhaps students have a symposium where they present on the issues of the balance of power between the government and the people and how that balance affects us. Students could take a world-approach and use a film, picture books, and articles to compare Connecticut's government to another state government or the United Sates government

This task directly targets the following Common Core State Standards: RI.4.1,RI.4.3, RI.4.6, RI.4.9, RI.4.10, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Timeline: 5 days

Key vocabulary: compare, contrast, analyze, claim, argument, on-the-run-research, point of view, stance, perspective, research, skim and scan, *additional terms related to specific studies*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Six Information Reading: Reading, Research, and Writing in the Content Areas
- Texts sets on various social studies topics

Common learning experiences:

- Interactive Read Aloud: During the interactive read aloud, in significant tasks one and two read aloud narratives of the topic, nonfiction texts, and perhaps some primary documents from The Library of Congress' website. Students will stop and jot as you read, and then at the end of the interactive read aloud experience, add to your learning tools. Students could add names, places, events, and so forth, to charts in the room. As you read aloud, model making connections between what you are studying and what you have previously studied as a class. You will want to emphasize how the new information you are collecting is adding to the knowledge you already had.
  In significant task three emphasize reading across related texts to compare information, perspective, and point of view. Help students notice that few texts take the side of say, communists, dictatorships, or minority groups, and encourage students to ask why. Show students how to find resources that help them find out the other side of the story. The most important part of this work is to model how to lead this type of curious reading life and care about finding out the whole truth.
- Throughout the unit, look at students' Post-its to serve as an assessment for you as you tailor your instruction to you class's specific needs. If you notice that students are copying down fact after fact, you'll probably want to spend more time teaching into the strategies in the unit on determining main idea and taking notes. If some children are having trouble using the domain language of the topic they are studying, you will probably want to work with them on using their word banks in conversations as well as revising some of their jottings to incorporate the technical vocabulary. Teachers should study the level of sophistication of students' notes. Also, see how your students use their Post-its and jottings when they get ready to talk to their research groups. If students are bringing Post-its to conversations that lead to dead ends, you may use "mentor post-its," or sophisticated Post-its crafted by you or other students, to show how some jotting can lead to rich discussions.
- When differentiating in conferences or small group instruction, consider using the following strategies to support students working at low, medium, and high levels.
  <u>Low:</u>
  Using graphic organizers to outline thinking
  Seeking answers to questions
  Sketching for understanding
  Using book introductions
  Using other media to support nonfiction understanding
  Building and using background knowledge
  Vocabulary building around words related to content as well as to the unit of study
  Supporting students in alternate ways to present newly learned information (sketching, dramatizing, constructing a model, creating a video, making a speech, etc.)
  Rereading texts to reinforce learning
  <u>Medium:</u>
  Using background knowledge to infer answers to questions
  Looking for inconsistencies between authors to gain a deeper understanding of author purpose
  Looking for missing perspectives and analyzing why those perspectives are missing Studying author's craft as a means of communicating perspective
  Using strategies to figure out unknown vocabulary
  <u>High:</u>
  Analyzing one's own perspectives to see how it influences understanding
  Using research to effectively dispute counter arguments
  Teaching others information using various media

Extending research beyond books available in the classroom

Common assessments including the end of unit summative assessment:

- Spring Reading Performance Assessment from TCRWP
  Please see attached documents: Assessment, Rubric, Student Text
- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs

Teacher notes:

- As the expectations around grade four Social Studies from Windsor Public Schools become more defined, the topic studied may become more defined. For now please reference the CT Social Studies Curriculum Framework for standards and expectations related to grade 4.
- After significant task one is a good time to reinvigorate the classroom walls. Consider posting something like a concept map. Students could list a few important facts they learned. Publicly documenting knowledge is one way for students to revisit and retain it.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Reading

Name of the Unit: Unit 7 Social Issue Book Clubs	Length of the Unit: 5 weeks
Purpose of the Unit: This unit serves a few important purposes. It encourages students to shift from reading for plot to reading for ideas. Social issues book clubs nudge readers to read and revisit book, thinking about the ways in which books address themes and ideas. Then, too, social issues book clubs ask readers to think about ways books are similar and different. They allow teachers to use books they have on hand with great flexibility. Instruction is not tied to one genre. Reading volume increases as students get more and more curious, smarter and more passionate about the issues they are considering. Finally, social issues book clubs encourage students to see that reading can help us deal with the issues of our lives.	

Common Core State Standards Addressed in the unit:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Big Ideas:	Essential Questions:
1. Reading can help people deal with the issues of their lives. 2. Individuals can make a difference in their own lives and in the lives of others. 3. Texts are about more than one idea and many ideas travel across texts. 4. Readers seek out a variety of sources to gain understanding of a topic or idea.	1. How are social issues depicted in texts? 2. What can you learn about life by studying the social issues in texts? 3. What can you do about social issues? 4. How do different texts deal with the same big ideas?
Students will know: 1. social issues are problems that apply to lots of people 2. examples of social issues 3. story elements 4. words to describe character feelings and actions 5. texts convey many big ideas	Students will be able to: 1. interpret characters feelings and actions to grow theories about texts 2. compare issues developed in different texts 3. synthesize elements across texts 4. identify social issues in their books and lives 5. engage in nonfiction sources to deepen understanding of social issues and their effects on individuals and the world 6. use story elements to synthesize social issues embedded within and among texts.

Significant task 1: Reading Can Teach Us About Issues That Exist in the World and in Our Lives

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

Significant task one begins with a return to favorite read aloud books to look for social issues that exist in them. These social issues are recorded on a class chart which will be added to throughout the unit. Students will look at these issues from their own perspectives, as well as the perspectives of the characters in the book, and other students in the club. The teacher will not only teach students to locate issues in their books, but also to learn to use this lens as a way to extend their reading and conversation. The teacher will direct students to crucial scenes, which the students will look at to analyze characters'

reactions, and the big ideas of the texts. Students will write a big idea about the book being read on an index card. This will then be used as a bookmark to remind students of the type of thinking that is helpful to do while reading. These index cards will be revisited in another lesson as students write down even bigger ideas that can travel through many books on the other side. A way to scaffold students to think critically about these abstract social issues is to ask them to think, write, and talk about gender race or class before you read a story that has one of these at the core of the book. Students will make connections between reading and writing work by comparing how authors treat social issues with the ways they treat them in their own writing. This task will conclude with students looking to nonfiction texts to learn more about the issues they are pondering.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.3, SL.4.1, RL.4.10, RF.4.3, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c

Timeline: 10 days

Key vocabulary: compare and contrast, analyze, lens, social issue, social justice, social action, stance, perspective, activism, Talking Back to the Text, empathy, culture, oppression, attentiveness, *additional terms related to studies of social issues*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Seven Social Issue Book Clubs
- Texts sets involving various social issues

Significant task 2:Reading with a Lens and Talking Back to the Text

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

As students become adept at noticing social issues, they'll often become particularly interested in certain issues. The next step is to teach students to come to books with certain lenses, or concerns about issues. In order to delve more deeply into some of the issues students have more difficulty recognizing, students will write about the issues as they relate to their own lives, and how group identity shapes them. Students can also make webs, Venn diagrams, lists, or invent their own ways of depicting all the various groups to which they belong. This will help students realize that not only are the characters in their books members of different groups that might contend with particular kinds of issues, but they are members of groups as well.

At this point in the task, more work with nonfiction is brought in. Students look to nonfiction as a means of learning about groups and issues that they are unfamiliar with – and as a way to back the opinions they are beginning to develop in their clubs. Students will also read nonfiction with a lens, evaluating the issues depicted.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.3, SL.4.1, RL.4.10, RF.4.3, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c

Timeline: 5 days

Key vocabulary: compare and contrast, analyze, lens, social issue, social justice, social action, stance, perspective, activism, Talking Back to the Text, empathy, culture, oppression, attentiveness, *additional terms related to studies of social issues*

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Seven Social Issue Book Clubs
- Texts sets involving various social issues

Significant task 3: Bringing Our Lenses to Our World

Each day's lesson should follow the Reader's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, guided practice, and vocabulary instruction that takes about 15 minutes. This is followed by 45 minutes of independent reading (including writing either in the form of post-its or a written response to reading) and conferences/ small group instruction with a mid-workshop teaching point if needed, and is concluded with a 5 minute share.

At this point in the unit, students may move out of their text sets. The teacher should model practicing looking at anything being read by wondering about how hidden and subtle sources of power, race, class, gender, etc. operate in our culture. Reading across texts and genres, and looking at their own lives as backdrops to their reading work, will help young readers see that the issues their characters face have multiple perspectives and multiple causes, some of which are not what they seem. Students will return to their reader's notebooks and begin to use their writing to help think through their new ideas and concerns about the issues they've been studying across their books. Students may revisit thought prompts they learned earlier this year to stretch their thinking, such as, "this makes me think…", "on the other hand…", "this connects with…", "I used to think…but now I think…", or "some people think…but I think…"

Sometimes when students become involved in an issue, they forget to do much of the good thinking work they have been studying all year. This is a perfect time to bring back charts with various reading strategies from earlier in the year such as: ways to think more deeply about character, tips for synthesizing within and across nonfiction, strategies for understanding what a text is really about and reminders for how to keep one's reading volume up when when we are stopping more often to talk and write about our reading.

This unit will conclude with clubs creating mini social action projects as spin-off to the work they have done in class.

This task directly targets the following Common Core State Standards: RL.4.1, RL.4.3, SL.4.1, RL.4.10, RF.4.3, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, SL.4.4

Timeline: 6 days

Key vocabulary: compare and contrast, analyze, lens, social issue, social justice, social action, stance, perspective, activism, Talking Back to the Text, empathy, culture, oppression, attentiveness, *additional*

terms related to studies of social issues

Resources:

- Teachers College Reading and Writing Project Reading Curricular Calendar, Fourth Grade Unit Seven Social Issue Book Clubs
- Texts sets involving various social issues

Common learning experiences:

- Interactive Read Aloud: Read texts that explore a variety of social issues. You may choose to use texts that explore similar issues to the texts being read by a group of students reading at a lower reading level. In significant task 2, model how you can use nonfiction sources to build a stronger understanding of issues with which you may be less familiar.

Common assessments including the end of unit summative assessment:

- At minimum, a Teachers College Reading and Writing Project running record (TCRR) on each student's independent reading level should be completed in September and at least one additional time each term. Additional TCRRs can be done at any time.
- Anecdotal notes on reading behaviors, talk and writing
- Reading conferences following the research, compliment, teach sequence
- Analysis of post-it notes, reader's notebooks and partner conversations
- Analysis of reading logs
- At the end of the unit, students will be asked to choose a social issue that they feel particularly close to, or that they feel strongly about changing. Students will become activists for this social issue, first writing an email, a letter , creating a poster or a public service announcement (which can be acted or recorded) identifying the social issue, whom it affects, and what (if anything) is currently being done about it. Students will have two sessions to develop this work and prepare to present. Teachers may then choose to have the class take action in one or more of these issues, incorporating a service-learning component.

Teacher notes:

- The unit on book clubs in Lucy Calkins's *The Art of Teaching Reading*, the chapter "Reading for Justice and Power: A Social Issues Book Club Unit" by Mary Coakley from *Constructing Curriculum: Alternate Units of Study from the Units of Study for Teaching Reading* and Randy and Katherine Bomer's *For A Better World: Reading and Writing for Social Action* are all texts in which lessons to support these lenses of understanding can be found.
- Some examples of social issues you may explore with your students are worry about fitting in, peer pressure, poverty, the fear that one's family is falling apart, homelessness, joblessness, bullying, as well as racial, social, and class issues.
- When you gather books for social issues text sets, in addition to the novels, picture books, and short stories, you should also have nonfiction texts dealing with a variety of social issues. Be sure you have multiple copies of texts. Do not label bins with a specific social issue. Leave the discovering to students.
- As the school year draws to a close. It is a great time to support students in moving up a level. Consider transitioning some of the books in students' book bags, provide text introductions and

same book partners. Support some of the new vocabulary that readers will encounter, get students excited, and help them to set summer reading goals.

- Since this unit is meant to be the capstone to a year's worth of reading work and learning you might choose to direct any desires for activism to reach in the summer months. One way you could this is to encourage students to think about the issues that became nearest and dearest to their hearts over the course of this unit and to then narrow down to one that they want to commit to learn more about, understand more deeply, and perhaps even take action around. Students can collect book lists for books to check out of the library, websites they can return to, etc. which will serves as their go-to materials when they are away from school. If you feel comfortable lending your books to your students over the summer, you might consider stuffing summer book baggies with texts connected to the social issue interests of each child. You might even consider having students create a social action proposal, where they record their plans for their summer reading as well as any action plans they might have.
- *Change the World for Ten Bucks*, and *101 Ways You Can Save the Planet Before You're 12* are a couple of text suggestions that are appropriate to use in significant task 3 to help students see that they have the power to affect change in their lives and in the lives of others.

Unit 1 - 2d grade writing Launcing Writer's Workshop

Unit 1 – 2nd grade writing (Launching) **Time: 4-5 weeks**	**Genre: Realistic Fiction** **Theme: Launching Writer's Workshop- Qualities (traits) of Good Writing**
Big Ideas	**Essential Questions**
• Writers collect little tiny details that they can later turn into stories. • Writers write about what they know. • Master authors write meaningful stories.	• What is Writer's Workshop? • What inspires writers to write? • How do authors find their ideas? • What are the qualities (traits) of good writing? • What kind of stories do master writers write?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2.W.3) 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.2.1a)	• Authors write about the things that happen to them and those around them • All good writing shares similar qualities • Write meaningful stories. • Record a tiny event to develop as a story. • Use a variety of strategies to get ideas. • Plan their stories to include details and describe actions, thoughts and feelings. • Magnify a small moment.
Significant Tasks	

Significant Task # 1

Big Idea*:* Writers write about what they know.
Essential Question: How do authors find ideas? What inspires writers to write?

Students generate their own writing topics by recounting memories and experiences from their own life. In whole class discussion, students and teacher will create an anchor chart that lists reasons why writers write and what ideas inspire writers to write. Throughout this discussion students have multiple opportunities to turn and talk and discuss their thoughts related to the essential questions posed by the teacher. The students may begin to notice that much of what inspires authors to write comes from the heart. In a whole group discussion (most likely day 2) the teacher will model different ways writers record topics and ideas for writing. Students are exposed to multiple styles of writing using various strategies including, i.e. heart map*$_1$, pizza slices*$_1$, list, web, etc). Students generate and record their topic and ideas by choosing the recording style of their choice. When complete, students work in small groups and share their ideas with their peers and record in writer's notebook.

Timeline: 2-4 days
Resources: http://twowritingteachers.wordpress.com/category/heart-maps/ , Lucky Calkins; *Launching the Writing Workshop,* J. Wong; *You Have to Write* (mentor text) , H. Lester; *Author: A True Story* (mentor text)
Vocabulary: writer, author, idea, topic, inspire, recount, generate, record

*$_1$ See website listed in resources to view a visual image of what these two recording styles look like. *Note*: this work can also be done on large chart paper to make it more engaging to students and something they can revisit and add onto throughout the school year.

Significant Task # 2

Big Idea*:* Master authors write meaningful stories.
Essential Question: What kind of stories do master writers write? What are the qualities (traits) of good writing?

Students have previously been exposed to the first stage of the writing process along with the first writing trait, *ideas.* Following student exposure and practice around ideas, students will participate in whole class discussions about additional stages of the writing process and the 6 traits. Teachers will choose 1-2 traits to focus on during mini lessons. (i.e. organization and word choice in the drafting stage or organization and sentence fluency in the drafting stage)*$_2$. Students will listen to mentor texts shared by the teacher that model examples of these traits found in published children's text. As students participate in the drafting stage of their writing topics, they will engage in a student/teacher created class rubric that provides them with a shared understanding of what "good" writing looks like as seen through the traits. Students will use this rubric as a resource to independently assess their own writing in the drafting stage, assess writing of a peer or during a writing conference with the teacher. Students will use the common language of the traits described in the rubric to evaluate multiple examples of writing in whole group with the teacher, small groups guided by the teacher, partners and independently.

*$_2$ Teacher choice (considering your students as writers) as to what trait to teach during the drafting stage of the writing process.

Timeline: 5-10 days
Resources: Ruth Culham; *6 + 1 Traits of Writing,* Ruth Culham; *Getting Started with the Traits*, S.

Hampton, S. Murphy, M. Lowry; *Using Rubrics to Improve Student Writing,* Ruth Culham; *100 Trait-Specific Comments,* J. Nobisso; *Show, Don't Tell! Secrets of Writing* (mentor text), http://www.smekenseducation.com/Creating-KidFriendly-Rubrics.shell&print=1 (see appendix 1 for image), http://blogs.longwood.edu/483sp13/page/2/ (see appendix 2 for image)
Vocabulary: qualities (traits: *ideas, organization, voice, word choice, sentence fluency, conventions, presentation*)*$_1$, writing process (stages of writing: generating ideas, drafting, sharing, revising, editing, publishing), rubric

* The words qualities and traits should be used interchangeably when referring to the 6 traits.

Appendix 1 (This example shows all 6 traits, but in this significant task be sure your rubric only displays 1-2 traits. You can add traits as you move throughout the workshop).



Appendix 2

KID-FRIENDLY RUBRIC FOR 6-TRAITS

	1	3	5
IDEAS	•Few/No Details •Doesn't know much about topic	•Some details •Knows little about topic	•Lots of interesting details •Expert on the topic
ORGANIZATION	•Order does not make sense •Middle only	•Some ideas out of order •BM – no end	•Order makes sense – easy to follow •BME – all 3!
VOICE	•Reader is bored	•Some boring parts – some interesting parts	•Reader enjoyed the entire piece of writing
WORD CHOICE	•All R.I.P. words	•Some R.I.P. words and some "WOW" words	•Tons of "WOW" words
SENTENCE FLUENCY	•Little or no sentence variety in length	•Some sentence variety in length – but more needed	•Different types and lengths of sentences
CONVENTIONS	•Tons of mistakes	•Some mistakes	•Few or no mistakes

Common Learning Experiences

- Rituals and routines
- The writing process
- Generating ideas
- Inspired to write
- Various styles of writing
- Organization and word choice
- The remaining traits
- What is "good" writing

Common Assessments

1. My topics – Journal Entry
2. Personal Narrative

Resources

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Unit 2 – 2nd grade writing – The Reading/Writing Connection (Folktale) **Time: 4 weeks**	**Theme: The Reading and Writing Connection**
Big Ideas	**Essential Questions**
▪ Students will identify the reoccurring and persisting elements that make a story a folktale. ▪ Students will become critical readers of published work and will write with a purpose.	▪ What are the reoccurring elements of folktales? ▪ How does reading folktales help us write our own folktales? ▪ What key elements do writers revise and elaborate in their writing?
Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2.W.2) 2. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2.W.3) 3. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2.W.5) 4. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.W.6)	▪ There are many adaptations of the same folktale ▪ Read folktales closely for variations ▪ Folktales share common elements ▪ Revise and elaborate writing to create tension, convey meaning and consider possibilities ▪ Writers use many strategies to make their writing interesting ▪ Mimic the craft choices of the authors they admire ▪ Authors are inspired by each other ▪ Write narratives ▪ Recount a well-elaborated event or short sequence of events ▪ Include details to describe actions, thoughts, and feelings ▪ Use temporal words to signal event order ▪ Provide a sense of closure
Significant Tasks	
Significant Task # 1 ***Big Idea****:* Students will identify the reoccurring and persisting elements that make a story a folktale. ***Essential Question:*** What are the reoccurring elements of folktales? How does reading folktales help us write our own folktales? As students study the elements of a variety of folktales in Reader's Workshop, they will begin to see the strong connection between reading folktales and writing folktales. During teacher directed mini lessons, students will listen to multiple "How" folktales (*How the Leopard got his Spots*, *How the Bear Lost His Tail,* etc) and list the reoccurring elements found in these mentor texts. Students work in partnerships or independently to write their own "How" folktales. Students will use the stages of the writing process and the previously created 6 trait rubrics to aide in their writing. ***Timeline:*** 5-10 days ***Resources:*** A variety of folktale mentor text, class created 6 trait rubric ***Vocabulary:*** elements, characters, events, problem, beginning, middle, end, personification	

Significant Task # 2 (linked to significant task # 1)*

Big Idea*:* Students will identify the reoccurring and persisting elements that make a story a folktale.
Essential Question: What are key elements do writers revise and elaborate in their writing?

Timeline: 5-12 days
Resources: flip camera, i-pad, class created readers theatre rubric*$_3$
http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf,
http://lorijamison.com/blog/wp-content/uploads/2010/02/Rubric-for-Readers-Theatre.pdf
Vocabulary: cooperation, presentation, script, readers theatre, narrator, characters

Students vote on the top 1-4*$_1$ most entertaining "How" folktales created by their peers (students will consider the 6-trait model when voting). Students engage in whole group discussions and model lessons on how to transform a "How" folktale into a readers theatre script. Students will work with the teacher to create a readers theatre cooperation and presentation rubric to evaluate the qualities of a "good" play. Working in small groups with support from the classroom teacher students will create a readers theatre script using the events from the student created folktale. Small groups (or as a large group) students will act out the student created readers theatre. The readers theatre play will be recorded by the teacher using a flip camera, i-pod etc. to aide in the reflection and evaluation process of this task.*$_2$

*$_1$Teacher choice. Teacher can choose to do this as a whole group (voting on one folktale) or in small groups (voting on more than one folktale).

*$_2$ This task may not be feasible during this unit of study. Another option to fulfill this task is using it as an activity for tier 1 students during targeted learning.

*$_3$ See appendix 1 below to help scaffold discussion about the presentation part of the rubric. There are also two website listed in resources for ideas.

Appendix 1

Reader's Theatre Rubric

Name: _____ Date:_____

	Expression & Volume	Phrasing	Pace	Prosody
4	Uses expression and volume that is natural to conversational language and that varies with text	Groups words into meaningful phrases or chunks of text	Reads at an appropriate pace and responds to punctuation with appropriate pausing and intonation	Attends to the rhythm of language, reading comfortably and without hesitating or halting
3	Uses expression and volume that is natural to conversational language and that varies with text; sometimes hesitates when unsure	Sometimes groups words into meaningful phrases or chunks of text	Sometimes reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; stops reading when unsure	Sometimes stops or runs sentences together when challenged by words or sentence structure
2	Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text	Reads primarily in groups of two or three words	Reads slowly or too quickly; halts often; pays little attention to punctuation or pacing	Reads smoothly at times but most often reads slowly
1	Reads words in a monotone and quiet voice	Reads word-by-word without meaning	Reads words slowly in a string; does not pay attention to punctuation	Reads sounds stilted and unnatural and lacks meaning

Total Score: _____/16

Resources

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Teachers College Writing Curricular Calendar, Second Grade, 2011-2012, Unit 8
Teachers College Writing Curricular Calendar, Second Grade, 2010-2011, Unit 8

Common Learning Experiences

- What are the elements of folktales
- Writing a "How" folktale

Unit 3 – 2nd grade writing – Informational Writing **Time: 4-5 weeks**	**Genre: Nonfiction** **Theme: States of Matter**
Big Ideas	**Essential Questions**
• Scientists write to learn about the world around them • Scientists write about their experiments and the things they study • Scientists write about their questions and what they wonder about • Scientists write about what they think the answers to questions will be and then what they actually find out	• What do scientists write about? • Why do scientists write? • How do scientists write? • How do scientists use writing to teach others w they have learned?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. 2.W.1 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.W.2 3. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1a 4. Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1b 5. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.1c 6. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.2 7. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.3	• learn that scientists, like writers, go through a proc • use mentor texts to help them write analytically as as study techniques the author used • conduct an experiment and write about their progr lab reports • use domain-specific vocabulary in their writing • write with clarity to explain and use reasons and evidence to support their ideas • integrate information from several texts on the san topic to write knowledgably

Significant Tasks
Significant Task # 1 ***Big Idea****:* Scientists write about what they study. Scientists write to learn about the world around them ***Essential Question:*** What do scientists write about? How do scientists use writing to teach others what they have learned? Working with partners, students will integrate their knowledge of nonfiction text features to create a poster describing a state of matter of their choice. Student partners will use headings, font, photographs, diagrams and labels etc. to

inform an audience about their chosen state of matter. (See appendix 1 as a visual to get started). Students will use a variety of resources to gather facts about their state of matter. Students will participate in collaborative behaviors when developing ideas of how they will present the layout of their poster to an audience.

Timeline: 5-10 days
Resources: grade 2 science binder
Vocabulary: nonfiction elements (features)*$_1$: captions, diagram labels, headings, types of font, pictures/photographs, text/page layout, definitions

*$_1$ Use the terms elements and features interchangeably with students

Significant Task #2

Big Idea*:* Scientists write about what they study. Scientists use writing to teach others what they have learned.
Essential Question: What do scientists write about? How do scientists write? How do scientists use writing to teach others what they have learned?

Students will participate in a science night. Students will invite an audience of parents, students, and teachers to participate in hands-on experiments that have previously been done in their science unit of study. Students will share the work they have done in their science notebooks including their lab reports, observations, findings, an states of matter posters they made with their partners in task # 1. Students will share answers to essential questions and any products they produced during this unit in both the reading and writing workshop.

Timeline: Throughout the unit (about 3 weeks)
Resources: grade 2 science binder, states of matter science curriculum, science notebook, leveled nonfiction books about the states of matter
Vocabulary: see significant task 1

Appendix 1 (just to give an idea of what this might look like but with more text features)



Resources

- See 2nd grade science binder

Unit 4 – 2nd grade writing **Time: December**	**Genre: Realistic Fiction**
Big Ideas	**Essential Questions**
▪ Writers select planning strategies from a repertoire of possible ways to plan. ▪ Writers draw on everything they know to write fiction stories ▪ Planning writing is important to success ▪ Writers use dialog to move their story and/or stretch out a meaningful scene.	▪ Where do writers get ideas from for realistic fiction? ▪ How do writers plan their story ideas? ▪ How do writers move their stories from one event to another? ▪ How do writers "story tell" rather than "summarize"? ▪ How do writers stretch out a meaningful scene?
Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 2.W.3 2. Recall information from experiences or gather information from provided sources to answer a question. 2.W.8 3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.SL.6 4. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3	▪ Collect story ideas ▪ Plan their writing by beginning with a storyline ▪ Develop a character or two within a story ▪ Revising is an on-going process ▪ Work in partnerships to revise. ▪ Use feedback for others to aid them with revision. ▪ Think and talk about what a character is like. ▪ Understand that the character wants something but encounters trouble along the way ▪ Revise for elaboration and add more information and/or more details
Significant Tasks	
Significant Task # 1 ***Big Idea(s)****:* Writers select planning strategies from a repertoire of possible ways to plan. Writers draw on everything they know to write fiction stories. Planning writing is important to success ***Essential Question:*** How do writers "story tell" rather than summarize? Students utilize skills from previous units to aid them in this task. Students will call upon their knowledge of generating ideas and organizing events in a story. Simultaneously students will be immersed in mentor texts that support the work they will be do in this writing workshop unit. Students will engage in whole group discussions with the teacher about how writers create characters. Students may enhance a character who is a lot like themselves. They can create a character that reminds them of someone they know. Students will then create a real life problem for this character. Students will work in partners to share their character(s) and problem with their peers. Student partners will then offer ideas that will support each other	

in the writing process. After collecting a variety of ideas, students will begin the drafting stage of their realistic fiction piece adding character traits, feelings and emotions that lead to the problem of the story. Students will confer with teacher and peers throughout this task and use the stages of writing as a process that leads them through to their published piece.

Timeline: 12 days
Vocabulary: characters, traits, feelings, emotion, events, problem, solution, storytell, summarize
Resources: character development lesson, reader's notebook

Significant Task # 2

Big Idea*:* Writers use dialog to move their story and/or stretch out a meaningful scene.
Essential Question: How do writers stretch out a meaningful scene?

With the support of teachers in the technology department students will use story weavers, storybird or another available applications to bring their published story from significant task 1 to life through technology. Classroom and technology teachers with work with students to create a simple scoring rubric that will be used at the end of this task to evaluate peer work. Students will have to incorporate both dialogue and detail as they stretch each event of their story into an animated storybook. Completed animated storybooks will then be presented to classroom peers. Students will receive a score from their peers and a score from their teacher.

Timeline: 12 days
Vocabulary***:*** characters, traits, feelings, emotion, events, problem, solution, storytell, summarize
Resources: story weavers, storybird, technology personnel

Common Learning Experiences

Common Assessments:

Teacher Notes:

Resources

Technology Resources:

- Students can use Inspiration to plan stories.
  Use Comic Life to generate a storyboard for a story.

Unit 5 – 2nd Grade writing Poetry **Time:**	**Genre: Poetry** **Theme:**
Big Ideas	**Essential Questions**
• Writers develop precise and descriptive language through the creation of poems. • Writers use certain words and techniques to create mood, tone and images. • Poets search for words that portray exactly how they feel and wish to say. • Poets write about meaningful topics.	• How do writers write with precision and description? • Why do poets use certain words and phrases, rhythm and meaning? • How do poets help to influence change our world?

Standards addressed in this unit:	**The students will know and be able to do: (Independent**
1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RL.4 2. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.RL.10 3. Read with sufficient accuracy and fluency to support comprehension. 2.RL.4 4. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4b 5. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2.R.4 6. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2.R.4 7. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.W.5 8. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.W.5	• Listen with attention and understanding to oral reading o stories, poems, and informational texts • Listen actively to others or talk about their writing to giv feedback • Actively participate in conversation; listening and lookin person who is speaking • Participate actively in small-group and whole class discussion • Listen attentively to the presentation of the teacher and fellow students to be able to identify the main idea • Listen to remember, and follow two-and three-step directions • Ask and answers who, what, where, when and how questions. • Answer literal and inferential questions about grade appropriate texts. • Understand and interpret information presented in vi media • Ask and answer yes/no and either/or questions. • Ask and answers who, what, where, when and how questions. • Ask questions for clarification. • Use language from stories and informational text wh retelling stories or a topic • Make a brief oral report that demonstrates knowledg the topic • Recite some poems from memory • Recite poems or stories with effective use of intonati and word stress to emphasize important ideas, engag listeners' interest, and show character traits

Significant Tasks

Significant Task 1
Big Idea: Poems communicate stories, images, feelings and ideas.
Essential Question: Why do authors write poems?
Each second grade class will study a different poet (teachers will meet to discuss which poet their class will be studying i.e. Jack Prelutsky, Shel Silverstein etc). Each class will read multiple poems by their chosen poet to find similarities and differences among the purposes of those poems and uses of figurative language. Students record figurative language and how it helps convey the ideas or images of the poem. Classes will share their findings with other grade level peers through whole class presentations and partnerships. Students consider who is talking in the poem and what message the poet is hoping to convey through that voice, or how the narrator or featured character is feeling, and how this is shown through the development of the poem and word and phrases including demonstrating understanding of figurative language. At the end of this task students will have a completed Venn diagram of the similarities and differences of their chosen author. Presentations will include readings of poems from the author and include a visual (i.e., power point, poster) introduce their author of study.
**Having children read poems while simultaneously writing them in writing workshop helps to make reading and writing connections more explicit.*

Timeline: 2-3 weeks
Resources: If You're Not Here, Please Raise Your Hand: Poems About School Kalli Dakos
Vocabulary: poetry, stanzas, lines, unique, alliteration, onomatopoeia, simile, metaphor, idiom, antonym, synonym, rhyming, verse, cinquain, acrostic

Significant Task 2
Big Idea: Deepen their reading comprehension strategies as they learn to navigate through poetry.
Poetry has distinct and unique features that distinguish it from other genres.
Essential Question: What makes poetry special as compared to other genres?

Students talk about how a poem looks and sounds to extract what it is mostly about. During the unit the students will work together with the classroom teacher to find and collect poetry that is accessible for them to read either individually or with a partner. Together you can look back at shared reading poems you did as a class, mentor texts you are using for your writing unit, and the many anthologies available. Students read and discuss what the poems are mostly about and create illustrations to depict their ideas using computer graphics, old magazines/texts, or hand drawn.

Timeline: 1 week
Resources: *Climb Inside a Poem*, Georgia Heard and Lester Laminack
Jeff Foxworthy
Significant Task 3
Big Idea: Readers will gain a feel for the rhythm and language of poetry
Essential Question: How do readers find their own poetic voice?
This unit aims to help children transfer their reading skills to the genre of poetry. Students can also consider a poem's meaning, working in pairs to think, "What is this poem really about?!" Students can get a feel for the sound and genre of poetry as they read, dramatize, sing and rap together.

Timeline: 1 week
Resources: *Explore Poetry*, Donald Graves
Awakening the Heart, Georgia Heard
Jack Prelutsky
Shel Silverstein

**During Writers' Workshop students should be working on creating or writing their own poems of figurative*

language of their choice (i.e., acrostic, cinquain, rhyming, free verse etc.)

Common Learning Experiences

- All students will be exposed to the following types of figurative language: similes, alliteration and onomatopoeia
- Understand poems can take a variety of shapes
- Understand poetry is a unique way to communicate about and describe feelings, images, ideas or stories

Common Assessments

CFA-Poetry Unit Assessment

Teacher Notes

- The size of your poetry collection will affect the amount of time children spend reading and discussing poetry during the workshop. We suggest that students spend the first half of reading workshop reading poetry with a partner. During the second half of the workshop, your students may spend the last twenty minutes of reading workshop reading their just right fiction and nonfiction texts in their book baggies deepen their skills of envisioning, monitoring for meaning, inferring, and synthesis using "Reading is Thinking" template.

Resources

Create math or science poems

- http://mathstory.com/

The Continuum of Literacy Learning Fountas & Pinnell
A Curricular Plan for the Reading Workshop, Grade 2
Summit Public Schools Second Grade Content Area

Unit 1 - 3rd Grade writing - Launching **Time: 4 weeks**	**Genre: Narrative Writing** **Theme: Launching Writer's Workshop**
Big Ideas	**Essential Questions**
• Writers write, share, discuss and revise their writing • Writers write about important people and events from their lives • Writers include important information	• What is a writing community? • What do writers write about? • What do writers include in their stories?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3.W.1) a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order d. Provide a sense of closure. 2. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (3.W.6)	▪ Rituals and routines of Writer's Workshop ▪ Utilize a writer's notebook ▪ Establish writing goals ▪ The writing process: pre-write, draft, revise, proofread, publish ▪ Generate ideas (6 traits of good writing) ▪ Write about people and places that are important ▪ Utilize a variety of strategies to support your writing ▪ Tell important parts of stories ▪ Narratives are like movies in our mind ▪ Tell narratives in a step-by-step fashion ▪ Understand the purpose of writing conferences ▪ Writers want the reader to feel what they felt ▪ Stretch out important parts of stories ▪ Narratives have a format of beginning, middle, and end ▪ Use the movie in your mind strategy to build stories ▪ Use a timeline to help tell stories ▪ Add important information and delete unimportant information ▪ Make independent choices about writing ▪ When to move on to a new piece ▪ Leads and endings are important ▪ Write effective leads and endings ▪ Study favorite authors for craft strategies ▪ Attempt the craft strategies of our favorite authors ▪ Select important pieces to revise ▪ when you need additional information ▪ Use a personal editing checklist

Significant Tasks

Significant Task 1- Rituals and Routines

Big Idea: Writers write, share, and discuss writing
Essential Question: What is a writing community?

Students participate in shared writing 2-3 times a week for the first couple of weeks to build student independence in workshop expectations. Students work with the teacher to create a classroom R.A.F.T about Writer's Workshop to creatively explore the essential question, *What is a writing community?* Students develop mini lessons and independent writing expectations, establish effective partnership criteria, determine where and how to keep works in progress, the writer's notebook set-up and additional expectations as differentiated by class need. Students begin independently selecting topics and modes for writing on day one and continue throughout the year

Students work with the classroom teacher to establish personal writing goals based on personal knowledge of writing preferences, strengths, and challenges. With a small group of 3 students a group R.A.F.T is created. Students write a reflective letter to

themselves in June explaining what they did to become the writer they see themselves as in June including how they fit into the classroom writing community. Students receive feedback based on the six traits of writing.

Timeline: 10 days
Vocabulary: ritual, routine, writer, goal, partner, letter, reflection
Resources: R.A.F.T teacher resource, rituals and routines "Must-Haves"

Significant Task 2 – Generate Ideas/6 Traits
Big Idea: Writers write about important events, people, and places
Essential Question: What do writers write about?

Begin task with direct instruction in how writers generate ideas. Read several mentor text and draw conclusions about where the authors got their ideas from. Follow this explicit instruction with a reminder that ideas are always one of the 6 traits of writing. Review the criteria or this trait.

Provide students with the strategy of listing the people or places that are important to them and using that to help generate story ideas. Through mini lesson instruction develop a class list of strategies writers use to develop stories based on mentor texts, independent reading and whole class discussions. Invite students to try various strategies during independent writing and to work with partners to share strategies to generate ideas for stories. Students create a My Writing Territories page in their writer's notebook. This is a place that can help them generate ideas for writing. This page is shared with and discussed with the teacher in a writing conference.

Timeline: 3 days
Vocabulary: ideas, generate, territory, trait
Resources: My Writing Territories, various brainstorming graphic organizers

Significant Task 3 – Storytelling with Peers (5 days)
Big Idea: Writers write about important events, people, and places
Essential Question: What do writers write about?

Through direct instruction inform students that in 3rd grade they will move beyond writing small moments to writing fictional and personal narratives. Inform students that the narrative is a more elaborated or detailed small moment or a collection of small moments that tell a story. Provide clear instruction in the format of a narrative including a beginning, middle, and end. Use mini lesson instruction to model telling stories in various ways to our peers. Make a connection between how readers retell stories that writers write. Inform students that in Writer's Workshop they are now the author – think like a storyteller.

The teacher explicitly models how to tell a story including the most important parts of the story. Utilize the strategy that narratives are like movies in our mind. Demonstrate for students through mini lesson instruction how to tell stories in a step-by-step fashion. Students practice telling stories to their peers and then selecting one story to actually write. Enhance student writing with instruction in stretching out important parts and using description to make the reader feel what you feel. Invite students to think about what they were thinking, feeling, and seeing in the moment of the story. Classroom teachers examine graphic organizer that illustrates sequence of events.

Timeline: 5 days
Vocabulary: storyteller, moment, narrative, stretch
Resources: narrative graphic organizers

Significant Task 4 – Narrative Writing
Big Idea: Writers include important information
Essential Question: What do writers include in their stories?

Use mini lesson instruction to remind students that narratives have a beginning, middle and end. Provide students with the additional strategy of using a timeline to tell the story. Develop a whole class timeline. Use this timeline to build and develop student story telling abilities with strategies for how to include or delete information from the story. Develop a class criteria chart for how writers decide what to scrap and what to keep. Students use partners to help determine important versus less important parts of their stories during independent writing with the help of the criteria chart. Build student understanding that both the lead and ending of a story are important. Study mentor texts during read aloud noting the way in which the author has began and ended their story in particular.

Teach students through mini lesson instruction to use their independent reading time to study their favorite authors and try some of the craft strategies they use. Assess student success through conferences to determine if students are experiencing success with strategic writing work. Students produce a published narrative. Assessment can occur anywhere in the writing process.

Timeline: 5-10 days
Vocabulary: timeline, scrap, editor, craft
Resources:

Common Learning Experiences:

- Rituals and routines of Writer's Workshop
- Using a RAFT
- Establishing personal writing goals
- Setting up your notebook
- Reflective letter
- Generating ideas

Common assessments:

- What is a writing community?
- RAFT
- My Writing Territories
- Graphic Organizer - Sequence

Teacher Notes:

Grade: 3 – Unit 2 writing adventure **Time: 3-4 weeks**	**Genre: Adventure** **Realistic Fiction**
Big Ideas	**Essential Questions**
▪ Writers write about exciting and unusual events ▪ Narratives have beginnings, middle parts, and endings ▪ Writers revise their writing	▪ What do writers write about? ▪ What is the narrative structure? ▪ How do writers make their writing better?

Standards addressed in this unit:	**The students will know and be able to do:**
1. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. (3.W.3)	▪ generate many ideas ▪ begin planning a personal narrative ▪ write a personal narrative
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (3.W.4)	▪ write a clear beginning, middle part and end of a narrative ▪ use sentence variety ▪ use the 6+1 trait rubric to self-assess writing
3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (3.W.10)	▪ include details and descriptive words using the 5 senses
4. Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. (3.L.2)	▪ use conventions of writing focusing on capitalization of proper nouns, ending punctuation marks and correct spelling of grade 3 high frequency words
5. Develop and strengthen writing as needed by planning, revising, and editing.	▪ use peer and teacher conference skills ▪ use 6+1 trait rubric to self-assess writing

Significant Tasks

Significant Task 1 – The Adventure
Big Idea: Writers write about exciting and unusual events
Essential Question: What do writers write about?

During interactive reads aloud/writer's workshop the teacher reads a chapter or several short chapters from chosen mentor texts focusing on one with many adventures (see mentor text suggestions). Teachers use mentor texts to notice the experiences of the characters. Model examining how the author has written about the adventure. Work with the whole class on defining an adventure as an exciting or unusual experience. Record the various strategies used in the mentor texts.

During share writing model writing about a personal experience (snapshot). Daily students practice writing snapshots of unusual or exciting experiences to create adventurous stories. Students may use adventures from their own lives or from those they know really well about others. Student writing focuses on the characters and their experiences. Model for students how to use the 6+1 Trait scoring rubric to self-assess that snapshot for ideas. Ask the question, *Is this an adventure?*

Introduce three additional traits: sentence fluency, word choice and voice. Use multiple mentor texts to demonstrate how authors write sentences and use words precisely. Daily students practice re-writing and revising works in progress for the newly introduced traits. Student assessment can occur on a student-selected piece of "best work" for those things being taught including the idea, sentence fluency, word choice, and voice.

Timeline: 7-10 days
Vocabulary: sentence fluency, voice, unusual, adventure, snapshot
Resources: writer's notebook

Significant Task 2 – Personal Narrative format
Big Idea: Narratives have beginnings, middle parts, and endings
Essential Question: What is the narrative structure?

Review with students the personal narrative format with an emphasis on adventure stories. Adventure stories highlight the experiences of the characters. Teachers provide students with the knowledge that all narratives have beginnings, middle parts, and endings. Refrain from teaching this structure sequentially. Remember students have a great deal of practice writing "middles" (small moments/snapshots). Model how writers think about what happened before their exciting event and then what happened after. Read aloud several mentor texts highlighting the strategies writers use to begin stories. Create a criteria chart with examples of how their favorite authors begin their stories. Repeat a similar process with endings. Teach the writers to ask the question so what happens after the adventurous event or series of small exciting, unusual events. Invite students to re-write multiple beginnings and endings to narratives they are working on. Remind them to try the strategies used by their favorite authors and the author they are reading independently. Students work in partnerships to enhance beginnings middle parts and endings.

Timeline: 3-5 days
Vocabulary: beginning, middle, ending, structure, familiar
Resources: writer's notebook, graphic organizer

Significant Task 3 – Revision (Sentence fluency & word choice)
Big Idea: Writers revise their writing
Essential Question: How do writers make their writing better?

To produce a final narrative the most important part of the writing process is revision. Over a couple of days model revising a piece of class writing for sentence fluency and word choice. Use a series of direct and explicit instruction followed with immediate opportunities to practice on independent work. Utilize writing partners as a source of feedback. Students revise based on feedback given:

Timeline: 3-5 days
Vocabulary: revision, feedback

Unit Assessment: Personal Narrative
Common Learning Experiences: ▪ defining adventure ▪ noticing characters and their experiences ▪ noticing the author's craft – how'd they tell the story? ▪ Snapshots of adventures ▪ Choose your adventure – know your story well ▪ The narrative format ▪ Re-writing beginnings and endings ▪ The writing process
Common Assessments: ▪ Is this an adventure? ▪ Revising an adventure – a rewritten (beginning or ending) ▪ **Personal Narrative – published piece**

Unit 3 - 3rd grade writing informational writing

Grade: 3 **Time: January (3-4 weeks)**	**Genre: Informational Writing** **Theme: Rocks and Minerals**
Big Ideas	**Essential Questions**
▪ Writers represent information in multiple formats. ▪ Writers do research to learn.	▪ How do writers represent information? ▪ Why do writers research?

Standards addressed in this unit:	**The students will know and be able to do:**
6. Gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. (3.W.8)	▪ Writers use all of their resources ▪ Utilize information from observations and experiments. ▪ Gather information from print and digital resources ▪ Take Cornell notes from print and digital sources
7. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (3.W.2)	▪ Informative writing uses heading and topics to organize information ▪ Explain properties of objects using descriptive vocabulary ▪ Explain sequence of events and cause and effect for complex ideas and information ▪ Use compare and contrast as organizational structure
8. Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1)	▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. ▪ Provide a concluding statement or section.
9. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	▪ Create a visual and written representation of an object ▪ Self-assess using the 6+1 Trait rubric with a focus on ideas, organization, word choice, and conventions

Significant Tasks
Significant Task 1 – Rocks and Minerals E Book (10 days) Big Idea: Writers do research to learn Essential Question: Why do writers do research? As a whole class review the elements of nonfiction and decide on which are to be included in the class E-book about Rocks and Minerals. The class will write one section together then in partnerships, the class will divide the remaining sections to be put together in a whole book at the end. The class creates a list of text features (previously taught only review) and then decides on which would be most appropriate for the purpose of their E-book including a table of contents, heading, glossary, etc. Teacher will guide students through each element of the process creating independent

and partner work expectations for each component. Elements teachers model and guide students through include, writers create a plan based on resources, strategies to read nonfiction, and observations and experiments to build knowledge for written information. Model specifically how writers review, discuss, and think about information to develop personal understanding (this helps avoid plagiarism). Model using subject appropriate vocabulary in writing and speaking. As a whole class create the first chapter of the E-book. Students work with partners to create a section of E-book for whole class based on established criteria.

Timeline: 10 days
Vocabulary: text features, e-book, descriptive
Resources, e-book template, text features review

Significant Task 2 – Informational/Explanatory & Opinion Writing (10 days)
Big Idea: Writers represent information in multiple ways
Essential Question: How do writers represent information?

Based on content and background knowledge being developed in reading regarding technology's role in energy resources, students write multiple informational/explanatory and opinion paragraphs to demonstrate the understanding of and complex thought about the material taught. What novel ideas do they think about and are now inspired to write about? Students develop conclusions and explain various ideas regarding technology and energy in their writer's notebook.

Teachers use whole class instruction to demonstrate the commonality of informative/explanatory paragraphs. In turn and talk opportunities allow students multiple oral learning experiences to develop opinions, ideas, and conclusions and support them with facts/information previously learned. Use the box and bullets strategy to help reinforce/practice skill of building and supporting opinions. Review previously taught six trait work in sentence fluency, word choice and voice. To assess student writing students write one explanatory and one informational paragraph about the same topic learned about in science.

Timeline: 10 days
Vocabulary: conclusion,, reason, opinion, cause and effect, description, main idea and details
Resources: box and bullets resource, 6+1 trait rubric

Common Learning Experiences

- Elements of nonfiction
- Writing a chapter of explanatory/information paragraphs
- Using all the information you know
- Organizing ideas

Common Assessments:

1. E-book section
2. Informative vs. Explanatory (How-To)

Unit 3 - 3rd grade writing informational writing

Grade: 3 **Time: January (3-4 weeks)**	**Genre: Informational Writing** **Theme: Rocks and Minerals**
Big Ideas	**Essential Questions**
▪ Writers represent information in multiple formats. ▪ Writers do research to learn.	▪ How do writers represent information? ▪ Why do writers research?

Standards addressed in this unit:	**The students will know and be able to do:**
10. Gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. (3.W.8)	▪ Writers use all of their resources ▪ Utilize information from observations and experiments. ▪ Gather information from print and digital resources ▪ Take Cornell notes from print and digital sources
11. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (3.W.2)	▪ Informative writing uses heading and topics to organize information ▪ Explain properties of objects using descriptive vocabulary ▪ Explain sequence of events and cause and effect for complex ideas and information ▪ Use compare and contrast as organizational structure
12. Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1)	▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. ▪ Provide a concluding statement or section.
13. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	▪ Create a visual and written representation of an object ▪ Self-assess using the 6+1 Trait rubric with a focus on ideas, organization, word choice, and conventions

Significant Tasks
Significant Task 1 – Rocks and Minerals E Book (10 days) Big Idea: Writers do research to learn Essential Question: Why do writers do research? As a whole class review the elements of nonfiction and decide on which are to be included in the class E-book about Rocks and Minerals. The class will write one section together then in partnerships, the class will divide the remaining sections to be put together in a whole book at the end. The class creates a list of text features (previously taught only review) and then decides on which would be most appropriate for the purpose of their E-book including a table of

contents, heading, glossary, etc. Teacher will guide students through each element of the process creating independent and partner work expectations for each component. Elements teachers model and guide students through include, writers create a plan based on resources, strategies to read nonfiction, and observations and experiments to build knowledge for written information. Model specifically how writers review, discuss, and think about information to develop personal understanding (this helps avoid plagiarism). Model using subject appropriate vocabulary in writing and speaking. As a whole class create the first chapter of the E-book. Students work with partners to create a section of E-book for whole class based on established criteria.

Timeline: 10 days
Vocabulary: text features, e-book, descriptive
Resources, e-book template, text features review

Significant Task 2 – Informational/Explanatory & Opinion Writing (10 days)
Big Idea: Writers represent information in multiple ways
Essential Question: How do writers represent information?

Based on content and background knowledge being developed in reading regarding technology's role in energy resources, students write multiple informational/explanatory and opinion paragraphs to demonstrate the understanding of and complex thought about the material taught. What novel ideas do they think about and are now inspired to write about? Students develop conclusions and explain various ideas regarding technology and energy in their writer's notebook.

Teachers use whole class instruction to demonstrate the commonality of informative/explanatory paragraphs. In turn and talk opportunities allow students multiple oral learning experiences to develop opinions, ideas, and conclusions and support them with facts/information previously learned. Use the box and bullets strategy to help reinforce/practice skill of building and supporting opinions. Review previously taught six trait work in sentence fluency, word choice and voice. To assess student writing students write one explanatory and one informational paragraph about the same topic learned about in science.

Timeline: 10 days
Vocabulary: conclusion,, reason, opinion, cause and effect, description, main idea and details
Resources: box and bullets resource, 6+1 trait rubric

Common Learning Experiences

- Elements of nonfiction
- Writing a chapter of explanatory/information paragraphs
- Using all the information you know
- Organizing ideas

Common Assessments:

3. E-book section
4. Informative vs. Explanatory (How-To)

Grade: 3 Unit 5 Time: 5 weeks	Genre: Science/Non-Fiction Theme: Explain a Process, How-To, Interview
Big Ideas	**Essential Questions**
▪ Writers write about what they know	▪ How is information shared?

Standards addressed in this unit:	The students will know and be able to do:
14. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	▪ Difference and similarities of process, how-to, and interview pieces ▪ Informational pieces share qualities ▪ Writers use what they know about one mode to write in another mode ▪ Introduce a topic clearly ▪ Group related information together ▪ Develop an explanation with facts and details ▪ Use linking words and phrases to connect reasons and steps/ideas/question ▪ Provide a concluding statement ▪ Explain a process using charts, graphs, illustrations, technology etc. (when appropriate)
15. Conduct short research projects to build knowledge. (3.W.7)	▪ Writers start with a plan ▪ All resources are not equal ▪ Develop a plan to answer research question ▪ Identify resources ▪ Collect and gather materials
16. Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. (3.W.8)	▪ Writers compile everything they know ▪ Utilize information from observations, experiments, print and digital sources ▪ Take notes from sources ▪ Sort evidence and provide categories
17. Develop and strengthen writing as needed by planning, revising, and editing. (3.W.5)	▪ Complete visual organizers for sequence of events and cause and effect relationships ▪ Turn notes into ideas and explanations

Significant Tasks

Significant Task 1 – Explain a Process
Big Idea: Writers share what they learn and already know
Essential Question: How is information shared?

Students use knowledge developed and additional resources to explain the process of water changing from a solid, liquid to a gas. Teacher models writing a process as an example of how a writer must consider the audience, determine background knowledge needed, select and organize information, and begin to explain the process using important information gathered from notes, linking words and other grade-level vocabulary appropriate to the content. Students produce a paragraph that explains the process of water changing from a solid to a gas. A visual poster that illustrates the process is also included to support the writing.

Timeline: 5-7 days
Vocabulary: process, solid, liquid, gas, illustrate
Resources: science binder, BrainPop,

Significant Task 2 – How-To Pieces
Big Idea: Writers share what they learn and already know
Essential Question: How is information shared?

The teacher models for students how writers sometimes explain processes and other times they describe how to do something. Through guided practice the class writes a class how-to piece about which something they feel they are experts. The teacher emphasizes the tone and key details necessary for how-to pieces which is different than the tone of a process piece. Additional similarities and difference in format and structure should also be highlighted. Students work in partnerships to become experts on a topic of their choice. Students conduct a short research project and present new information to the class.

Timeline: 5-7 days
Vocabulary: how-to, expert, facts, practice, informal
Resources: writer's notebook, how-to criteria chart, comparison graphic organizers

Significant Task 3 – Interview
Big Idea: Writers share what they learn and already know
Essential Question: How is information shared?

Through guided exploration the students examine various interviews to become familiar with the format and structure. Students explore how interviews are arranged by subject/topic. Students practice writing interview questions and regularly practice interviewing each other in class. Students select someone in their life who they would like to interview. They write 10 interview questions and interview their subject. Final interviews are videotaped and shared with a small group of students. Students use class developed criteria to assess student videos.

Timeline: 5-7 days
Vocabulary: interview, question, response, open-ended, subject/topic
Resources: video capability, interview criteria

Common Learning Experiences

- What is a process
- Explaining a process
- Fiction versus nonfiction writing
- Explaining a process versus How-To
- Conducting interview
- Qualities of a well written interview
- Interview questions – the good mix

Common Assessments:

1. Water Process Poster
2. Short Research – My Expertise
3. Interview – Important Person

Teacher Notes:

Grade: 3 Time: December (2-3 weeks)	Genre: Biography Theme: Author Study (Teacher's Choice)
Big Ideas	**Essential Questions**
▪ Writers are influenced by their lives. ▪ Writers do research to learn. ▪ Writers represent information using technology. ▪ Writers emulate others writers	▪ How do our lives influence what we write? ▪ Why do writers research? ▪ How do writers use technology to represent information? ▪ How do writers develop their craft?

Standards addressed in this unit:	The students will know and be able to do:
18. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (3.W.7)	A. Writers research before writing B. Create a plan for research C. Conduct internet research on given subject
19. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (3.W.8)	A. All resources are not equal B. Decide on appropriate resources C. Background knowledge and experience are resources D. Take Cornell notes from a digital source
20. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (3.W.2)	A. Organize information logically B. Review and analyze information to develop personal understanding and conclusions C. Create a PowerPoint slide representing understandings of the topic researched
21. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience .(3.W.4)	**A.** Use conventions of writing, focusing on proper capitalization of proper nouns, ending punctuation marks, use of commas in a date and a series of information, and continue use of sentence variety **B.** Self-assess using the 6+1 Trait rubric focusing on ideas, organization, word choice, conventions, sentence fluency and presentation
22. Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details speaking clearly at an understandable pace. (3.SL.4)	A. Present information and supporting evidence in a style that is appropriate to task, audience and purpose.

Assured Learning Experiences

- Teacher provides a list of authors students are familiar with, as well as a note-taking template for a biographical sketch
- Teacher models one PowerPoint slide
- Library media help with internet research
- Cornell note-taking template should be provided for teachers

Significant task 1

Big Idea: Writers are influenced by and write about experiences in their own lives.

Essential Question: What do writers write about?

Students take Cornell notes from video clips of author Patricia Polacco as she talks about her life and her writing. Students begin to make connections between Patricia's life experiences and the stories Patricia writes. They then look through their writing journals and see how their own lives influence their writing. Students listen to a book by Patricia Polacco, turn and talk about how an incident in the book may have happened to Ms. Polacco in her life.

Students use many resources available to learn all about Patricia Polacco: internet sites, videos, biographies, magazine articles and the author's books.

Product/Assessment: Students will complete a T chart with Patricia Polacco's life experiences on the left and resulting book on the right, then begin a similar chart with their own lives.
Vocabulary: biography, autobiography,

Significant Task 2
Big Idea: Writers do research to learn
Essential Question: Why do writers conduct research?

Students use various sources of information to research and learn about an author of their choice. Students will assess the credibility and accuracy of each source. This work is completed with the support of the Library Media Specialist. They are looking for experiences/obstacles the author had or needed to overcome which may have influenced their writing along with facts about the author's life. This influence may come across in the author's message, lesson or moral. Students record this biographical information on a note-taking template.

Product: Cornell note-taking template
Vocabulary: obstacles, influence, narrative non-fiction

Significant Task 3
Big Idea: Writers use Power Point slides to represent their understanding of a given topic
Essential Question: How do writers use technology to represent information?

Students attend lessons with the Library Media Specialist on how to present relevant information on a PowerPoint slide. Students will become knowledgeable about and able to use the following features: background color, importing pictures/illustrations, headings, font size and color, hyperlinks, transitions from one slide to the next, special effects, sound effects. Another aspect of this task is for students to then present the created slide to their classmates.

Product: One PowerPoint slide representing biographical information on a chosen author
Vocabulary:

Common Learning Experiences

Common Assessments

- PowerPoint presentation with factual information on chosen author

Teacher Notes:

- Video interviews of authors: www.
- readingrockets.com
- Cornell Notes organizer
- Author Study Assessment Description/Rubric
- Chicken Sunday

- Mrs. Katz and Tush
- The Butterfly
- Thank you, Mr. Falker
- Lincoln
- Various texts on children's authors
- www.brainpop.com

4th grade writing CCSS

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4

Purpose of the Course: 4th grade writing expands on the skills and strategies as writers students have developed across all writing modes. Students begin to develop a more comprehensive understanding of themselves as writers and develop in more sophisticated ways including narrative, informative/explanatory, short-research projects and opinion/persuasive writing.

Name of the Unit: Unit 1 Personal Narrative	Length of the unit: 4 weeks

Purpose of the Unit: This unit is an opportunity to further develop students' abilities as narrative writers and to teach students the qualities, processes and skills of effective writing. Students are required to be able to write narratives that demonstrate students' abilities to story tell on the page using effective narrative technique and clear sequencing. Strong narrative writing also serves a platform for strong opinion and information writing; students will benefit from being able to craft concise, well-told anecdotes to illustrate a topic or a claim. In addition to continuing to teach students how to use narrative writing and encourage them to build upon the foundational skills previously developed in third grade.

Common Core State Standards Addressed in the unit:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W. 4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Big Ideas:	Essential Questions:

1. Authors write with detail and focus. 2. Good writing shows rather than tells. 3. Writers focus not only on narrative technique but also on pacing. 4. Writers revise and edit their work. They improve on and strengthen drafts by cycling through the writing process more than once.	1. How can you write long and strong using previously learned writing strategies? 2. How can you show and not just tell about events in their stories? 3. How can you rehearse for and draft your story in multiple ways? 4. How can planning, editing and revising help to improve your writing?
Students will know: 1. descriptive details enhance writing 2. clear sequencing is important in narrative writing 3. transitional words 4. conclusions are important in narrative writing 5. writers cycle through the writing process more than once	Students will be able to: 1. write narratives using descriptive details 2. use clear sequencing of events in narrative writing 3. use transitional words and phrases 4. write a conclusion related to the narrated events 5. improve drafts using the editing and revising process

Significant task 1: Generating Narrative Writing

As part of significant task one Writer's Notebooks should be immediately established. Support students in transferring past experiences with the notebooks to their current work in fourth grade.

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

In significant task one, students are introduced to the goal that they will be creating powerful writing. Students will notice what the author did, and use some of the same moves to make their writing powerful. Students come up with ideas for personal narrative stories by transferring strategies from the previous year. As a class, a chart is created titled. "Strategies for Generating Narrative Writing."

The goal is to raise the level of work that students will do with those strategies, so the ideas on the chart should not be single words such as people and places but rather they need to be *procedures*. Students will not just list words. For example a student could write down the name of a person they care about, then brainstorm several times they were with them.

Students can also generate ideas by thinking of turning points, moments when they learned something important. Another strategy is to think of a strong emotion and think, "When, specifically, did I feel that emotion?" We can sometimes generate ideas by thinking about major issues in our lives such as bullying, family pressure, or fitting in at school.

Students will be expected to produce more than one entry per workshop. The students will use a procedure to generate an idea for writing, write the story and return to the original brainstorming list and repeat the process.

In order to lift the level of writing the students collect they need to be reminded of the essentials of narrative writing; action, incorporating dialogue, using descriptive details, and storytelling rather than summarizing. Students can look at a benchmark example of narrative writing and study it as they would a published author's. Students should read the sample closely annotating the qualities of good narrative writing and ask "What did that writer do that I can also do?"

This task directly targets the following Common Core State Standards:
W4.3, W4.3d, W.4.5

Timeline: 6-7days

Key vocabulary: narrative, significance, strategies, repertoire, turning point, annotate

Resources:

- Writer's Notebooks (will be introduced in Significant task 1 and everyday thereafter)
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit One – Raising the Level Of Personal Narrative Writing
- Units of Study for Teaching Writing, Grades 3-5, RWP

Significant task 2: Selecting a Seed Idea, planning and drafting

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will reread the entries generated in significant task one and choose one to develop (seed idea).

Students will learn about story structure by reading texts other authors have written and studying those structures. Then students will try a few different ways to plan their stories. While choosing the structures students should ask themselves, "What is it I really want my reader to know and feel?"

Students will notice that in writing both external events and internal feelings need to evolve. When authors write a story it is in a sequence, along with that there needs to be a parallel sequence of reactions and emotions-the thoughts and feelings of the main character.

Story telling can be one way to rehearse for writing. Students plan a story with a beginning, middle and end. Students will understand that storytellers stretch out the good parts, trying to be sure to really capture the attention of the listener. They will share their story with a partner or small group to rehearse the story.

Students will practice other ways to rehearse for a story such as drafting multiple leads. Students will apply knowledge about writing strong leads (dialogue, small action, conveys setting.)
After revising outlines for the sequence, writing various leads and telling the story a few times students will be ready to write the first draft of the story. Students will make a movie in their head and quickly write it down. The writer should feel as though he/she is reliving the event, quickly drafting the story in one sitting.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e W.4.5, SL.4.1

Timeline: 6-7 days

Key vocabulary: structure, internal emotions, external events, rehearsal, storytelling, lead, draft, storytelling

Resources:

- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit One – Raising the Level Of Personal Narrative Writing
- Units of Study for Teaching Writing, Grades 3-5, RWP

Significant task 4: Revising Drafts

Students will get ideas on how to revise their drafts by studying the work of other authors. While looking at stories they will ask themselves; “What do I like that this author has done?” and “How could I use a similar technique in my own writing?”

When students read their drafts they need to take a step back and ask; “How else can I bring meaning to the reader?” “Is this everything that I wanted to say?” Students should also make sure the situation is clear to the reader, and if the reader understands what is happening and why it is important.

Rather than only focusing on what can be change in their piece students will also look for potential that can be developed. They will identify the section that works well and that really matters. This is the section that should be the heart of the story, where the reader really pulls in. After identifying this part students should develop it further.

Students will learn how to use the conventions section of the 6+1 Rubric to assist in revisions. They will reread the draft with one item from the rubric as the focus for revision. Students will have to repeat this for other areas of checklist.

This task directly targets the following Common Core State Standards:
W. 4.3a, W.4.5

Timeline: 7-8 days

Key vocabulary: revise, develop, rubric, edit

Resources:

- RWP's Raising the Quality of Personal Narrative Writing, Seeing Possibilities (DVD)
- Units of Study for Teaching Writing, Grades 3-5, RWP

Common learning experiences:

- Possible texts to use as examples of focused narratives:
  - *Fireflies* by Julie Brinckloe
  - "Eating the World" or "Statue" from the memoir *Marshfield Dreams* by Ralph Fletcher
  - "Mr. Entwhistle" from *Hey World Here I am* by Jean Little
  - *Those Shoes* by Maribeth Boelts
  - "Everything Will be Okay" by James Howe from the book *When I was your Age: Original Stories About Growing Up*
  - "Eleven" from *Woman Hollering Creek and other Stories* by Sandra Cisneros (a good example of the parallel of external events and internal emotions)
- At the conclusion of the unit publish children's work. Some possible options for publishing: place finished pieces out on tables with a blank piece of paper next to it. Allow students to work around the room offering positive comments about each piece. Post narratives on bulletin boards or in hallways, create a class anthology. Work with your class to find other ways to publish and share the work.
- Introduce the 6+1 Traits Rubric. This rubric will be used as a tool for editing and revising of drafts. Use sections of the rubric as a lens while reading over the draft.
- Writers can study their own progress by using a rubric. The rubric shows us what we are currently doing well and how we can improve and set goals.

Common assessments including the end of unit summative assessment:

- Begin the unit with an on demand writing assessment. The prompt could begin "I'm really eager to understand what you can do as writers, so before you do anything else, please spend today writing the very best personal narrative, the best small moment story of your life. You'll have 45 minutes to write this. Write in a way that shows me all you know." Use the 6+1 Traits Rubrics to assess.
- At the end of the unit students will turn in their final drafts plus the initial drafts and revisions. Assess using the 6+1 Rubric.

Teacher notes:

- RWP suggests that students write the first draft in one setting on one sheet of paper.
- If students are getting stuck on spelling teach them a strategy that will get them to move on while writing a draft. Some suggestions are to circle to word to come back to it later, write it three different ways and pick the one that seems closest or to rely on a word wall or other resource.
- While writing drafts look for students who are summarizing rather than storytelling- provide support to move away from summarizing.
- Model your own life as a writer by using a writer's notebook, showing examples to the students and participating in the process.
- You may want to read aloud texts that talk about writing and the writing life. Some

examples:

Ish by Peter Reynolds

I'm in Charge of Celebrations by Byrd Baylor

Seeing the Blue Between: Advice and Inspiration for Young Poets (excerpts) by Paul B. Janeczko

Speaking of Journals editied by Paula Graham

Poems by William Stafford, Mary Oliver, Billy Collins

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4

Purpose of the Course:
4th grade writing expands on the skills and strategies as writers students have developed across all writing modes. Students begin to develop a more comprehensive understanding of themselves as writers and develop in more sophisticated ways including narrative, informative/explanatory, short-research projects and opinion/persuasive writing.

Name of the Unit: Unit 2 Realistic Fiction	Length of the unit: 5 weeks
Purpose of the Unit: Students learn more about storytelling and show don't tell. They also learn about story structure, character development, interpretation and theme, concepts that are also critical in reading fiction. Common Core state standards call for high achievement levels in the writing of narratives, fourth graders must write with an awareness of audience and careful attention to craft. This unit will move fourth grade writers to show more control over their stories, asking them to organize an event sequence that unfolds naturally, use a variety of transition words and phrases to manage the sequence of events, and provide a conclusion that follows from the narrated events. Writers must also show a strong grasp of craft moves and in addition, start to consider the meaning they want to bring out in their narrative in order to meet these expectations.	

Common Core State Standards Addressed in the unit:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W. 4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Big Ideas:	Essential Questions:
1. Writers of narrative stories write with attention to focus, detail and show don't tell. 2. Authors write with an awareness of audience, ensuring that readers can visualize all elements of the story.	1. How can you write a fiction story that is similar to the short stories and picture books that you enjoy? 2. How can you learn to write with more independence, making your own plans and decisions, starting revisions, and making reading-writing connections?
Students will know: 1. descriptive details enhance writing 2. clear sequencing is important in narrative writing 3. transitional words 4. conclusions are important in narrative writing 5. writers cycle through the writing process more than once	Students will be able to: 1. write narratives using descriptive details 2. use clear sequencing of events in narrative writing 3. use transitional words and phrases 4. write a conclusion related to the narrated events 5. improve drafts using the editing and revising process

Significant task 1: Teach Strategies and Tips for Generating Powerful Story Blurbs
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

In significant task one the students will generate story ideas based on moments and issues in their lives, provoking ideas for stories they could write. Students will ask themselves, "How can I write a story for people like me, so we can see ourselves in books?" Students will use their notebooks to plan out stories and write "story blurbs." Story blurbs, a series of short statements that tell about the story, will be utilized by the students to generate ideas about the main characters' desires and struggles while noting the setting and tension in the story.

Students will plan carefully, choosing key moments to tell, thinking about the action in those moments as well as how to write them so the reader can experience them. Student can return to their personal narrative writing to discover moments of significance and to help spark new ideas or further develop ideas.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.5

Timeline: 5 days

Key vocabulary: blurb, audience, story tension,

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, Grades 3-5, *Writing Fiction: Big Dreams, Tall Amb*itions, RWP
- "Where Do Writers Get Their Ideas?" by Sharron McElmeel. Book Report Sept/Oct 1996

Significant task 2: Developing Story Elements

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will choose a story idea to develop into a story. Students will spend time rehearsing and revising to develop the story's character and plot before jumping into drafting. Students will practice rehearsing by writing down thoughts or little scenes to develop characters, thinking about the internal and external characteristics of the main character.

After students have done some planning and thinking around characters they will use a graphic organizer to map out their story, thinking about the rising action and the story's important turning points. Students should be sure their story contains no more than two scenes (small moments).

As students are completing the organizer they should also be rehearsing their story by telling it to a partner and allowing for major story revisions to strengthen the plot or the character complexity. Students will try multiple versions of their story, since stories can be told in many ways, changing the character, setting or ending, by adding or removing characters or developing the problem.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.5, SL.4.1

Timeline: 6 days

Key vocabulary: scenes, rehearsing, develop

Resources:

- Writer's Notebooks (will be introduced in Significant task 1 and everyday thereafter)
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, *Writing Fiction: Big Dreams, Tall Ambitions*, Grades 3-5, RWP

Significant task 3:Using Mentor Texts

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by

independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will use mentor texts to imagine the type of writing they want to produce. They will use ideas from mentor texts to try out different leads, and move into drafting. Students will also use the writing of peers as mentor texts to help them.

In their drafts students will try varied craft moves that they come across in mentor texts. Students will try out multiple leads for their stories, deciding what will be told and what will be withheld, recognizing that each new lead sets up a different version of the same story.

Students will need to continually work on storytelling specific story moments, using dialogue, small actions and internal thoughts to carry the storyline.

After trying out leads students will start drafting, stopping to make large scale revisions to develop tension within the story.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e W.4.5

Timeline: 6 days

Key vocabulary: drafting, mentor text, lead, story tension

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, Grades 3-5, *Writing Fiction: Big Dreams, Tall Ambitions,* RWP

Significant task 4: Crafting and Revising Stories
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will work on developing the heart of the story with an eye on the conclusion. Since students will be drafting multiple pages they will work carefully to control time, animate scenes with action and setting and develop a plot where the main character strives towards his/her goal. Students will identify what the story is *really* about so that each part of the story spotlights that meaning.

Students will identify the heart of the story and stretch this section out so that they key moment is almost a full page.

Students' revisions will focus on building tension using the character's motivation and obstacles. Revisions could also focus on making solutions more authentic, rather than using "easy" endings. A more complex ending will add more meaning to the story.

This task directly targets the following Common Core State Standards:

Timeline: 8-9 days

Key vocabulary: plot, theme, conclusion, motivation, problem, solution

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, *Writing Fiction: Big Dreams, Tall Ambitions*, Grades 3-5, RWP

Common learning experiences:

- At the conclusion of the unit publish children's work. Some possible options for publishing: place finished pieces out on tables with a blank piece of paper next to it. Allow students to work around the room offering positive comments about each piece. Post narratives on bulletin boards or in hallways, create a class anthology. Work with your class to find other ways to publish and share the work.

Possible Mentor Texts for Realistic Fiction:

- *Ruby the Copy Cat* by Peggy Rathmann
- Children's Magazines such as *Highlights*, *Free to Be You and Me and 13*
- *Owl Moon* by Jane Yolen,
- *Come on, Rain!* By Karen Hesse
- *Nothing Ever Happens on 90th Street* by Roni Schotter
- *The Boy Who Loved Words* by Roni Schotter
- *Hey World, Here I Am!* By Jean Little
- *Fireflies* by Julie Brinkloe
- *Freedom Summer* by Deborah Wiles
- *The Other Side* by Jacqueline Woodson
- *Bigmama's* by Donald Crews
- *The House On Mango Street* by Sandra Cisneros
- *The Paperboy* by Dave Pilkey
- *Peter's Chair* by Jack Ezra Keats
- *Shortcut* by Donald Crews

Common assessments including the end of unit summative assessment:

- The post assessment from Unit 1 could be used to develop a starting point for new instruction. Personal narrative and realistic fiction are both narrative writing and the qualities you are assessing are the same.
- Another option for pre-assessment is to do another on demand fictional story. Have them write one part of a larger story-or one small moment. Notice their strategies and habits-do they take time to rehearse, do they have strategies for getting started, how much do they write in one setting? Look to see if they are summarizing rather than storytelling.
- At the end of the unit students will turn in their final drafts plus the initial drafts and

revisions. Assess using the 6+1 Rubric.

Teacher notes:

- An example of a story blurb is the blurb on the back cover of a book.
- When working on one specific area of narrative writing-such as character or setting, create a rubric as a class to assess that part. Use the traits from the 6+1 rubric to develop this as a class.
- This unit is a good time to work on developing stamina while writing. It provides an opportunity to teach students to write with higher volume.
- It may help to tell the students that when writing realistic fiction it is a good idea if the main character is about the same age as the writer and if they limit the main characters to two or three. It also helps if students write about places and events that they have direct experience with.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4

Purpose of the Course:
4th grade writing expands on the skills and strategies as writers students have developed across all writing modes. Students begin to develop a more comprehensive understanding of themselves as writers and develop in more sophisticated ways including narrative, informative/explanatory, short-research projects and opinion/persuasive writing.

Name of the Unit: Unit 3 Personal to Persuasive Essay	Length of the unit: 5 weeks

Purpose of the Unit: The purpose of this unit is to support students build upon the previous persuasive work they have done and to use that knowledge to understand how to persuade an audience. They will do that while writing within a more formal structure, as well as using and elaborating upon a greater variety of evidence. This unit will help students to move closer to the logical argument writing expected by the Common Core by the end of twelfth grade. It will also support work across the content areas, as students learn to offer and support opinions on topics across the curriculum.

Common Core State Standards Addressed in the unit:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose

W.4.1b Provide reasons that are supported by facts and details.

W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

W.4.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Big Ideas:	Essential Questions:
1. Authors of opinion writing make claims and then support them with reasons that are elaborated upon with evidence. 2. The process of writing an opinion essay is different than the process of writing a story. 3. Both the structure and content of a writing piece convey ideas, so writers must consider how pieces are organized at the same time as they consider the point that want to make to persuade the audience.	1. How can you use your writer's notebook as a tool for thinking and to develop new ideas? 2. How can I develop an essay which is well organized and persuasive? 3. How can I become more independent and know how to take myself through the essay writing process so that I can develop pieces over time and write pieces on demand?
Students will know: • opinion writers support claims with reasons and evidence • both the structure and content of essay covey ideas • writers must consider audience	Students will be able to: • use boxes and bullets structure in essay writing • support ideas with elaborated evidence • introduce a topic clearly • use transition words and phrases • write to a specific audience

Significant task 1: Growing compelling ideas in Writer's Notebooks
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will begin this unit with a pre-assessment. They will think of a topic that they have strong feelings about. They will write their opinion on the topic and give reasons explaining their feelings.

Students will "mine" their writer's notebooks for ideas in their stories. They will identify what bigger ideas are within their stories by annotating them-circling words and writing quick notes about those ideas. Students may also generate new ideas in their writer's notebooks. After time has been spent reviewing entries and generating new ideas students will choose one idea which will become the opinion statement for their essay.

Students will plan the main section of their essays. They plan the sections by deciding how to best support the main idea. One way they can organize ideas is by writing their claim/opinion repeatedly, following each time with the word "because" and a reason why that claim is true. This is boxes and bullets planning.

This task directly targets the following Common Core State Standards:
W.4.1, W.4.1a, W.4.1b, W.4.5, SL.4.1

Timeline: 6 days

Key vocabulary: annotate, analyze, support, main idea, thought prompts, boxes and bullets, opinion statement

Resources:

- Breathing Life Into Essays, from RWP's Units of Study for teaching Writing 3-5
- Common Core Appendix-4th grade exemplars
- Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade

Significant task 2: Developing Essays

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will collect, select, angle, revise and organize evidence to support their opinions. They will experiment with different ways to sequence that material and use transitional words and phrases to construct a coherent draft that supports the point of view on the opinion that the writer is trying to get across.

Students will collect stories that support their opinion statements. Students will identify stories that have an angle that will highlight and support their ideas and opinions.

Students will prepare for drafting essays by identifying if they have all of the necessary materials. They will consider whether their evidence fits with each point and if there is enough variety of evidence to support each point. Students can then develop, add or remove points as needed.

Students use the planning and preparation to draft their essay. They should see that with the proper planning the pieces of the essay should fall into place.

This task directly targets the following Common Core State Standards:
W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.10, W.4.5

Timeline: 7 days

Key vocabulary: opinion statement, angle, point of view, evidence

Resources:
Breathing Life Into Essays, from RWP's Units of Study for teaching Writing 3-5
Common Core Appendix-4th grade exemplars
Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade

Significant task 3: Raising the Quality of Essay Writing

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

In this task students will use all of their experiences in essay writing to take themselves through the process of writing essays with greater independence.

Students will use what they know about themselves and others develop argument driven essays. Students should go from writing opinions such as "being an only child is difficult" to bold statements such as "parents of only children should make sure that their kids are involved in lots of groups" or "some people think that being an only child is bad for you, but I think that it is the best way to grow up, even if it is hard sometimes." Students will use the original idea and branch-off, creating a list of things they wish they could change in the world.

Students will rehearse by trying to convince a partner of their opinions. In partnerships, students will act as critical friends, letting writers know how convincing they found their evidence and offering suggestions for whether writers need more evidence or a better connection between the evidence and reasons.

Students will learn common phrases such as "this shows," or "this proves" in order to show how each piece of evidence supports their reasons. Students will also use phrases such as "for instance," "in addition to," "in order to" to strengthen essays.

As part of the revision process students will read and revise, always taking the reader/audience into account. Students will need to put themselves into the role of the reader, pick up the text as if they have never seen it before, and read it, making notes for revision.

This task directly targets the following Common Core State Standards:
W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.4, W.4.5, W.4.10, SL.4.1
Timeline: 7 days

Key vocabulary: argument, opinion, audience, revise, transition phrases

Resources:

- Breathing Life Into Essays, from RWP's Units of Study for teaching Writing 3-5
- Common Core Appendix-4th grade exemplars
- Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade

Common learning experiences:

- Possible "thought prompts" to support developing ideas:
    - The thought I have about this is…
    - In other words…
    - That is…
    - The surprising thing about this is…
    - This makes me realize…
    - To add on…
- Teachers can act as "thinker" and the students can be "the prompters" in a mini-lesson, modeling how the thought prompts can generate new thinking. Students can then be paired and play the same roles.
- If essay writing is new for students, or they need more scaffolding, it could help to have

students write their opinion statement on the outside of a folder, then make smaller internal folders for each of their reasons/bullets (which later become topic sentences) and proceed to collect a small pile of papers within each folder. The folders will house all of the facts and details the students will gather to support all of their reasons. After a few days of collecting and revising the small pile a student can select the best material for that paragraph and rewrite the material by grouping related ideas.

- Show students a speech such as Martin Luther King's "I have a Dream" which contains repetition of key phrases and ideas.
- Possible examples of mentor texts to model opinion writing:
    - The Great Kapok Tree by Lynne Cherry
    - Best Town in the World by Byrd Baylor
    - Grace for President by Kelly DiPucchio
- Other possible sources for examples of persuasive writing:
    - Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Appendix C: Samples of Student Writing
    - Miller Center Presidential Speech Archive: http://millercenter.org/scripps/archive/speeches
    - Student examples of persuasive writing http://www.thewritesource.com/studentmodels/
- Students should be given the opportunity to publish essays. Some possible options for publishing are, filming the reading of an essay as a speech, holding debates, creating podcasts.

Common assessments including the end of unit summative assessment:

- Begin the unit with an on-demand writing assessment on opinion writing. The prompt could begin, "Think of an idea or topic that you have strong feelings about. Write your opinion and give reasons that tell why you feel this way. Use everything you know about essay writing, letter writing, speeches and reviews." Assess using 6 +1 rubric
- At the end of the unit students will submit their final drafts of essays along with the drafting materials that include the initial drafts and revisions. Students will be asked to write a reflection answering these or similar questions
    - What is the most successful strategy that I tried during this unit of study? What made this strategy work for me? How did it help my writing?
    - In what way is my final draft a more powerful essay than my first draft? What did I do as a writer to improve?
    - What do I still need to work on as a writer of opinion pieces? What parts of opinion writing are still tricky for me?
- Assess final piece using 6 +1 rubric

Teacher notes:

- Use writing conferences to name what the writer is doing well-supporting them in transferring that skill to other days and other pieces of writing. Set the writer up to work toward a new goal. The goal should be concrete and specific as well as motivating. Show the student steps to take in order to progress towards this goal.
- Throughout the unit you will want to focus on conventions and helping students to

produce readable writing. You will want to remind students to transfer and apply all they know about conventions to make this part of their work. We don't wait until we are all finished writing to go back and check spelling of words we should know by heart. Remind students of the strategies they have to check the spelling of words.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4

Purpose of the Course:
4th grade writing expands on the skills and strategies as writers students have developed across all writing modes. Students begin to develop a more comprehensive understanding of themselves as writers and develop in more sophisticated ways including narrative, informative/explanatory, short-research projects and opinion/persuasive writing.

Name of the Unit: Unit 4 Research Based Argument Writing	Length of the unit:6 weeks
Purpose of the Unit: The purpose of this unit is to support students as they transfer and apply the skills they have learned in the personal and persuasive essay unit to research based argumentative writing. Further, this writing unit goes hand in hand with the students reading work at this time. In order to write well about a topic, students need to understand that topic well. This unit requires students to thoroughly research topics and then write their opinions about them. The goal of this unit is for students to write essays and use research to back up their claim.	

Common Core State Standards Addressed in the unit:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose

W.4.1b Provide reasons that are supported by facts and details.

W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

W.4.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Big Ideas:	Essential Questions:
1. Authors of argument writing make claims and then support them with reasons that are elaborated upon with evidence. 2. Writers use evidence gathered from outside sources to inform and argue their opinions. 3. Authors draft multiple essays to make more effective use of evidence and more thoughtful claims and reasons.	1. How can you most effectively support your claim with evidence? 2. How can I learn what I have used about essay writing when writing research based argument essays? 3. How can I become more independent and know how to take myself through the essay writing process so that I can develop pieces over time and write pieces on demand?
Students will know: • argument writers support claims with reasons and evidence • how to gather evidence from multiple sources • authors write to specific audience	Students will be able to: • gather evidence to support claims from outside sources • introduce a topic clearly • use transition words and phrases • consider audience

Significant task 1: Researching to Form Claims and Support those Claims with Text-Based Evidence

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Using a class topic of study students will research and form claims based on the information they gather as readers. Students will learn to gather information from reading and viewing texts, and to take notes on the important information they gather from these texts. They will also learn to recognize that there are multiple perspectives on any given topic and will learn to weigh the argument and evidence of any given claim. Students will explore the different sides of an

issue and then pick a side on which to stand. As they do this, they will also learn to use evidence, instead of their personal opinions, to support their essays. This means that they will return to texts repeatedly, making sure that they have understood and gathered all relevant evidence (In the form of numbers, statistics and significant facts).

Once students have formed opinions, they will engage in debates with peers using evidence gathered from texts, giving students the opportunity to present their claim and hear opposing arguments. Students will be pushed to use text evidence to refute the opposing claim, pushing students to address possible counterclaims in their writing.

In addition to reading, note-taking and speaking students will write using their notebooks. Entries will be centered on the boxes and bullets format in which they state and support claims. Once students have their plan, they should move to writing a draft. Students should be using formal language in their writing. For example rather than using "I think…" use "research states…"

This task directly targets the following Common Core State Standards: W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1

Timeline: 10 days

Key vocabulary: argument, claim, counterclaim, rebuttal, evidence, reasons, counterclaim, refute

Resources:

- The Reading and Writing Project multimedia text set lists: www.readingandwritingproject.com
- Units of Study in Opinion, Information and Narrative Writing, TCRWP
- Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade
- Common Core Appendix-4th grade exemplars

Significant task 2: Selecting, Incorporating and Unpacking Text-Based Evidence
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will write another essay on the same topic, this time focusing on how they organize and incorporate evidence into their essays. Students may return to texts they have researched in the first task to reconsider the available evidence. Students may also benefit from reading or watching new texts on the topic in order to gather new evidence. Students will write long and strong in their notebooks, exploring ideas and again taking turns with classmates debating different sides of the topic.

Students will not only think about which parts of text evidence to use, but how to use that information, deciding between quoting and paraphrasing. They will consider the organization of their essays in order to make the presentation of their argument as strong as possible. Students

may be ready to consider presenting more subtle or nuanced claims which find a middle path between opposing viewpoints.

This task directly targets the following Common Core State Standards: W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1

Timeline: 10 days

Key vocabulary: viewpoints, evidence, quoting, paraphrasing, argument, subtle/nuanced

Resources:

- The Reading and Writing Project multimedia text set lists: www.readingandwritingproject.com
- Units of Study in Opinion, Information and Narrative Writing, TCRWP
- Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade
- Common Core Appendix-4th grade exemplars

Significant task 3: Explore new topics for research

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will explore new topics for research and use this research to write new essays, using what they have previously learned. Students will gather evidence on a new aspect of the class topic or students may choose to work in research groups to study a new topic of their choice.

Students will conduct research on these topics, gathering evidence to support their claims. They will rehearse using debate, organize the structure of the essay using boxes and bullets and then write a new essay.

This task directly targets the following Common Core State Standards: W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1

Timeline: 10 days

Key vocabulary: argument, claim, rebuttal, evidence, reasons, sequence, quote, paraphrase

Resources:

- The Reading and Writing Project multimedia text set lists: www.readingandwritingproject.com
- Units of Study in Opinion, Information and Narrative Writing, TCRWP
- Teacher's College Reading and Writing Project Writing Curricular Calendar, Fourth Grade
- Common Core Appendix-4th grade exemplars

Common learning experiences:

- Use digital text to introduce the class topic. Use their passion for video to launch them into rich research. Video clips are often complex and packed with information. Have

students view the video with their notebooks, model jotting down information. (For example-if the class topic was "Research shows chocolate milk should/shouldn't be in schools," the video *Sugar Overload* on YouTube would be a great resource) You will want to model watching and re-watching the video to find evidence; this is what close-reading looks like in digital texts. Follow up with an article or two on the same topic.

- Use a t-chart to model note-taking, using the left side for one perspective on an argument and the right for the opposite perspective.
- Introduce students to possible sentence starters such as: research shows…, this shows…, what this means is…
- Celebrate students' writing! Possible ideas are: publish on a website or blog. Set up a format that allows feedback from a monitored audience such as parents, administrators and teachers.
- **Published work will need to give credit to sources referenced. Students will need to review or be taught a citation format.

Common assessments including the end of unit summative assessment:

- Before the start of the unit look at the students persuasive essays and analyze them for structure and use of evidence to support their claim, asking, "What are my students really good at? What might they need more support with?"
- A suggested end of unit assessment would be to use a CFA aimed at measuring their ability to read and analyze texts and then use those same texts to write an argument based essay. TCRWP has examples of this type of assessment on their website, www.readingandwritingproject.com

Teacher notes:

- In bends one and two a class topic of study in used. This eliminates choice but allows more support for the student to write knowledgeably and effectively. Students will gain a deeper understanding of the subject matter which will lead them to craft stronger essays. With everyone on the same topic students could read together, discuss the information and push each other's thinking through debate and whole class conversation.
- Before teaching the unit, gather a text set on the class topic including multimedia sources.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4

Purpose of the Course:
4th grade writing expands on the skills and strategies as writers students have developed across all writing modes. Students begin to develop a more comprehensive understanding of themselves as writers and develop in more sophisticated ways including narrative, informative/explanatory, short-research projects and opinion/persuasive writing.

Name of the Unit: Unit 5 Historical Fiction	Length of the unit: 5 weeks
Purpose of the Unit: Students learn more about storytelling and show don't tell. They also learn about story structure, character development, interpretation and theme, concepts that are also critical in reading fiction. Common Core state standards call for high achievement levels in the writing of narratives, fourth graders must write with an awareness of audience and careful attention to craft. This unit will move fourth grade writers to show more control over their stories, asking them to organize an event sequence that unfolds naturally, use a variety of transition words and phrases to manage the sequence of events, and provide a conclusion that follows from the narrated events. Writers must also show a strong grasp of craft moves and in addition, start to consider the meaning they want to bring out in their narrative in order to meet these expectations.	

Common Core State Standards Addressed in the unit:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W. 4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Big Ideas:	Essential Questions:
3. Writers of narrative stories write with attention to focus, detail and show don't tell. 4. Authors write with an awareness of audience, ensuring that readers can visualize all elements of the story.	3. How can you write a fiction story that is similar to the short stories and picture books that you enjoy? 4. How can you learn to write with more independence, making your own plans and decisions, starting revisions, and making reading-writing connections?
Students will know: 6. descriptive details enhance writing 7. clear sequencing is important in narrative writing 8. transitional words 9. conclusions are important in narrative writing 10. writers cycle through the writing process more than once	Students will be able to: 6. write narratives using descriptive details 7. use clear sequencing of events in narrative writing 8. use transitional words and phrases 9. write a conclusion related to the narrated events 10. improve drafts using the editing and revising process

Significant task 1: Teach Students to ask, "What might have occurred with that time period and that place that might make a story great?"
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

In significant task one the students will generate story ideas based on moments and issues in a historical figure's/character's life. Students need to read responsively, letting even the littlest facts spark empathy, imagination and envisioning. Students may also view videos, collect and study information about the details of daily life, personal and social issues. They will once again use their notebooks to plan out stories and write "story blurbs." Story blurbs, a series of short statements that tell about the story, will be utilized by the students to generate ideas about the main characters' desires and struggles while noting the setting and tension in the story.

Students will plan carefully, choosing key moments within a particular historical era to tell, thinking about the action in those moments as well as how to write them so the reader can experience them. Student can return to their personal narrative writing to discover moments of significance and to help spark new ideas or further develop ideas.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.5

Timeline: 5 days

Key vocabulary: blurb, audience, story tension, historical era

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, Grades 3-5, *Writing Fiction: Big Dreams, Tall Amb*itions, RWP
- "Where Do Writers Get Their Ideas?" by Sharron McElmeel. Book Report Sept/Oct 1996

Significant task 2: Developing Story Elements within a historical era

Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will choose a story idea to develop into a story. Students will spend time rehearsing and revising to develop the story's historical character and plot before jumping into drafting. Students will practice rehearsing by writing down thoughts or little scenes to develop characters, thinking about the internal and external characteristics of the main character as they face challenges within their historical time period.

After students have done some planning and thinking around characters they will use a graphic organizer to map out their story, thinking about the rising action and the story's important turning points. Students should be sure their story contains no more than two scenes (small moments).

As students are completing the organizer they should also be rehearsing their story by telling it to a partner and allowing for major story revisions to strengthen the plot or the character complexity. Students will try multiple versions of their story, since stories can be told in many ways, changing the character, setting or ending, by adding or removing characters or developing the problem.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.5, SL.4.1

Timeline: 6 days

Key vocabulary: scenes, rehearsing, develop

Resources:

- Writer's Notebooks (will be introduced in Significant task 1 and everyday thereafter)
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, *Writing Fiction: Big Dreams, Tall Ambitions*, Grades 3-5, RWP

Significant task 3: Using Historical Fiction Mentor Texts
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will use historical fiction mentor texts to imagine the type of writing they want to produce. They will use ideas from mentor texts to try out different leads, and move into drafting. Students will also use the writing of peers as mentor texts to help them. Students will also draw on all they know about the era and about the genre.

In their drafts students will try varied craft moves that they come across in mentor texts. Students will try out multiple leads for their stories, deciding what will be told and what will be withheld, recognizing that each new lead sets up a different version of the same story.

Students will need to continually work on storytelling specific story moments, using dialogue, small actions and internal thoughts to carry the storyline.

After trying out leads students will start drafting, stopping to make large scale revisions to develop tension within the story.

This task directly targets the following Common Core State Standards:
W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e W.4.5

Timeline: 6 days

Key vocabulary: drafting, mentor text, lead, story tension

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, Grades 3-5, *Writing Fiction: Big Dreams, Tall Ambitions,* RWP

Significant task 4: Crafting and Revising Stories
Each day's lesson should follow the Writer's Workshop format. There should be a brief mini lesson including a clear teaching point, modeling, and guided practice. This is followed by independent writing, partner conferences, teacher conferences, and is concluded with a 5 minute share.

Students will work on developing the heart of the story with an eye on historical accuracy knowing that the story can end without having to resolve the historical struggle. Since students will be drafting multiple pages they will work carefully to control time, animate scenes with action and setting and develop a plot where the main character strives towards his/her goal. Students will identify what the story is *really* about so that each part of the story spotlights that meaning.

Students will identify the heart of the story and stretch this section out so that they key moment

is almost a full page.

Students' revisions will focus on building tension using the character's motivation and obstacles. Revisions could also focus on making solutions more authentic, rather than using "easy" endings. A more complex ending will add more meaning to the story.

This task directly targets the following Common Core State Standards:

Timeline: 8-9 days

Key vocabulary: plot, theme, conclusion, motivation, problem, solution

Resources:

- Writer's Notebooks
- Teachers College Reading and Writing Project Writing Curricular Calendar, Fourth Grade Unit Two-Realistic Fiction
- Units of Study for Teaching Writing, *Writing Fiction: Big Dreams, Tall Ambitions*, Grades 3-5, RWP

Common learning experiences:

- At the conclusion of the unit publish children's work. Some possible options for publishing: place finished pieces out on tables with a blank piece of paper next to it. Allow students to work around the room offering positive comments about each piece. Post narratives on bulletin boards or in hallways, create a class anthology. Work with your class to find other ways to publish and share the work.

Possible Mentor Texts for Historical Fiction:

- *Goin' Someplace Special* by McKissack
- The Other Side by Woodson
- Freedom on the Menu by Weath
- The Bat Boy and His Violin by Curtis
- The American Girl Series
- Fever 1793 by Halse
- Sarah Plain and Tall by MacLachlan

Common assessments including the end of unit summative assessment:

- The post assessment from Unit 1 could be used to develop a starting point for new instruction. Personal narrative and realistic fiction are both narrative writing and the qualities you are assessing are the same.
- Another option for pre-assessment is to do another on demand fictional story. Have them write one part of a larger story-or one small moment. Notice their strategies and habits-do they take time to rehearse, do they have strategies for getting started, how much do they write in one setting? Look to see if they are summarizing rather than storytelling.
- At the end of the unit students will turn in their final drafts plus the initial drafts and revisions. Assess using the 6+1 Rubric.

Teacher notes:

- An example of a story blurb is the blurb on the back cover of a book.
- When working on one specific area of narrative writing-such as character or setting, create a rubric as a class to assess that part. Use the traits from the 6+1 rubric to develop this as a class.
- This unit is a good time to work on developing stamina while writing. It provides an opportunity to teach students to write with higher volume.
- It may help to tell the students that when writing realistic fiction it is a good idea if the main character is about the same age as the writer and if they limit the main characters to two or three. It also helps if students write about places and events that they have direct experience with.

Windsor Public Schools
Curriculum Map
Course Title: Introductory Eighth Grade Spanish

Purpose of the Course: The purpose of this course is to introduce basic vocabulary and grammar concepts to eighth grade students. Students will focus on verbal and written communication including pronunciation, grammar and vocabulary. Various topics of every day interest to middle school students will be explored. In addition, several cultural concepts will be examined by comparing and contrasting Hispanic traditions with our own.

Name of the Unit: Unit 1, Let's get started	Length of the unit: 4 weeks
Purpose of the Unit: This unit introduces vocabulary and grammar necessary to initiate a conversation in Spanish. By practicing the following: greetings, goodbyes, questions useful for getting to know each other, numbers, the Spanish calendar and weather expressions, students will develop the ability to introduce themselves and exchange information with a Spanish speaker. They will learn how the letters of the Spanish alphabet are pronounced, which is essential to effective communication in the target language. Students will also learn phrases common to interactions between teacher and students in classrooms worldwide such as: raise your hand, sit down, can I sharpen my pencil, I need a pen, etc.	

ACTFL Standards

- **1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- **1.2** Students understand and interpret written and spoken language on a variety of topics.
- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **2.2** Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.
- **4.1** Students demonstrate understanding of the nature of language through comparisons of the languages studied and their own.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Big Ideas:	Essential Questions:
Culture shapes how we see ourselves, others and the world. One can gain new insights about self and others by comparing and contrasting target languages and cultures. Learning other languages enhances recreational, educational and occupational opportunities.	How do social interactions and personal interactions differ among cultures? What is considered polite and/or impolite behavior in the two cultures? Why is a direct translation not always possible? How does knowing another language make a difference in the way we connect with others?
Students will know: 1. greetings and introductions 2. the alphabet, including pronunciation 3. numbers 0-20 4. days of the week 5. weather expressions 6. classroom phrases	Students will be able to: 1. greet people and say goodbye 2. introduce themselves and others 3. ask and say how to spell names 4. say where they are from 5. tell which day of the week it is 6. describe the weather 7. respond to classroom instructions 8. comprehend questions in the target language

Significant task 1: Getting to know one and other

As a group, students will familiarize themselves with the expressions, questions and vocabulary appropriate to introducing oneself to a Spanish speaker. Through the use of various visual, oral and written activities they will identify the nuances of polite conversation in Spanish. The textbook provides audiovisual activities with authentic conversations which can be used to assess oral and written comprehension. Teacher developed activities such as: multiple choice, Cloze, matching, venn diagrams and written responses, which are based on authentic target language You Tube videos, are practiced by the whole class. In small groups, students will create a skit in order to get to know one and other and then practice and present it, from memory, to the class. In small groups students will interview each other and record the answers. In both the skit and interview students choose the questions they will ask and then must understand and record the appropriate response, they choose questions from the

following: How are you?, What is your name?, Where are you from?, and How old are you?. Students are given response sheets which they complete individually and then keep in their class folders.

This task directly targets the following standards: **1.1, 1.2, 1.3, 2.2, 4.2**

Timeline: 5 days
Key vocabulary: greetings, goodbyes, introductions, formal, familiar, h, ll (pronunciation of these two letters in Spanish)
Resources: Avancemos textbook, You Tube, Teacher's Discovery videos, flashcards

Significant task 2: The alphabet

As a class, students will compare and contrast the Spanish alphabet with the English alphabet using a t-chart. They will listen to alphabet songs and videos in the target language. By watching videos, and listening and singing to songs, students will practice and learn the name and sound of each letter. Songs are particularly effective for pronunciation modeling and memorization in a second language. The teacher will spell each student's Spanish name and students will individually record their answers on a response sheet matching each student's Spanish name with their given name. Next, the entire class will choose a category of proper names, i.e. famous people, Spanish foods, etc., and students will individually pick one word, write it down and give it to the teacher. As the teacher spells out each word in Spanish students guess the answer.

This task directly targets the following standards: **1.1, 1.2, 1.3, 4.1**

Timeline: 5 days
Key vocabulary: a,b,c,d,e,f,g,h,i,j,k,l,ll,m,n,ñ,o,p,q,r,rr,s,t,u,v,w,x,y,z
Resources: Avancemos textbook, Teacher's Discovery videos, flashcards, songs, games

Significant task 3: The calendar

As a class, students will identify the differences between the Spanish calendar and their own calendar. They will become familiar with the vocabulary necessary for classroom discussions about the calendar, dates, and birthdays. Using a calendar template, students will individually create a Spanish calendar of their birthday month. The project will include days of the week, numbers and Spanish holidays. Students will also write a paragraph about their birthday, age, and where they are from. The class will conduct a survey to find out how many students are born in each month. The teacher will present the findings to the class using an excel graph. To help memorize vocabulary the class will sing and dance to songs about days of the week and months of the year.

This task directly targets the following standards: **1.1, 1.2, 1.3,**
Timeline: 4 days
Key vocabulary: days, Monday-Sunday, week, month, January-February, year, date, calendar, birthday
Resources: Avancemos textbook, Teacher's Discovery videos, songs, teacher generated worksheets

Common learning experiences:

1. Communicative activities in the target language
2. Bingo game in the target language
3. Vocabulary practice with a partner using either flashcards or mini whiteboards
4. Singing songs in Spanish
5. Cloze worksheets, a comprehension activity

Common assessments including the end of unit summative assessment:

1. Unit test, Avancemos (after significant task 3)
2. Student created dialogues with each other
3. Calendar project
4. Class surveys in which students record the required information from their classmates by successfully communicating in the target language.

Teacher notes:

Windsor Public Schools
Curriculum Map
Course Title: Introductory Eighth Grade Spanish

Purpose of the Course: The purpose of this course is to introduce basic vocabulary and grammar concepts to eighth grade students. Students will focus on verbal and written communication including pronunciation, grammar and vocabulary. Various topics of every day interest to middle school students will be explored. In addition, several cultural concepts will be examined by comparing and contrasting Hispanic traditions with our own.

Name of the Unit: Unit 2, My friends and I	Length of the unit: 8 weeks
Purpose of the Unit: This unit focuses on describing personal characteristics, physical appearance, and likes and dislikes. Students will be able to use the verb gustar (to like) in order to express likes and dislikes. Students will learn vocabulary words for activities of personal interest. Students will also use the verb ser (to be) to describe both themselves and others. They will learn vocabulary related to personal traits and physical characteristics. An important component of communication in the Spanish language is the appropriate use of adjective agreement. Adjective agreement refers to gender agreement (masculine verses feminine) when the adjective is modifying a noun, as well as number agreement (singular verses plural) also when modifying a noun. Definite and indefinite articles (the, a, an, and some) are also incorporated into this unit because they follow the same rules of gender and number.	

ACTFL Standards

- **1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- **1.2** Students understand and interpret written and spoken language on a variety of topics.
- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **2.2** Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.
- **3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **4.1** Students demonstrate understanding of the nature of language through comparisons of the languages studied and their own.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Big Ideas:	Essential Questions:
Communication is the ability to understand and be understood in real world contexts. Culture and language are inseparable; they influence and reflect each other. Learning other languages enhances recreational, educational and occupational opportunities.	How would you express your preferences in Spanish? What language skills does a student need to discuss their daily activities? How does an understanding of the nature and construct of another language help us understand our own?
Students will know: 1. the verb gustar (to like) 2. vocabulary associated with daily activities 3. the verb ser (to be) 4. grammatical constructs of asking and answering questions 5. vocabulary associated with personality traits and physical characteristics 6. definite and indefinite articles 7. gender and number of nouns and adjectives	Students will be able to: 1. talk about activities 2. tell where they are from 3. say what they like and don't like to do 4. use subject pronouns and ser 5. use the preposition de to describe where they are from 6. use gustar with an infinitive 7. identify a definite verses indefinite article 8. ask questions and answers them 9. identify the gender of nouns 10. express noun-adjective agreement

Significant task 1: Likes and dislikes

As a whole group students will familiarize themselves with the vocabulary used in expressing daily activities in Spanish through the use of visuals such as power point presentations, videos and flash cards. In whole class activities, they will examine the verb gustar and how its conjugation is used in expressing likes and dislikes. Working individually students will identify parts of speech in a Spanish sentence. They will also examine the word order of a sentence in Spanish, and compare and contrast what is the makeup of a question verses an answer. The class will conduct a survey to determine the top five most popular activities. In groups of two they will ask each other "What is your favorite activity?" and write down their answers. Then as the teacher identifies, in the target language, each activity students will raise their hands as they hear their answer. A student is chosen to tally the answers on the board. In pairs students will also ask and answer What do you like to do?, What don't you like to do?, What do you like to eat? and What do you like to drink?. Based on their likes and dislikes students will create a power point presentation which they will share with the class in the target language. The presentation can also include what their friends like. In pairs this project can also be done using electronic cartoons.

This task directly targets the following standards: **1.1, 1.2, 1.3,**

Timeline: 10 days
Key vocabulary: gustar with: me, te, le, nos, les, las actividades, la comida, qué, el tiempo, infinitive, comer, beber, hacer
Resources: Avancemos textbook, You Tube, power point presentations, flashcards, vocabulary games and Teacher's Discovery videos

Significant task 2: Personality traits and physical characteristics

As a group students will be introduced to vocabulary essential for identifying people by their personality traits and physical characteristics. They will become familiar with the verb ser in order to describe themselves and others. They will use their understanding of parts of speech in a Spanish sentence to create communication using more than one verb. Individually students will practice the vocabulary by identifying and then matching opposite meanings. They can do this with flashcards, clickers, mini whiteboards, and handouts. Learning opposite meanings is a very effective strategy when teaching vocabulary. Students will practice conjugating the verb ser with multiple choice activities. They will choose the correct form of the verb based on the sentences they read. In pairs they will ask each other Describe yourself?, Describe your best friend? and Are you … or …?.

Students will write a descriptive paragraph of either a famous person or a person they know. In the description students will include name, age, where he/she is from, hair color, eye color, height, his/her personality traits, what does he/she like to do, like to eat and like to drink.

This task directly targets the following standards: **1.1, 1.2, 1.3, 2.2**

Timeline: 10 days
Key vocabulary: ser, yo, tú, él, ella, usted, nosotros, nosotras, ellos, ellas, ustedes, características, opuestos, amigos
Resources: Avancemos textbook, You Tube, Teacher's Discovery videos, flashcards, games, teacher generated worksheets

Significant task 3: Gender and Number

As a whole group students will begin by examining what is a definite article verses indefinite article. They will compare and contrast them with English in order to gain a better understanding of a fundamental difference between the two languages, the difference being that all nouns and by association all adjectives have gender in Spanish, but not in English. Students will identify adjective endings and become familiar with the rules of grammar for adjective agreement. In small groups students will practice how to modify an adjective with a noun and identify correct verses incorrect uses of adjective agreement. They will participate in reciprocal teaching activities using mini white boards. In pairs they will quiz each other and correct their answers. They will be given different subjects to describe covering all four categories: male, female, singular and plural. One student writes his/her answer on the mini board and the other student, as the teacher, will have the correct answer. Students take turns being the teacher. Eventually students, as the teacher, can choose their own subjects in all

four categories because they will understand what they represent in the target language.

This task directly targets the following standards: **1.1, 1.2, 1.3, 4.1**

Timeline: 8 days
Key vocabulary: el, la, los, las, un, una, unos, unas, gender, number, adjective, noun
Resources: Avancemos textbook, power point presentation, You Tube, teacher generated worksheets

Common learning experiences:

1. Power Point presentations for task 1 (can also be done with task 2)
2. Memory game (vocabulary practice)
3. Communicative activities (dialogues about likes and dislikes)
4. Class surveys about personal preferences
5. Worksheets designed to practice vocabulary and grammar, often through the use of pictures
6. Paragraph writing
7. Using clickers for multiple choice activities

Common assessments including the end of unit summative assessment:

1. Unit test, Avancemos (after significant task 3)
2. Creation of a power point presentation incorporating vocabulary and grammar from the unit. Students express their likes and dislikes and those of their friends in the presentation.
3. Class surveys in which students record the required information from their classmates by successfully communicating in the target language.
4. Student created dialogue with a partner in the target language.
5. Teacher created dialogue with students.

Teacher notes:

Windsor Public Schools
Curriculum Map
Course Title: Introductory Eighth Grade Spanish

Purpose of the Course: The purpose of this course is to introduce basic vocabulary and grammar concepts to eighth grade students. Students will focus on verbal and written communication including pronunciation, grammar and vocabulary. Various topics of every day interest to middle school students will be explored. In addition, several cultural concepts will be examined by comparing and contrasting Hispanic traditions with our own.

Name of the Unit: Unit 3, Describe your world	Length of the unit: 8 weeks
Purpose of the Unit: This unit incorporates the dual themes of school and family, both important in the daily life of a middle school student. Students will be able to use **-ar** verbs, when communicating in the target language, about their school and families. They will learn about the Quinceañera, a family celebration important in many Hispanic communities. They will use **-ar** verbs and the verb **ser** to describe their school day, including their school schedule, what they do in the classroom and objects in the classroom. When describing their school day students will practice telling time, identify objects in the classroom and have a dialogue about various activities associated with school and learning. When speaking and writing about family members students will use both prior knowledge and new vocabulary and grammar to describe: relationships, ages, names, birthdays, likes, dislikes and favorite foods and activities.	

ACTFL Standards

- **1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- **1.2** Students understand and interpret written and spoken language on a variety of topics.
- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **2.2** Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.
- **3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **4.1** Students demonstrate understanding of the nature of language through comparisons of the languages studied and their own.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **5.1** Students use the language both within and beyond the school setting.

Big Ideas:	Essential Questions:
Language is at the heart of all human interaction. Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.	What language is necessary to be able to describe your daily schedule? How do Spanish speakers interact with their families? How are your celebrations similar/different to the celebrations in Spanish speaking countries? What are some of the linguistic similarities and differences between Spanish and English? In what ways does the study of a world language provide advantages and open doors?
Students will know: 1. the present tense of **-ar** verbs 2. the meaning of **-ar** verbs 3. numbers 0-60 4. vocabulary associated with telling time 5. vocabulary associated with the classroom 6. the vocabulary associated with families 7. grammatical constructs of asking and answering questions about school and family 8. grammatical constructs of paragraph writing	Students will be able to: 1. talk about daily schedules 2. ask and tell time 3. say what you do 4. describe classes and classroom objects 5. talk about the family 6. ask and tell ages 7. give dates, especially birthdates 8. provide information on various topics about school and family 9. write about school and family

Significant task 1: Present tense of **-ar** verbs

As a class, students will examine and practice the meanings and conjugations of **-ar** verbs. In the Spanish language verbs, in the infinitive form, are placed into one of three categories based on their endings. In other words, in Spanish, all verbs end with the letters **-ar**, **-er**, or **-ir**. The largest, and therefore most common, category is **-ar** verbs. Working individually, students will participate in many teacher generated activities in order to develop greater familiarity with how the Spanish language communicates through

the use of verbs. Prior knowledge of sentence structure and sentence development will be reviewed and analyzed. Teaching strategies will incorporate visuals, dialogues, and listening, reading and writing comprehension activities. In pairs students will quiz each other using mini whiteboards. They will be given a list of verbs and subjects and will help each other to correctly match subject to verb ending. In pairs students will also play a game with puzzle pieces. Each puzzle piece has a different part, word, of a complete sentence and the correct sentence is revealed when the pieces are connected. The student who finishes his/her puzzle first wins. Individually each student will be assigned a specific verb and will have to teach the verb to the class. They will create a poster, a visual, of how to conjugate the verb and design a lesson, with at least one activity for the class. They will then teach the class their lesson.

This task directly targets the following standards: **1.1, 1.3, 2.2, 4.1, 4.2**

Timeline: 10 days
Key vocabulary: noun, pronoun, subject, verb, infinitive, conjugate, verb endings
Resources: Avancemos textbook, Avancemos listening comprehension CDs, internet, Teacher's Discovery videos, power point presentations, teacher generated worksheets

Significant task 2: School

As a group students will be introduced, through various strategies, to vocabulary words and grammar concepts relating to school and school activities. Using pictures and words, and working individually, they will make connections about the meaning of words and how to develop tools for effective communication. As a class, they will answer questions in the target language about their school day, school schedule, and the physical makeup of their classroom. They will respond to these questions both verbally and in writing. As a comprehension activity students listen to songs and analyze their meanings. The songs are titled What is there in the classroom?, for practicing vocabulary and What do you have in your backpack?, related to the school day. Students will identify vocabulary from the songs and answer questions about the songs in a handout.

Students will translate their class schedule into the target language and describe a typical school day in writing. They will watch a video about a typical school day in Spain and learn about schools in Latin America from the culture section of the textbook. With the teacher, the class will discuss the similarities and differences between students and their schools in a Spanish speaking country and their own experiences in school here in the US. Students will do a project titled Mi Mochila, My Backpack. They are given a template to cut out an envelope in the shape of a backpack. After they complete the backpack students will draw and label, in Spanish, all the items they would typically have in their backpack, including their school schedule. When finished the teacher will ask the class, in the target language, item by item what they have in their backpacks. Students demonstrate comprehension by producing the correct item.

This task directly targets the following standards: **1.1, 1.2, 1.3, 4.2**

Timeline: 10 days
Key vocabulary: schedule, classroom objects, culture, time
Resources: Avancemos textbook, Avancemos listening comprehension CDs, You Tube, Teacher Discovery video, games, songs

Significant task 3: Family

Students will become familiar with the vocabulary for family by analyzing a family tree. They will review a great deal of prior knowledge in order to produce a family tree project using photo story. In small groups students will identify how Spanish speakers express family relationships and they will make use of past lessons to interpret readings, in the target language, about family. As a group, students will learn about a very popular Hispanic tradition called a Quinceañera. A Quinceañera is a birthday celebration for a young girl when she turns fifteen. The event is symbolic of a girl becoming a woman and involves almost the entire community. This tradition is unique to the Spanish culture in terms of its importance to family and community and the sheer size of the event. Students will watch videos about real Quinceañeras and look at real family photos.

This task directly targets the following standards: **1.1, 1.2, 1.3, 2.1, 4.2**

Timeline: 10 days
Key vocabulary: parents, grandparents, aunts and uncles, siblings, cousins, pets, Quinceañera
Resources: Avancemos textbook, Avancemos listening comprehension CDs, You Tube, photo story

Common learning experiences:

1. Vocabulary practice using flashcards and power points
2. Memory, Bingo and puzzle games useful as vocabulary review
3. Songs about the classroom, family and verbs
4. You Tube, short lessons in the target language
5. Quinceañera lesson
6. Student centered discussions on culture

Common assessments including the end of unit summative assessment:

1. Unit test, Avancemos
2. Students will write a paragraph about a typical school day and about their family
3. Project translating a class schedule
4. Project Mi Mochila
5. Family tree project using photo story or this project can be done either as a collage or a poster

Teacher notes:

Windsor Public Schools
Curriculum Map
Spanish 4: Grades 11th and 12th

Purpose of the Course:

This course continues to refine the four basic skills of listening comprehension, speaking, reading, and writing. Students thoroughly review present, past, future, conditional and subjunctive. Students express themselves in Spanish in both oral and written work. Students continue to learn the culture of the Hispanic World through readings, videos, audio visuals, and internet sites.

Name of the Unit: 1.1 En busca de trabajo/Looking for a Job	Length of the unit: 12 blocks (84 minute blocks)

Purpose of the Unit:

Students learn about the concept of a "career" in their own life and country as well as in other countries. Students will be able to discuss the concept of career in their own live and country and a create a portfolio in the target language related to finding their dream job.

Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to professions and interpersonal communication. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own
- 5.1 Students use the language both within and beyond the school setting

<table>
<tr>
<td>Big Ideas:

• Fluency in a world language may improve option for your future professional plans
• Fluency in a world language enhances travel experiences
• The concept of work varies by culture (live to work or work to live)(Vivir para trabajar o trabajar para vivir)
• While the need for employment is universal, the methods of securing a job vary according to environment and culture</td>
<td>Essential Questions:

• How may fluency in a world language influence what you will be when you grow up?
• How is the concept of working different in the US vs Spanish-speaking countries?
• Which is more important: to make a lot of money or love what you do?
• What is the process of soliciting employment?
• What is a typical work schedule in the US?
• What is a typical work schedule in a Spanish speaking country?</td>
</tr>
<tr>
<td>Students will know:

• similarities and differences between a typical workday in the US and a Spanish-speaking countries
• vocabulary related to job applications, office, insurance and professions
• conjugations and uses of ser vs estar
• present, past and future tenses</td>
<td>Students will be able to:

• read and translate job advertisements and descriptions from authentic sources
• create and present an ideal job
• complete a resume
• write a letter of interest
• make an oral presentation in the target language</td>
</tr>
<tr>
<td colspan="2">Significant task 1: My dream job

Students will use classroom resources to write a short description of their dream job in the target language. This allows students to use their individual vocabulary about authentic interest and skills while allowing them to expand their vocabulary in the target language. Students will respond to peers' presentations using departmental rubrics and discuss their aspirations in groups or pairs.

This task directly target the following standards: 1.1, 1.3 and 4.1

Timeline: 2 blocks
Key vocabulary: los antecedentes académicos, el aspirante, la solicitud, el puesto, la referencia, el diploma, la planilla
Resources: Avancemos textbook Unit 1.1 and ancillary materials, dictionaries, computers and smartboard.</td>
</tr>
<tr>
<td colspan="2">Significant task 2: Finding a job</td>
</tr>
</table>

Given a selection of various job advertisements and descriptions students will summarize each job in English. In pairs students will write the job advertisements for their ideal jobs. Using a resume template students will write their resume in the target language. In small groups, students participate in a mock job fair asking and responding to questions about interests and skills in the target language. Each group will use the job advertisements from the previous lesson to assign two possible jobs to each applicant. Students will choose one job and write their letter of interest.

This task directly targets the following standards: 1.2, **2.1**, and 4.2

Timeline: 3 blocks
Key vocabulary: los antecedentes académicos, el aspirante, la solicitud, el puesto, la referencia, el diploma, la planilla, entrevista, palabras interrogativas, buscar, la red and enlace.
Resources: Avancemos textbook Unit 1.1 and ancillary materials, authentic resources (classified ads), resume and cover letter template

Significant task 3: Job interview

In large group introduce the concepts of do's and don'ts of job interviews and view video clips of job interviews in the target language. Students break into small presentation groups and create a do's and don'ts for a job interview in the target language. In large group, compile list for job interviews and use the list to adjust the general rubric to the individual task. Students then create their mock interviews following the do's and don'ts of the class list. Students practice and present their mock interviews to the class.

This task directly targets the following standards: **1.3** and **2.1**

Timeline: 4 blocks
Key vocabulary: los antecedentes académicos, el aspirante, la solicitud, el puesto, la referencia, el diploma, la planilla, entrevista, palabras interrogativas, buscar, la red and enlace.
Resources: You Tube, Spanish Proficiency Exercises (University of Texas Laits), Avancemos textbook and ancillary materials. (http://www.youtube.com/watch?v=KbzhnmR3TV8) (http://www.youtube.com/watch?v=4yP5E1XF0Us) (http://www.laits.utexas.edu/spe/adv01.html)

Common learning experiences:

- my dream job presentations
- interpreting classified ads in the target language
- listening activities from the textbook
- grammar activities from the textbook
- reading activities from the textbook
- graphing research findings
- completing a resume template
- writing a cover letter
- participating in a mock job interview

- viewing a YouTube video clips on job interviews and do's and don'ts

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: my dream job presentations and mock job interview graded with NEASC Rubric Effectively communicates information for a variety of purposes.
- Writing Assessments: cover letter and resume assessed with the departmental writing rubrics.

Teacher notes:

- Students struggle to recall interrogatives in the target language.
- Students default to the informal form of address.
- Students have a common lack of transfer of declarative skill to performance task related to ser and estar.

Name of the Unit: 1.2 Comunicándose en el Trabajo/ Communicating on the job	Length of the unit: 7-8 blocks (84 minute blocks)

Purpose of the Unit:

Students will be able to discuss the concept of work and the process for finding a job as well as participate in a mock job interview in the target language.

Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to professions and communication on the job. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own
- 5.1 Students use the language both within and beyond the school setting

Big Ideas:	Essential Questions:
• Routines exist in the workforce and vary from country to country • Employers and employees both have expectations of each other • There are different ways of communicating in the work force • While the need for employment is universal, communicating in the workplace varies according to environment and culture •	• Who is the ideal employee? • Can you describe daily activities related to work? • Can you express the difference between the U.S. and Spanish-speaking countries with regard to vacation time and business practices? • How do you communicate in a work environment?

Students will know:	Students will be able to:
• vocabulary related to email and the workplace • definite and indefinite articles • present, past and future tenses • similarities and differences in the workplace in the US and Spanish-speaking countries	• exchange work related emails • describe the ideal employee • read, translate and write work-related emails • compare and contrast business in U.S. and Spanish-speaking countries • accurately use por and para • accurately use definite and indefinite articles

Significant task 1: U.S. vs Spanish-speaking countries (Business Practices)

As a class, students will brainstorm common business practices in the U.S. (i.e. hours, salary, benefits, vacation or sick time, unions, dress codes, punctuality, etc.) In pairs or small groups, students will use classroom resources to research these practices in a Spanish-speaking country of their choice. Students will present their findings in the target language to the class and contribute to a classroom chart where 5 categories are compared among the different Spanish speaking countries.

This task directly targets the following standards: 1.1, **1.3** and **4.1**

Timeline: 3 blocks
Key vocabulary: trabajar, medio día, por cuenta propia, tiempo complete, para describir acciones, característicos, expresiones útiles, expresiones para empezar y terminar correos
Resources: Avancemos textbook Unit 1.2 and ancillary materials, dictionaries, computers and smartboard, large bar graph.

Significant task 2: The Perfect Employee

Using the information from task 1 the class will create a poster of ideal and undesirable employee characteristics. Then in pairs, students will use their ideal job description from unit 1.1 to create a skit that acts out the perfect employee and the not so perfect employee for their ideal job. Students present the skit in the target language to the class.

This task directly targets the following standards: **1.1** and **1.3**

Timeline: 3-4 blocks
Key vocabulary: trabajar, medio día, por cuenta propia, tiempo complete, para describir acciones, característicos, expresiones útiles, expresiones para empezar y terminar correos.
Resources: Avancemos textbook Unit 1.2 and ancillary materials,
http://www.youtube.com/watch?v=GowcsUOOmI4

Common learning experiences:

- participating in listening activities from the textbook
- completing grammar activities from the textbook
- researching business practices (internet and textbook)
- graphing research findings
- writing prompts from the textbook
- creating their skits of do's and don'ts' in the workplace
- viewing YouTube video clips on employee characteristics

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: compare and contrast research graded using NEASC Rubric on Use of technology.
- Performance assessment: skit on ideal employee graded using NEASC Rubric on Effectively communicates information for a variety of purposes.
- Writing Assessments: job related emails assessed with the departmental writing rubrics.

Teacher notes:

- Students struggle to recall differences between por and para.
- Students struggle to recall saber and conocer.
- Students confuse pronoun usage and placement in Spanish.

Name of the Unit: 2.1 Ejercicio al aire libre/ Outdoor Activities	Length of the unit: 10 blocks (84 minute blocks)
Purpose of the Unit: Students will be able to converse about athletic activities in the target language. Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to sports, describing people and traits, and likes and dislikes. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.	

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Big Ideas:	Essential Questions:
• There is a relationship between geography and sports • The is a relationship between the economy of a country and sporting events • There is a relationship between culture and sporting events • There is a relationship between gender and sports • Across the globe, people choose to play sports as part of an active, healthy lifestyle.	• What is the relationship between geography and sports? • What is the relationship between economy and sport? • Why do Hispanic athletes come to the US to play sports? • Are athlete salaries fair? • What sports do adolescents practice? • Are there differences between men and women in sports?

Students will know:	Students will be able to:
• vocabulary related to outdoor sports and activities • popular sports in Spanish speaking countries • similarities and differences of outdoor sports and activities among the US and Spanish-speaking countries	• talk about outdoor sports and sports equipment • express thoughts and beliefs about sports • compare and contrast sports in U.S. and Spanish-speaking countries • talk about Hispanic athletes in U.S. sports • accurately use the imperfect and preterit tenses • accurately use reflexive verbs

Significant task 1: Hispanic Sports

- In small groups, students will complete an activity where they match narratives in Spanish with its corresponding sport. Some sports included will be new and unknown to students. This provides the basis for their significant task of researching a unique Hispanic sport. Some of these sports will include: pato, charreria, basque pelota, torero, ulama, and jai alai. In small groups, students will use classroom resources to research these sports and compile a presentation in the target language addressing the four big ideas of geography, gender, culture and economy. Groups will jig saw into new groups where they will act as experts in their sports in the context of the big ideas. Then when they regroup they will write a summary report answering the following the essential questions: What is the relationship between geography and your sports? What is the relationship between economy and your sport? Are there differences between men and women and your sport?

This task directly targets the following standards: **1.2, 1.3** and **3.1**

Timeline: 3 blocks
Key vocabulary: los deportes, las actividades, expresiones útiles y objetos
Resources: Avancemos textbook Unit 2.1 and ancillary materials, dictionaries, computers and smartboard.

Common learning experiences:

- Participating in listening activities from the textbook and workbook
- completing grammar activities from the textbook
- researching a Hispanic sport (internet and textbook)
- writing prompts from the textbook
- completing jig saw activity
- delivering an oral presentation about a sport

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: Sport presentation using the NEASC Rubric on Effectively communicates information for a variety of purposes and NEASC Works collaboratively to accomplish group goals.

Teacher notes:

- Students struggle to accurately apply preterit and imperfect.
- Students are unaware that certain verbs for mental processes change meaning in the preterit and the imperfect.

Name of the Unit: 2.2 Diversion bajo techo/ Indoor sports and activities	Length of the unit: 10 blocks (84 minute blocks)
Purpose of the Unit: Students will be able to communicate in the target language about leisure activities. Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to sports, games, likes and dislikes. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.	

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Cultural importance of board games • All cultures use games to entertain and socialize	• Compare the popularity of board games in between the US and Spanish-speaking countries • What is the difference between a sport and a game? • What are the resources available for sports in the US and Spanish-speaking countries? • What do people do in their free time?
Students will know: • vocabulary related to indoor sports and activities	Students will be able to: • talk about indoor sports and sports equipment

• similarities and differences between indoor and outdoor activities • entertainment activities in Spanish-speaking countries	• express thoughts and beliefs about sports and games • compare and contrast accessibility to sports in U.S. and Spanish-speaking countries

Significant task 1: Sports Announcer

In groups of two, students will pretend to be a Hispanic sports commentor. Students will view video clips of sports commentaries in Spanish and a video of a project exemplar. Then students will research their own clips to include in their presentation (i.e ESPN Deportes, Yahoo es). Each pair of students will create a video presentation using animoto, prezi, glogster, etc to narrate in the target language a 2 minute commentary on a sport event.

This task directly targets the following standards: **1.2, 1.3** and 2.1

Timeline: 4 blocks
Key vocabulary: los deportes, las actividades, expresiones útiles y objetos
Resources: Avancemos textbook Unit 2.2 and ancillary materials, dictionaries, computers and smartboard. (http://www.laits.utexas.edu/spe/adv13.html
(http://www.youtube.com/watch?v=oXUYs4Igi_c)

Significant task 2: Writing prompt: ¿Cuál es tu deporte favorito?

Students will write an essay about their preferred sport in the target language and include why they like it, narrate a memory about that sport and explain the significance that the sport has on them. They will use graphic organizers for pre-writing activities and will have an opportunity to peer-edit their rough drafts. Students will be provided with a template with guiding questions to help them complete their task.

This task directly targets the following standards: **1.3** and 4.2

Timeline: 3 blocks
Key Vocabulary: los deportes, las actividades, expresiones útiles y objetos
Resources: Avancemos textbook Unit 2.2 and ancillary materials and dictionaries.

Common learning experiences:

- participating in listening activities from the textbook and workbook
- completing grammar activities from the textbook
- researching a sport or game video clip

- writing prompts from the textbook
- delivering an oral presentation as a sport commenter

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: Sport commentary presentation using the NEASC Rubric on Effectively communicates information for a variety of purposes and NEASC Works collaboratively to accomplish group goals.
- Performance assessments: Favorite sport essay graded using the departmental writing rubric.

Teacher notes:

- Students struggle to accurately conjugate spell changing gerunds.
- Students struggle recalling the construction of comparative phrases.
- Peer editing is difficult for students especially identifying errors in others work.

Name of the Unit: 3.1 ¿Adónde vamos de vacaciones?/ Where do we go on vacation?	Length of the unit: 12 blocks (84 minute blocks)
Purpose of the Unit: Students will be able to research, plan and present a virtual trip to a Spanish speaking country. Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to travel. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.	

ACFTL Standards Addressed in the unit: (Provide the link to the specific standards.)

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Attitude towards leisure time reflects the culture of each country • While vacations are forms of diversion, they can also be fraught with challenges especially when in the midst of traveling	• How can travel broaden one's horizons? • What considerations should you make when traveling? • What are some major tourist attractions in the US and Spanish-speaking countries? • What are some problems that can occur when traveling and how do you correct them? • How has air travel influenced travel experience?
Students will know:	Students will be able to:

• vocabulary related to travel activities • present perfect, future and conditional tenses	• plan a trip to a Spanish-speaking country • research and create an itinerary with activities for their vacation • make an oral reservation for their vacation • write a travel diary or travel blog for their vacation • deliver a presentation in Spanish about their vacation • reflect what they would do differently given the chance to repeat the task

Significant task 1: Plan the vacation

Students will decide to work in pairs or individually for this task. Students will choose a Spanish-speaking country to visit for a 7 to 10 day virtual vacation. Using computers in the target language, students will research flights, activities, special considerations, hotels, currency conversions, food, transportation and attractions. Using their information students will create a written itinerary for their trip. Students are graded for this task with NEASC Rubric 1: Using technology for research and NEASC Rubric 5: Problem Solving. Their written itinerary is graded using the departmental writing rubric.

This task directly targets the following standards: **1.2** and **3.1**

Timeline: 4-5 blocks
Key vocabulary: agencia de viajes, alojamiento, , en el aeropuerto, en el avión, expresiones útiles
Resources: Avancemos textbook Unit 3.1 and 3.2 and ancillary materials, dictionaries, computers, digital voice recorders

Significant task 2: Travel Blog

As a large group students will view exemplar travel blogs. In a whole group the class discusses what is included in a blog and view the tutorial for travelpod.com. Students will then have the task of writing a travel blog in Spanish based on their itinerary. Students will be graded using departmental writing rubic.

This task directly targets the following standards: **1.1, 1.3, 2.1,** and **2.2**

Timeline: 3 blocks

Key Vocabulary: agencia de viajes, alojamiento, , en el aeropuerto, en el avión, expresiones útiles
Resources: Avancemos textbook Unit 3.1 and 3.2 and ancillary materials, dictionaries, computers

Resources: http://seecolombia.travel/blog/2012/08/los-5-post-mas-leidos-de-nuestro-colombia-travel-blog-en-2012-hasta-ahora/) (www.travelpod.com)

Significant task 3: Travel Presentation and reflection

Students will create a visual and oral presentation of their trip using any 21st century technology. Students also reflect on their trip and changes they would make. Students present it to the class in the target language. Students will be graded with NEASC Rubric 3: Effectively communicates information for a variety of purposes.

This task directly targets the following standards: **1.3** and **4.2**

Timeline: 3.-4 blocks
Key vocabulary: agencia de viajes, alojamiento, , en el aeropuerto, en el avión, expresiones útiles
Resources: Avancemos textbook Unit 3.1 and 3.2 and ancillary materials, dictionaries, computers and smartboard

Common learning experiences:

- participating in listening activities from the textbook
- completing grammar activities from the textbook
- researching an itinerary and attractions from a Spanish-speaking country
- writing an itinerary for trip
- delivering an oral presentation on their vacation
- making a travel blog

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: Itinerary task is graded with NEASC Rubric 1: Using technology for research and NEASC Rubric 5: Problem Solving and departmental writing rubric.
- Performance assessments: Travel blog is graded using departmental writing rubric.
- Performance assessment: Travel presentation is graded with NEASC Rubric 3

Teacher notes:

- Students need to be kept to a time line.
- This unit has several tasks that are sequential and student must be complete each step.
- Teacher has to be aware of student grouping and possibly adjust the task if a student chooses to work alone (i.e. shorter trip)

Name of the Unit: 4.1 Familia, sociedad y problemas sociales/ Family, society and social problems	Length of the unit: 10 blocks (84 minute blocks)
Purpose of the Unit: Students will explore the concept of family by comparing their own experiences and understandings. They will explore concepts of racism, sexism, stereotypes in their personal experiences, in the U.S., and in Spanish-speaking countries using the target language Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to family and social problems. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities..	

ACFTL Standards addressed in this unit: (Provide the link to the specific standards.)

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own
- 5.1 Students use the language both within and beyond the school setting

Big Ideas:	Essential Questions:
• Your personal experiences affect your beliefs • Relationships in today's world are challenged by a number of social problems that are more easily solved by strong familial bonds.	• How does one express wishes and desires? • How does one make impersonal statements? • What issues to immigrants confront in the USA? • How is the immediate family viewed in

• Immigration is a social issue related to family, work and resources	different countries? • What are the most common problems facing societies across the world today and do they vary from country to country?
Students will know: • vocabulary related to family, social problems and actions • the subjunctive mood and tense	Students will be able to: • express personal experiences related to discrimination, sexism and stereotypes in the target language • express thoughts, desires, wishes and beliefs in the target language • compare and contrast accessibility to sports in U.S. and Spanish-speaking countries • accurately use the subjunctive mood

Significant task 1: Manos a la obra
As a class students discuss social problems affecting our school and community (i.e hunger, violence, disease). Individually students will choose a problem to address and in the target language students will create a written plan to address the problem. Students can brainstorm with other classmates, relatives for possible ways of addressing the problem. Students will also use online community resources to gather data related to their problem. Students will write and present a final version of their plan in the target language to the class.

This task directly targets the following standards: **1.1, 1.3** and **5.1**

Timeline: 3 blocks
Key vocabulary: vocabulary related to family and communities
Resources: Avancemos textbook Unit 4.1 and ancillary materials, dictionaries, computers and smartboard.

Common learning experiences:

- participating in listening activities from the textbook and online (http://www.laits.utexas.edu/spe/int18.html)
- completing grammar activities from the textbook
- writing prompts from the textbook
- delivering an oral presentation about a community problem
- writing a plan to address community problem

- peer editing
- brainstorming session on social problems in our community

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: final written plan graded using departmental writing rubric
- Performance assessment: final presentation of community problem graded using NEASC Rubric 3: Effectively communicates information for a variety of purposes
- Performance assessments: students will self-assess using NEASC Rubric 4: Critical Analysis/Thinking

Teacher notes:

- Teacher will need to provide lots of opportunities for practice in forming and using the subjunctive mood.
- Teacher might want to compile a list of community resources to lead discussions

Name of the Unit: 5.1 Arte, Música y Literatura / Art, Music and Literature	Length of the unit: 12-14 Blocks (84 minute blocks)
Purpose of the Unit: The purpose of this unit is to explore the political and cultural attributes of Hispanic countries through the study of art, music and literature. Foundations for the unit are based in vocabulary from Spanish 1 through Spanish 3 related to art, music, likes and dislikes. Students will also review grammar concepts and tenses from Spanish 1 to Spanish 3 (present, past, future and subjunctive). Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities.	

ACFTL Standards addressed in this unit: (Provide the link to the specific standards.)

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Many forms of art are represented by Hispanic artists. • Musical styles vary by region and culture. • Literary works reflect the cultural identities and attitudes of the author. • Paintings and music not only serve as a source of entertainment but also teach about past history. • Art can be created by hand and with words to educate and entertain.	• What is art? • How does culture affect art? • How do Spanish speakers discuss a work of art? • What are the influences that determine different musical styles? • What cultural attitudes can you determine from reading Don Quixote? • How will studying Hispanic art, music and literature affect your life? • How does visiting a museum impact someone's life and feelings?

	• What type of impact does Spanish music have on our communities?
Students will know: • qualities represented by modern art movements • perfect tenses • comparatives • different regional music styles	Students will be able to: • compare and contrast art movements in Spanish • express and discuss their musical interests in Spanish • read and comprehend a work of Spanish literature • use the perfect tenses •

Significant task 1: Self Portrait

In a large group, students will watch a brief powerpoint about the art movements of cubism, realism, surrealism, and impressionism. Students will work in small groups using a computer and a teacher-generated list of Hispanic artists to find an example of each movement of art. They will present their findings to the class in the target language. Next, in a large group, students will use guiding questions to analyze a painting. Upon completion, students will choose a painting from a Hispanic artist and individually complete an analysis. Students will self-select into groups based on their preferred art movement. Each group will generate a list of characteristics shown in the movement and not shown. Given the list and a variety of art supplies, each student will complete a self-portrait in that particular style and a written explanation or their work in the target language.

This task directly targets the following standards: **1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2** and **4.2**

Timeline: 3 blocks
Key vocabulary: la pintura, los instrumentos musicales, la escultura, la literatura
Resources: Avancemos textbook Unit 5.1 and 5.2 and ancillary materials, dictionaries, computers and smartboard.

Significant task 2: Música y baile

In pairs students choose a type music/dance from a Spanish-speaking country. Students research and answer questions related to the type of music/dance. Students will find an important artist of that genre to present to the class. They will create a multimedia presentation in the target language that incorporates both music/dance and cultural influences related to the genre. It will be graded according to NEASC Rubric 1 Use of technology and NEASC Rubric 3 Effectively communicates information
Timeline: 3 blocks
Key Vocabulary: instrumentos, música, bailes

Resources: Avancemos textbook Unit 5.1-5.2 and ancillary materials and dictionaries.
http://www.classzone.com/cz/books/avancemos_2/page_build.htm?id=resources/jsp/interactiva/interactiva

Significant task 3: A Hero's Journey

In a large group students will brainstorm aspects of the Hero's Journey 1 2. Students will read an abbreviated story of Don Quijote, one chapter at a time. For each chapter they will write a diary entry reflecting on the aspects of a hero's journey in the target language. Students will finalize this task by writing a 5 paragraph essay in the target language comparing and contrasting 1 aspect of the hero's journey in Don Quijote with a novel/film of their choice. (i.e Harry Potter, Starwars, Hunger Games)

Common learning experiences:

- listening activities from the textbook
- completing grammar activities from the textbook
- researching music / dances from Spanish-speaking country
- creating and analyzing a self-portrait
- brainstorming
- using Cornell notes for Don Quixote
- peer-editing of essays

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary and grammar from the on-level assessment book.
- Performance assessments: Group presentation on artist graded with the NEASC Rubric on Effectively communicates information for a variety of purposes and NEASC Works collaboratively to accomplish group goals.
- Performance Assessment: Self Portrait graded with NEASC Rubric on Effectively communicates information for a variety of purposes
- Performance assessment of Spanish musician/artist graded with to NEASC Rubric 1 Use of technology and NEASC Rubric 3 Effectively communicates information
- Performance assessment: Hero's diary graded using the It will be graded according NEASC Rubric 3 Effectively communicates information
- Performance assessment: compare/contrast essay on Hero's aspects graded using NEASC Rubric 3 Effectively communicates information

Teacher notes:

- Students struggle to accurately conjugate spell changing gerunds.

- Students struggle recalling the construction of comparative phrases.
- Peer editing is difficult for students especially identifying errors in others work.

Windsor Public Schools
Curriculum Map
Spanish Conversation and Culture: 9th – 10th

Purpose of the Course:

Through world language study, students develop sensitivity to the cultural and linguistic heritage of other groups and their influence on our own, and are prepared to participate in a society characterized by linguistic and cultural diversity.

The goal of the World Language program at WHS is to expose students to a different language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use modern world languages for meaningful communication in both spoken and written form. This Conversational Spanish course emphasizes language as it is used in various real-life situations that students are most likely to encounter. As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, world views and contributions.

Name of the Unit: 1 Getting to know the Spanish Speaking World	Length of the unit: 8-9 blocks (84 minutes)

Purpose of the Unit:

Students learn about the geography of the Spanish-speaking countries. They will learn their location, major landmarks, capitals, weather, and products from those countries. Students will also be able to compare and contrast those countries with regions in the US.

ACTFL Standards

- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

<table>
<tr><td>Big Ideas:

• Understanding cultural differences among Spanish-speaking countries aids in language comprehension
• Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society</td><td>Essential Questions:

• How does where I live shape who I am?
• What is the Spanish-speaking world like?
• What can I learn about my own culture from the study of others?</td></tr>
<tr><td>Students will know:

• The geography and capitals of Spanish speaking countries
• Products from a Spanish speaking country
• Vocabulary related to weather, seasons and landmarks</td><td>Students will be able to:

• Use technology as a tool to research, organize, evaluate and communicate information
• Demonstrate knowledge of geographical locations and identify major countries, cities and geographical features of the places where the target language is spoken
• Read, summarize and discuss information regarding the Hispanic and Spanish culture
• Compare and contrast a Spanish speaking country with a region of the US</td></tr>
<tr><td colspan="2">Significant task 1

Students will create a technology based presentation using power point, prezi or animoto on a Spanish speaking country of their choice. In their presentation they will describe the geography, products, and practices of that country including weather, seasons, food and other products, clothing and sports.

This task directly target the following standards: 1.3 and 4.1

Timeline: 3-4 blocks
Key vocabulary: Spanish speaking countries and capitals, geography terms (mountains, rivers, coast, lakes) weather, seasons, sports, food, and clothing
Resources: Avancemos textbook Unit 1.1 and ancillary materials, dictionaries, computers and smartboard., and library media resource center</td></tr>
<tr><td colspan="2">Significant task 2

Using Google maps (on the smart board) students will participate on a whole class discussion of the New England region. Students discuss geography, products, practices including weather, seasons and sports. After the whole group discussion, students will break up into groups (each group with a computer) and do the same discovery activity for one of the other 4 regions of the US (Northwest, Southwest, Midwest,</td></tr>
</table>

and Southeast). Students will jigsaw into new groups where each member represents a different region of the US. Students will create a list of Spanish speaking region that most closely match each region (ex. Argentina mostly closely resembles the Midwest because of the climate, geography, and products). Finally students will use their specific expertise from Task 1 and would complete a poster with this statement "If (my country) were to join the US which region would it fit and why?"

This task directly target the following standards: **4.2**
Timeline: 4-5 blocks
Key vocabulary: : Spanish speaking countries and capitals, geography terms (mountains, rivers, coast, lakes) weather, seasons, sports, food, and clothing
Resources: Avancemos textbook Unit 1.1 and ancillary materials, dictionaries, computers and smartboard, Google maps, art supplies and poster board.

Common learning experiences:

- Students will label blank maps identifying countries, capitals and geographical features
- Students will attend an instructional block in the library media center to learn animoto, prezi, museum box and powerpoint
- Students will use large floor map of the Spanish speaking countries and capitals made in the classroom with masking tape to practice kinesthetically recall of countries and capitals
- Online research and presentation of their designated country
- KWL whole group discussion on the New England Region
- Small group activity of the US regions
- Jigsaw activity creating the list of Spanish speaking countries and their corresponding region
- Create and present a poster of where the most similarities exist among a region of the US and their Spanish-speaking country.

Common assessments including the end of unit summative assessment:

- Formative assessments include the kinesthetic activity using the floor map, KWL group discussion
- Summative assessments for the Spanish speaking countries identifying capitals, countries and major landmarks.
- Performance assessments would include research and presentation of individual country and small group research on US regions and final poster board activity (each performance will be scored using a NEASC rubric)

Teacher notes:

- Students will be taught mnemonic devices for memorizing country names and capitals.
- Teacher might want to differentiate the poster board activity for struggling students with a compare/contrast activity.

Name of the Unit: 2 Who am I?	Length of the unit: 4-5 blocks (84 minutes)
Purpose of the Unit: Students participate in guided conversations, dialogues and activities to express basic interpersonal greetings and exchange basic information about themselves. Students previously learned the location of the Spanish speaking world and now they will learn basic conversation with greetings, farewells and basic personal information.	

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 5.1 Students use the language both within and beyond the school setting

Big Ideas:	Essential Questions:
• Knowledge of the Spanish Language and Culture is a valuable asset in our global world • Foreign language learning extends beyond the classroom to real life situations	• Who am I in a global world? • How do I get to know others in another country? • What basic personal information is important to share? • How do practice conversations and presentations help me become a better speaker in Spanish?
Students will know: • Vocabulary related to greetings, farewells, polite expressions • The difference between formal and informal address • How to form a question in Spanish • Adjective placement and agreement • Pronunciations and speech patterns vary by country	Students will be able to: • Introduce themselves and someone else • Ask and give basic personal information • Use appropriate greetings and leave takings in Spanish • Address people using the appropriate level of formality • Create and present a dialogue with a partner
Significant Task 1 With a partner students will create and present a dialogue introducing and describing themselves in Spanish. Students will use vocabulary and learned phrases in the appropriate register (formality) for their dialogues.	

Students pretend to be a citizen of the country they studied in chapter 1 and include details in their dialogues (nationality, sports, likes and dislikes). Students will practice using digital recorders in class to score their dialogues for improvement before presenting their final dialogues to the class.
This task directly target the following standards: **1.1, 1.2,** 2.1 and 5.1
Timeline: 4-5 blocks
Key vocabulary: greeting, introductory phrases, nationalities, likes and dislike phrases, activities and personal pronouns.
Resources: Avancemos Unit 1.1 ancillary materials, dictionaries, computers, digital recorders, smartboard, teacher created materials and listening comprehension proficiency (http://www.laits.utexas.edu/spe/beg08.html)

Common learning experiences:

- participating in listening activities
- creating their own flashcards of vocabulary phrases
- participate in round robin speaking practice
- writing, recording and performing dialogue

Common assessments including the end of unit summative assessment:

- Formative assessments vocabulary quiz and comprehension questions from listening dialogues
- Summative assessment of listening comprehension using the laits speaking clips ((http://www.laits.utexas.edu/spe/beg08.html)
- Performance assessments: written dialogue and performed dialogue of a basic conversation where students exchange greetings, personal information and good bye with the appropriate register. Graded with the NEASC Effective Communication Rubric

Teacher notes:

- Activities can be differentiated by adjusting length of dialogues, increasing repetition for comprehension activities.

Name of the Unit: 3 Culture Exploration of Mexico and Argentina	Length of the unit: 12-13 blocks (84 minutes)
Purpose of the Unit: Students will explore and learn about the culture of Mexico and Argentina. Using a variety of sources students will gain new perspectives on the customs, history, food, sports, holidays, music and dance and traditions related to each country. Foundations for the unit are geography and basic vocabulary structures so that students can comprehend information from web quests.	

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Language shapes culture and culture shapes language • Exploring other countries develops an awareness and respect for others people's lives • Death can be discussed openly and does not need to be feared • The cultural traditions involved in celebrating Día de los Muertos help people to become comfortable with death • Día de los Muertos was created from a mix of Aztec and Catholic beliefs in an attempt to transform barbaric Aztec practices	• What is culture? • How are language and culture linked? • How does the study of another language and culture make another language smaller? • How can I explore other cultures without stereotyping? • How do we treat the idea of death in the United Sates compared to Mexico and other countries that celebrate Día de los Muertos?

Students will know:	Students will be able to:
• Information related to Mexico and Argentina related to the following topics: history, food, music and dance, sports, customs, holidays, traditions, famous people and immigration • similarities and differences between cultures of Mexico and Argentina • traditions and holidays can be honored and celebrated in different ways	• research and create a museum box (virtual or actual) depicting information related to a specific country on 6 different topics (history, food, music and dance, traditions, sports, customs, holidays, famous people and immigration • compare and contrast between Argentina and Mexico on the previous topics • discuss culturally relevant topics and show respect to others' beliefs

Significant task 1:

- Students will pair and pick a topic card about Argentina. Topics would include history, food, music, famous people, native peoples, and holidays. They will complete an introduction to Argentina webquest (http://www.langwitches.org/projects/internet/webquests/argentina/) Next they perform research on that topic (online, text, library etc). Students will then jigsaw into two Argentina groups and share their "expertise" on their topic with the group. As a group they create their multimedia presentation (animoto, prezi, power point, museum box) and present it to the class.

This task directly targets the following standards: **1.3, 2.1** and 3.1.

Timeline: 4-5 blocks
Key vocabulary: key vocabulary varies based on their topic (historia, revolución, guerra, conquista)
Resources: online sources, on line sites (ex: http://www.infoplease.com/country/argentina.html; http://www.turismo.gov.ar/eng/menu.htm) Webquest: http://www.langwitches.org/projects/internet/webquests/argentina/

Significant Task 2

- Students will pair and pick a topic card about Mexico. Topics would include history, food, music, famous people, native peoples, and holidays. They will complete an introduction to Mexico web quest (http://zunal.com/webquest.php?w=66790)
- Next they perform research on that topic (online, text, library etc). Students will then jigsaw into two Mexico groups and share their "expertise" on their topic with the group. As a group they create their multimedia presentation (animoto, prezi, power point, museum box) and present it to the class.

This task directly targets the following standards: **1.3, 2.1** and 3.1.

Timeline: 4-5 blocks
Key vocabulary: key vocabulary varies based on their topic (historia, revolución, guerra, conquista)
Resources: online sources, on line sites (ex: www.infoplease.com/ipa/A0107779.html www.visit**mexico**.com/ Web quest: http://zunal.com/webquest.php?w=66790

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Significant Task 3

- Students will work in small groups to create a Web quest based on the website http://www.azcentral.com/ent/dead/ . Students have successfully completed two web quests (in Task 1 and Task 2) and will be provided with login to Zunal.com (Free online web quest maker) and a Google Chrome laptop in order to create their own Web Quest for Día de los Muertos. After groups create and present their Web quest as a whole class discussion generate a list of American Holidays that share characteristics with Día de los Muertos

This task directly targets the following standards: **1.1, 2.1,** 2.2, **3.1** and 4.2.

Timeline: 3-4 blocks
Key vocabulary: key vocabulary would focus on Día de los Muertos (muerto, calaca, calavera, ofrenda, pan de los muertos, papel picado, velas, etc.)
Resources: online sources, on line sites (ex: www.infoplease.com/ipa/A0107779.html www.visit**mexico**.com/ Webquest: http://zunal.com/webquest.php?w=66790

Common learning experiences:

- Students will use topic card to research with a partner
- Students will complete the Webquest on Argentina and Mexico
- Pairs will form larger groups to expand knowledge of Argentina and Mexico
- Students will share their knowledge with larger group
- Large group will create a multimedia presentations
- Small group work to create Webquest on Día de los Muertos
- Class will generate a list of American holidays that share characteristics of Día de los Muertos

Common assessments including the end of unit summative assessment:

- Summative teacher created assessment based on general information related to Argentina and Mexico and Día de los Muertos
- Formative reflection comparing Día de los Muertos with Halloween and Memorial Day
- Performance assessment: Successful completion of the web quests based on the rubric (http://www.langwitches.org/projects/internet/webquests/argentina/evaluation.htm) for Argentina and http://zunal.com/evaluation.php?w=66790 for Mexico
- Performance assessment on multimedia presentations using the NEASC rubrics for Technology Research, Effective Communication and Collaboration.

Teacher notes:

- Given time teacher could supplement Día de los Muertos with crafts and artifacts so that students create an authentic altar.

Name of the Unit: 4 Culture Exploration of Guatemala and the Maya	Length of the unit: 11-12 blocks (84 minutes)
Purpose of the Unit: Students will explore and learn about the culture of Guatemala. Using a variety of sources, students will gain new perspectives on the customs, history, holidays, and traditions related to Guatemala and the Maya. Students will develop a deep understanding of the relationship between the historical record and written language. Further, students will be able to link their own outward representations of identity to practices thousands of years ago. Foundations for the unit are geography and basic vocabulary structures so that students can comprehend information from travel related video clips.	

ACFTL Standards Addressed in the unit: (Provide the link to the specific standards.)

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Language shapes culture and culture shapes language • There is a relationship between spoken and written language • Exposure to other cultures helps students to understand that all people are connected in some way	• How are language and culture linked? • How does oral or written language impact our understanding of history? • Did the Maya really disappear? • How are people from various cultures connected?
Students will know: • information related to Guatemala on the following topics: history, food, customs, traditions • the history of the Spanish conquest	Students will be able to: • create a personal huipil that represents their individual identity based on the Guatemalan practice • describe their huipiles in Spanish

related to the destruction of the Mayan writing system • why so little is known about the Maya	• create a hieroglyph representation of their own life history based on ancient Mayan hieroglyphs • decipher a class wide hieroglyph using the understanding and skills gained in the unit •

Significant task 1: Research on the Huipiles

As a class students will read a short article and view online images of huipiles and a short video on a woman that makes huipiles (https://guatemalanhuipils.com/). The class has a whole group discussion of the huipiles, and colors and how they represent members of a particular group. The class then divides into small groups and using a Chrome notebook compile a collage of 4-5 different examples of clothing that identify people as members of a group or society. Students present these collages to the class. Finally students design, color and present their own huipil.

This task directly targets the following standards: 1.1, 1.2**, 1.3** and **4.1**

Timeline: 4-5 blocks
Key vocabulary: colors, verb ser in "it" form, review of gustar and activities
Resources: computers, and teacher created materials and art supplies, smart board

Significant task 2: Creating their own personal history hieroglyph

Students will view the PBS video: Cracking the Mayan code with guided questions to complete during the video. And then a quick follow up of a whole class discussion on the video. Discussion also explores communication through images (examples: an apple for teacher, (abstract or concrete) lightbulb for idea) Students use the chrome notebooks to search for other examples and compile a class google dictionary of images that represent words or ideas (class codex). Using the Mayan alphabet students make their own hieroglyph representing their name. This leads into their final performance tasks of creating an actual clay model of a hieroglyph representing their life history along with a written explanation. Students will include the Mayan representation of their name, birth date and some personal details and or family history using the images included in the class codex. Finally, students demonstrate their ability to interpret hieroglyphs by translating another student's section of the stela.

This task directly targets the following standards: 1.1**, 1.2**, 2.1, 3.1, and **4.2**

Timeline: 6-7 blocks
Key vocabulary: Spanish alphabet, numbers, variety of common nouns (day, night, sun, etc.) stela, codex, family Spanish vocabulary
Resources: Mayan alphabet (http://www.famsi.org/research/pitts/MayaGlyphsBook1.pdf), Cracking the Mayan code (http://video.pbs.org/video/980048895/), chromenotebooks, Smartboards, art supplies, quick drying clay or Crayola model magic

Common learning experiences:

- Reading, viewing and discussion of huipiles https://guatemalanhuipils.com/
- Creating and presenting collage using Google Chrome notebooks
- Design, color and present personal huipil
- viewing of the pbs video: cracking the mayan code (http://video.pbs.org/video/980048895)
- “picture worth 1000 words” presentation and discussion
- Create class codex activity
- Write name hieroglyph activity
- Extend name hieroglyph into personal history
- Read and decipher a section of the class “stela”(historical stone describing events)

Common assessments including the end of unit summative assessment:

- Summative assessments for the vocabulary related to numbers, colors, activities and common nouns.
- Summative assessments for the videos watched during this unit. (Huipiles and Cracking the Mayan Code)
- Formative assessment: the collage of common images representing words and the class codex
- Performance assessments: creating the personal huipil graded using the NEASC rubric for Effective Communication
- Performance assessments: Writing name using Mayan alphabet scored against the Mayan alphabet
- Performance assessment: Creating their extended history in clay and writing the translation in English scored using the NEASC Effective Communication Rubric
- Summative assessment: accurately interpreting hieroglyphics from another student’s stela

Teacher notes:

- Teacher must check links prior to each lesson to ensure that they are working.
- Be prepared to prompt students with examples of communication through images and identity groups.

Windsor Public Schools
Curriculum Map for the Secondary Level
U.S. Military History: The American Military Experience Since 1890

Purpose of the Course:
This course examines the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure and the country's social and cultural framework.

Name of the Unit:	Length of the unit:
Unit 1 – Building an American Military Empire	8-10 Blocks (84 Minutes Each)
Purpose of the Unit:	
The purpose of this unit is to delineate and analyze the foundations of the modern American military establishment. The unit discusses a conceptual understanding of war, as well as its cultural connection within American society. As the unit moves beyond ideological fundamentals, it provides an investigation of the Spanish-American war as the birth of an American Empire as well as the United State's involvement in the Great War and the subsequent creation of the military forces of a world power.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- CT Social Studies Curriculum Framework 1.1 – Significant events and themes in United States History.
- CT Social Studies Curriculum Framework 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation
- CT Social Studies Curriculum Framework 3.1 – Use evidence to identify, analyze and evaluate historical interpretations
- CT Social Studies Curriculum Framework 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Big Ideas:	Essential Questions:
• Military conflict and war have defined many aspects of American culture; subsequently American culture has continuously affected our conduct of war • A shift in military strategy and importance coincided with America's desire to expand our sphere of influence at the onset of the 20th Century • Despite isolationist intents, America's involvement in the Great War solidified the existence of America as a world power	• What are the roots of military conflict? • How has the United States attempted to use military power to advance its interests and ideals around the world and to what effect? • How have American military policies, establishments, and practices evolved over time; and what role has technology played in this evolution? • How did U.S. administration officials shape foreign policy both during and as a result of the military conflict? • How does war shape public opinion; and subsequently how does public opinion affect the war? • How do concepts of identity shape the character of war and how war, in turn, shapes identity through the human experience?

Students will know: • tenets of American culture and how they summarize American thinking about war • a brief history of the early developments of the American military experience from the French-Indian Wars through the Civil War and the roots of American Imperialism • the causes, actions and outcomes of America's involvement in the Spanish-American War • the effects of American Neutrality policy and the reasons for U.S. entrance into the Great War ▪ the role of media in shaping U.S. public opinion of the war during both the Spanish-American War and WWI ▪ the significance of various leaders, battles and policy decisions during and after the Great War	Students will be able to: • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas in regard to the relationship between American Culture and war • analyze the roots of American Imperialism through complex primary sources and the subsequent relation with the modernization of the American military including Alfred T. Mahan and the influence of sea power • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, for both the Spanish-American War and America's involvement within the Great War • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of the origins and outcomes of American Imperialism, Spanish-American War and Great War involvement • Access and gather information from a variety of primary and secondary sources including electronic media • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation

Significant task 1: "Just War" Inquiry Activity

Through direct teacher instruction, class discussions and smaller assignments such as "Great War Poetry", students will be presented a complete background to U.S. involvement in the first World War. Students will gain an understanding regarding the collapse of American neutrality and the subsequent increasing role of American military involvement in Europe. Following this instruction and discussion, students will be assigned into five investigative groups and given the task of responding to the following prompt; was the First World War a "Just War"? In order to respond to this prompt, students will be

provided the following information;

1. President Carter's March 2003 Letter to the Editor – "Just War -- or a Just War?"
2. WWI statistics – costs, combat deaths, wounded, civilian, damage estimates, etc.
3. Photographs
4. Diary and Journal Entries
5. League of Nations and Wilson's 14 Points

Students will use the above primary and secondary source material to determine whether or not World War I met President Carter's qualifications for a Justified Military Conflict. Aside from provided materials, students will also be required to draw from previous knowledge obtained from key text (s) and course lecture and discussion. Students will be given one block to analyze their evidence and prepare their response. They will present their responses the following day and the class will debate the qualifications as a whole. Students will be graded on their individual analysis of the source material as well as their groups' presentation briefing. The 21st Century NEASC Rubrics will be used to grade the presentation component.

Timeline: 2-3 Blocks
Key vocabulary: Zimmerman Note, *Lusitania & Sussex*, Selective Service Act, Conscientious Objector, War Industries Board, George Creel, CPI, AEF, John J. Pershing, Belleau Wood, 2nd Battle of the Marne, Espionage & Sedition Act, Wilson's 14 Points

Resources: *"Just War or a Just War?"*, Teacher's Choice

Significant task 2: *Note Card Research Essay*

Through teacher direct instruction and independent research, students will gain knowledge of a topic regarding the America's involvement in either the Spanish-American War or World War I for their summative Note Card Research Assignment approved by the teacher ahead of time. The teacher will establish specific procedures, protocols as well as a timeline for research and will facilitate class discussions around the topics provided for student choice.

After completing their research, students will be required to write an in-class analytical essay regarding their choice of topics for their end-of-unit summative assessment. Students will be allowed to have one 3x5 note card containing research notes for the day of the essay. Department Analytical Essay Rubrics will be used to grade the essay.

Timeline: 8-10 blocks (independently with 1 in-class research day)
Key vocabulary: all (see "Teacher's Notes")
Resources: Course Text, Unit Information, WHS Library, Outside Researh

Common learning experiences:

- Direct Instruction & Class Discussion regarding background, combat operations, statistics, public opinion, outcomes, policy shifts
- Spanish-American War & U.S. Imperialism Map Activity
- Sinking of the U.S.S. Maine Inquiry Activity
- Poetry of the Great War

- Debate; “Just War” Activity - WWI
- Primary Source Readings – Various combat veterans personal account
- Note Card Research Paper – Spanish-American War & WWI

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

1. Sinking of the U.S.S. Maine Group Briefing
2. Poetry of the Great War Analysis Reflection
3. “Just War” Inquiry Presentations/Debate
4. Summative Assessment – Note Card Research Essay (research assignment, essay is written in class on the day of the summative assessment)

Teacher notes:

Core Text Resources:

- *For The Common Defense: A Military History of the United States of America* (Millett & Maslowski)
- *The American Culture of War* (Adrian R. Lewis)
- *What is Military History?* (Stephan Morillo)
- *Doughboys, the Great War, and the Remaking of America* (Jennifer Keene)
- *Over Here: The First World War and American Society* (David Kennedy)
- *Lost Battalions: The Great War and the Crisis of American Neutrality* (Richard Slotkin)

Historical Documents:

- “The Influence of Sea Power upon History”, Alfred T. Mahan, 1890
- Oxford Laws of War on Land, Sept. 9, 1880
- "Instances of Use of United States Forces Abroad, 1798 - 1993," Ellen C. Collier, Specialist in U.S. Foreign Policy, Foreign Affairs and National Defense Division, Washington DC: Congressional Research Service, Library of Congress. October 7, 1993
- *"American Interests in the Cuban Revolution"* , Grover Cleveland, 1896
- *"Can the United States Afford to Fight Spain?"* The North American Review, February 1897
- William McKinley, First Inaugural Address, Thursday, March 4, 1897
- *"The World of 1898: The Spanish American War,"* Hispanic Division, US Library of Congress
- *"The Blowing up of the Maine"*, Albert Shaw, 1898
- *"What Really Sank the Maine"*, Thomas B. Allen, Naval History Magazine
- "First Speech Against Imperialism," By William Jennings Bryan, Extract from speech delivered at Trans-Mississippi Exposition, Omaha, Neb., June 14, 1898.
- *“The Schlieffen Plan, 1905”* The Army Quarterly, London. July, 1929
- *“The Treaty of Portsmouth”*, 1905
- *"What Our Navy Costs Us"*, Lucia Ames Mead, The World Today, April, 1909.
- *“Col. Charles Young” Retirement Letter,* Aug. 16, 1917
- *Carter, James. “Just War – or a Just War?”* New York Times, March 9, 2003
- *British, German and American Propaganda & Recruitment Posters*

- *Various Diary/Journal Entries, Letters Home & Speeches*

Media:

- *"Shell Shock" – The Century: America's Time (1999) (Documentary – 76 minute segment)*
- *Song - "Keep the Home Fires Burning" – Ivor Novello*
- *Song - "Keep the Trench Fires Going" – Tilzer & Moran*
- *Song - "Over There" – George M. Cohan*

Key Terms:

- Military History
- War
- Cultural Theory
- Imperialism
- Alfred T. Mahan
- Yellow Journalism
- Spanish-American War
- U.S.S. Maine
- George Dewey
- Rough Riders
- San Juan Hill
- Platt Amendment
- Roosevelt Corollary
- Dollar Diplomacy & Big Stick Policy
- Pancho Villa
- John Pershing
- Protectorate
- John Hay
- Open Door Policy
- Zimmerman Note
- *Lusitania & Sussex*
- Selective Service Act
- Conscientious Objector
- AEF
- John J. Pershing
- War Industries Board
- George Creel, CPI
- Belleau Wood
- 2nd Battle of the Marne
- Espionage & Sedition Act
- Wilson's 14 Points

Windsor Public Schools
Curriculum Map for the Secondary Level
U.S. Military History: The American Military Experience Since 1890

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Name of the Unit:	Length of the unit:
Unit 2 – World War II – The Birth of a Superpower	8-9 blocks (84 Minute Blocks)
Purpose of the Unit:	
The purpose of this unit is to discuss, analyze and reflect on America's entrance and roles during the Second World War. As the unit moves beyond America's entrance and armament, it provides an investigation of the Second World War's battles, major players and American soldiers.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary

and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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- CT Social Studies Curriculum Framework 3.1 – Use evidence to identify, analyze and evaluate historical interpretations
- CT Social Studies Curriculum Framework 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Big Ideas:	Essential Questions:
• American post-war (WWI) isolationism policy and the effects on peacetime military infrastructure • Pearl Harbor and America's mobilization for war; the greatest economic buildup in world history • European Theatre vs. Pacific Theatre; A variation of purpose, tactics and combat experiences • The influence of technology on the face of war; WWII Air War Doctrine vs. WWII Ground War Doctrine • Fighting Nazism, Fascism and Militarism within the context of segregated American Society	• What are the roots of military conflict? • How has the United States attempted to use military power to advance its interests and ideals around the world and to what effect? • How have American military policies, establishments, and practices evolved over time; and what role has technology played in this evolution? • How did U.S. administration officials shape foreign policy both during and as a result of the military conflict? • How does war shape public opinion; and subsequently how does public opinion affect the war? • How do concepts of identity shape the character of war and how war, in turn, shapes identity through the human experience?

Students will know: • the roots of American Isolationism and the consequences of isolationism on peacetime military organizations • a brief history of the early developments of German, Japanese aggression and America's entrance into World War II • and the causes, actions and outcomes of America's involvement in both the European and Pacific Theatres • the role of racism in shaping U.S. public opinion of the war in the pacific • the significance of various leaders, battles and policy decisions during and after the World War II • the role technological advancements played in the evolution of 20th Century warfare	Students will be able to: • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas in regard to the relationship between peacetime and war time military establishments • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, for both post-war isolationism policy and America's involvement in World War II • analyze the roots of America's entrance into World War II • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of World War II; its origins, theatres of combat and consequential shifts within the American military establishment • analyze the impact of technological advancements on the American military establishment and the generally accepted principles of warfare • Access and gather information from a variety of primary and secondary sources including electronic media • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation

Significant task 1: *The Bombing of Pearl Harbor Inquiry*

Following teacher directed instruction and class discussion on the between wars years and early ages of German/Japanese aggression, in small groups students will use pieces of primary source and secondary sources data to determine whether or not the United States government had prior knowledge regarding the attack on Pearl Harbor. Evidence will include personal accounts, telegram messages between Tokyo and the United States, military maneuver intelligence and memoir/film

accounts.

Students will record their data on their data collection sheet and then will prepare a briefing for the class. Each group will present their findings to the class. Students will be evaluated by their analytical skills and their ability to draw conclusions from the evidence provided. Presentations will be scored using the building-wide NEASC presentation rubric.

Timeline: 2 Blocks

Key vocabulary:

- Isolationism, Pearl Harbor, Selective Service Act, Japanese Internment

Resources:

- Teacher provided primary & secondary source materials (telegrams, photographs, memoirs, statistics, military maneuver intelligence)
- *"The War"*, Ken Burns. PBS, 2007 (Documentary – Elements of Episode 1 – "A Necessary War" (excerpt - roughly 45 minutes)

Significant task 2: *Critical Readings of Core Texts(s)*

Students will independently read one or more of the core texts taking reading notes on key topics assigned by the teacher ahead of time. The teacher will establish a specific procedure for reviewing reading notes and facilitating class discussions around key topics, points of interest and/or student generated questions.

After completing the text(s), students will be required to write a document-based essay regarding their choice of two controversial topics as part of their end-of-unit summative assessment. Department DBQ Rubric will be used to grade the essay.

Timeline: 8-9 Blocks (Independently)
Key vocabulary: all (see "Teacher Notes")
Resources:

- Maslowki, Peter and Allan R. Millett. For the Common Defense: A Military History of the United States of America. Enlarged Edition. Simon &Schuster. 1994
- Lewis, Adrian R. The American Culture of War. 2012
- Zinn, Howard, Mike Konopacki, Paul Buhl. A People's History of American Empire (A Graphic Adaptation), 2008. VI: World War II: A People's War? - "Atomic Age"
- Dower, John W. War Without Mercy: Race and Power in the Pacific War. 1987
- Sledge, E.B. With The Old Breed. 2007

Significant task 3: *WWII Propaganda Analysis*

Through the course Edline web page, students will participate in a 3 day discussion regarding analysis of WWII propaganda posters. Students will analyze several posters using the analysis form created by the National Archives and Records Administration and submit a summary of their poster to an online discussion forum. They will then be responsible for responding to several other classmates' analysis summaries over the next 3 days. Their analysis will be based on the following question;

"Evaluate the role and effectiveness of government propaganda posters on motivating the American

public during the Second World War. What elements or techniques do you believe were most effective and why?"

The results of the online discussion forum will be used to drive teacher directed and class discussions regarding the use of propaganda and the whole class investigation into the differences between European Theatre and Pacific Theatre propaganda.

Timeline: 3 blocks (independently, used to facilitate a class discussion)
Key vocabulary: all (see "Teacher's Notes")
Resources:

- Posters of World Wars I and II, Dover Publications, Mineola, New York. 2005
- National Archives and Records Administration, Education Department, Washington D.C., 20408

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Common learning experiences:

- Direct Instruction & Class Discussion regarding background, combat operations, statistics, public opinion, outcomes, policy shifts
- Pearl Harbor Inquiry Activity
- Critical Reading assignments
- WWII Propaganda Analysis and Online Forum
- Film excerpts: *"The War", "Saving Private Ryan"*

Common assessments including the end of unit summative assessment:

1. Pearl Harbor Inquiry Briefs
2. WWII Propaganda Analysis
3. Summative Assessment – M/C & DBQ based exam (Department DBQ Rubric will be used score the DBQ and measure growth)

Teacher notes:

Core Text Resources:

- Millett, Allan R. and Peter Maslowski. For The Common Defense: A Military History of the United States of America. 2012
- Lewis, Adrian R. The American Culture of War. 2012
- Zinn, Howard, Mike Konopacki, Paul Buhl. A Peoples's History of American Empire (A Graphic Adaptation), 2008. VI: World War II: A People's War? - "Atomic Age"
- Dower, John W. War Without Mercy: Race and Power in the Pacific War. 1987
- Sledge, E.B. With The Old Breed. 2007

Historical Documents:

- Warren G. Harding calls for a "Return to Normalcy," Boston, MA, May 14, 1920
- CONFERENCE ESTABLISHING A COMMISSION OF JURISTS TO CONSIDER LAWS OF WAR, Washington, February 4, 1922

- CONFERENCE ON THE LIMITATION OF ARMAMENT, WASHINGTON, NOVEMBER 12 1921-FEBRUARY 6, 1922.
- Imperialism Is Easy, by John Dewey, The New Republic (March 23, 1927)
- Kellogg-Briand Pact, August 27, 1928
- U.S., Department of State, Publication 1983, Peace and War: United States Foreign Policy, 1931-1941 (Washington, D.C.: U.S., Government Printing Office, 1943), THE FATEFUL DECADE
- POLITICAL STRATEGY PRIOR TO OUTBREAK OF WAR, PART I, PREPARED BY MILITARY HISTORY SECTION HEADQUARTERS, ARMY FORCES FAR EAST, DISTRIBUTED BY OFFICE OF THE CHIEF OF MILITARY HISTORY DEPARTMENT OF THE ARMY, Japanese Monograph No. 144, 31 December 1952, "The Manchurian Incident"
- Franklin Roosevelt, The Forgotten Man, Radio Address, Albany, N. Y April 7, 1932
- "Neutrality Act" of August 31, 1935, JOINT RESOLUTION
- The Secretary of State to President Roosevelt on Strategic Materials, WASHINGTON, October 21, 1938.
- PRESIDENT FRANKLIN D. ROOSEVELT MESSAGE TO CONGRESS ON EXTENSION OF SELECTIVE SERVICE TERMS OF SERVICE, Washington, D. C., July 21, 1941
- George Orwell, "Wells, Hitler and the World State," Horizon, August 1941
- Winston Churchill, The Second World War, Volume III, The Grand Alliance (Boston: Houghton Mifflin Company, 1950), Chapter 26, "Persia and the Middle East: Summer and Autumn 1941," pp. 423-432.
- STATEMENT ON SENDING OF A MILITARY MISSION TO CHINA, August 26, 1941
- Radio Address Delivered by President Roosevelt From Washington, December 9, 1941
- Sherman Miles, "Pearl Harbor in Retrospect," The Atlantic Monthly, July 1948
- David M. Kennedy, "Victory at Sea, The Atlantic Monthly, March 1999
- "GEARING UP FOR VICTORY: American Military and Industrial Mobilization in World War II, Colloquium on Contemporary History, June 25, 1991, No. 5, Naval Historical Center, Department of the Navy, Washington, D.C. 1991
- Lt. Col. S. B. Mason, US, 1st Infantry Division, Report on Operation Torch, 24 November 1942
- Public Broadcasting System "The 1943 Detroit Race Riots"
- General Patton's Speech to the Third Army, 5 June 1944
- "D-Day," TIME, June 6, 1994 Volume 143, No. 23
- CONFERENCE AT BRETTON WOODS, United Nations Monetary and Financial Conference at Bretton Woods. Summary of Agreements. July 22, 1944
- US, 82nd Airborne Division Operation Market, 17 September 1944
- FIVE POINTS OF U. S. FOREIGN POLICY, An Outline by Secretary of State Edward R. Stettinius, Jr., December 18, 1944
- Yalta Conference, February 1945
- Roy E. Appleman, James M. Burns, Russell A. Gugeler, and John Stevens, Okinawa: The Last Battle, Center of Military History, United States Army, Washington, DC, Library of Congress Catalog Card Number: 49-45742, First Printed 1948-CMH Pub 11-1
- FIRST MESSAGE OF PRESIDENT TRUMAN TO THE CONGRESS, April 16, 1945
- Letter from Henry Stimson, Secretary of War to President Truman, informing him about the atomic bomb, April 24, 1945
- PRESIDENT TRUMAN'S BROADCAST ON SURRENDER OF GERMANY, May 8, 1945
- US Public Opinion Poll on Treatment of the Japanese Emperor, June 1945
- The Berlin (Potsdam) Conference, July 17-August 2, 1945; Protocol of the Proceedings, August l, 1945

- The Japanese Surrender Documents, 1945
- U. S. Strategic Bombing Survey: The Effects of the Atomic Bombings of Hiroshima and Nagasaki, Chairman's Office, 19 June 1946
- Doris Kearns Goodwin, "The Way We Won: America's Economic Breakthrough During World War II, The American Prospect, Volume 3, Issue 11. September 1, 1992.

Media:

- *"The War"*, Ken Burns. PBS, 2007 (Documentary – Elements of Episode 1 – "A Necessary War", Episode 3 – "A Deadly Calling", Episode 6 – "The Ghost Front"
- *Oral History Archives of World War II (Website)*, Rutgers University
- *"Saving Private Ryan"*. 1998 (Opening Omaha Beach Scene – included in parental permission slip)

Key Terms:

- Isolationism
- Lend Lease Act
- The Atlantic Charter
- Pearl Harbor
- Selective Service Act
- George Marshall
- GI Bill
- Japanese Internment
- Rationing
- Operation Torch
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- Dwight D. Eisenhower
- George Patton
- Battle of the Bulge
- VE Day
- VJ Day
- Douglas MacArthur
- Kamikaze
- Battle of Midway
- Battle of Okinawa
- Battle of Iwo Jima
- Manhattan Project
- Robert Oppenheimer
- Hiroshima
- Nagasaki
- Yalta
- Nuremburg Trials
- Rosie the Riveter
- Total War

Windsor Public Schools
Curriculum Map for the Secondary Level
U.S. Military History: The American Military Experience Since 1890

Purpose of the Course:
This course examines the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure and the country's social and cultural framework.

Name of the Unit:	Length of the unit:
Unit 3 – Cold War; Rhetoric, Ideology and the Military Industrial Complex	8-10 Blocks (84 Minutes Each)
Purpose of the Unit:	
Through the use of a wide variety of primary and secondary source materials, this unit allows students to investigate various presidential administrations involvement in the advancement of Cold War rhetoric and ideology, the creation of a permanent military industry and the roles of proxy wars and nuclear deterrence.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- CT Social Studies Curriculum Framework 1.1 – Significant events and themes in United States History.

- CT Social Studies Curriculum Framework 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation
- CT Social Studies Curriculum Framework 3.1 – Use evidence to identify, analyze and evaluate historical interpretations
- CT Social Studies Curriculum Framework 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Big Ideas:	Essential Questions:
• Cold War ideologies, competition and administrative doctrines were the driving factors in fundamental shifts in U.S. military structure, organization and policy • Rapidly advancing technology and the need for a permanent arms industry created substantial shifts in military organization, size and doctrines for war	• What are the roots of military conflict? • How has the United States attempted to use military power to advance its interests and ideals around the world and to what effect? • How have American military policies, establishments, and practices evolved over time; and what role has technology played in this evolution? • How did U.S. administration officials shape foreign policy both during and as a result of the military conflict? • How does war shape public opinion; and subsequently how does public opinion affect the war? • How do concepts of identity shape the character of war and how war, in turn, shapes identity through the human experience?
Students will know: • the effects of post-war competition between the United States and the Soviet Union on foreign policy and domestic spending	Students will be able to: • Cite specific textual evidence to support analysis of primary and secondary sources, regarding post-war tension, containment doctrine and the Cuban

• origins of the containment doctrine and U.S. involvement in Korea • the causes and effects of shifts in U.S. military organization and doctrines • the role of technology in shaping U.S. military policy • and the rationale behind various U.S. administrations and their perception of military doctrine • the significance of various leaders, battles and policy decisions	missile Crisis • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas regarding combat experiences, effects and outcomes of the Korean war. • Evaluate the effectiveness of the Kennedy's response to the Cuban Missile Crisis • Interpret information from a variety of primary and secondary sources, including electronic media using maps, music, memoirs, film • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentations • use primary and secondary source materials including photographs, diary entries and video footage to evaluate the effects of technological shifts on military doctrines of war • Use evidence to identify, analyze and evaluate historical interpretations of Cold War doctrines and the need for the military industrial complex and apply them to current debates regarding military spending today

Significant task 1: *Security Concerns of the Big Four*

Through direct teacher instruction and class discussion, students will be presented background to the origins of Cold War ideology and post-war tensions between the United States and her allies and the Soviet Union. Students will gain an understanding regarding the viewpoints of the "Big Four" and their concerns immediately following the conclusion of World War II. Following this instruction and discussion, students will be assigned into four groups; Soviet Union, United States, Great Britain and France. They will research the concerns of their corresponding nation then present their findings to the class in a brief. This will serve as the background activity to their second significant task.

Aside from provided materials, students will also be required to draw from previous knowledge obtained from key text (s) and course lecture from the previous day. Students will be given one block to prepare their country's briefing, presenting their course of action to class the following

block. Their brief will serve as the background information for their peers. Students will be graded on their briefing based on the high school NEASC rubric for presentations.

Timeline: 2 Blocks
Key vocabulary: Harry Truman, Nikita Khrushchev, Winston Churchill, Iron Curtain,
Resources: "*The Origins of the Cold War: U.S. Choices After World War II" - Choices for the 21st Century Education Program, Brown University*

Significant task 2: *Cold War Options – Policy Role Playing*

Through direct teacher instruction and class discussion, students will extend their background of Cold War ideology discussions from the previous blocks by looking at the U.S. policy of containment directly. Students will be assigned into five groups; four policy option groups and a fifth, smaller group, will represent President Truman for the purpose of this Options Scenario. The other groups are as follows;

1. Option 1 – Impose a Paz Americana
2. Option 2 – Contain Soviet Communism
3. Option 3 – Co-Exist and Compromise
4. Option 4 – Avoid Foreign Entanglements

Students will be assigned primary/secondary source materials for each of their options (President Truman is responsible for developing questions for each of the four options). Aside from provided materials, students will also be required to draw from previous knowledge obtained from key text (s) and course lectures and discussion from the previous days. Students will be given one block to prepare their option, presenting their course of action to President Truman the following day. Students will be graded on their individual analysis of the option from their defined role as well as their groups' presentation briefing. The NEASC Rubrics will be used to grade the presentation component.

Timeline: 2 Blocks
Key vocabulary: Containment, Satellite Nations, George Kennan, NATO, Warsaw Pact, Marshall Plan, Truman Doctrine
Resources: "*The Origins of the Cold War: U.S. Choices After World War II" - Choices for the 21st Century Education Program, Brown University*

Significant task 3: *Cuban Missile Crisis – Inquiry/Role Playing Activity*

Through direct teacher instruction and class discussion, students will investigate the paradigm shifts in U.S. military organization through the execution of both the Truman Doctrine and Eisenhower Doctrine; in doing so students will develop a strong understanding on the Nuclear Arms race and subsequent buildup of America's nuclear arsenal. They will investigate the emphasis on air power and Eisenhower's vision of a national command structure, massive retaliation and a chaotic array of nuclear technologies. Students will be presented with the background information to the Cuban missiles crisis, but will then be assigned to a key member of Kennedy's Cabinet. They will be provided the same CIA briefings, Intelligence Reports and U2 photographic evidence that the cabinet had at the time, and will be forced to make a suggestion to President Kennedy based on their individual's transcript, excerpts and recordings. Students will be given a day to prepare their stance which will be presented in a Socratic Discussion roundtable format the following block. Students will be graded both on their individual background analysis and predictions as well as their participation within the Socratic Discussion.

Timeline: 2 Blocks
Key vocabulary: John F. Kennedy, Nikita Khrushchev, Fidel Castro, Dean Rusk, M.A.D., Massive Retaliation, U2, Flexible Response, Bay of Pigs, Robert McNamara
Resources:

"Cuban Missile Crisis" – Avalon Project – Yale University
http://avalon.law.yale.edu/subject_menus/msc_cubamenu.asp

"Cuban Missile Crisis" – John F. Kennedy Library and Museum
http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx

Common learning experiences:

- Direct Instruction & Class Discussion regarding background, combat operations, statistics, public opinion, outcomes, policy shifts
- Korean Map Activity
- Big Four Security Concerns
- U.S. Cold War Policy Options
- Cuban Missile Crisis
- *Why We Fight?*
- Primary Source Readings – Various combat veterans personal accounts (Korean War)

Common assessments including the end of unit summative assessment:

1. Big Four Security Concerns
2. U.S. Cold War Policy Options Brief
3. Cuban Missile Crisis Action Plan
4. Doctrine Analysis DBQ – Comparing Truman Doctrine, Eisenhower Doctrine and Kennedy's Flexible Response (Summative)

Teacher notes:

Core Text Resources:

- Millett, Allan R. and Peter Maslowski. For The Common Defense: A Military History of the United States of America. 2012
- Lewis, Adrian R. The American Culture of War. 2012
- Appleman, Roy E. East of Chosin: Entrapment and Breakout in Korea. 1950. Reprint. Texas A & M University Press, 1991.
-

Historical Documents:

- *American Military History: A Documentary Reader* (Brad Lookingbill)
- *The Origins of the Cold War: U.S. Choices After World War II* (Choices Program, Brown University)
- *The Cold War International History Project, Woodrow Wilson Center*
- *The Harvard Project on Cold War Studies*

- The Yalta Conference February, 1945
- Donald P. Steury, "On the Front Lines of the Cold War: The Intelligence War in Berlin," Studies in Intelligence, Bo. 9 (Summer 2000) US, Central Intelligence Agency
- Charter of the United Nations; June 26, 1945
- Oral History Interviews with CLARK M. CLIFFORD, Assistant to White House Naval Aide, 1945-46; Special Counsel to the President, 1946-50. Truman Library, Interviews in 1971-73. Early Cold War History
- George Kennan, Excerpts from Telegraphic Message from Moscow of February 22, 1946
- Winston Churchill, "Sinews of Peace," (the Iron Curtain Speech), Westminster College, 5 March 1946
- Joseph Stalin: Reply to Churchill, 14 March 1946
- Center for the Study of Intelligence, Central Intelligence Agency, "CIA's Analysis Of The Soviet Union, 1947-1991," 2001
- Draft of a White House meeting regarding the Greek situation (no date) discussing the British Note of 27 February 1947
- Background memorandum on Greece, March 3, 1947
- Speech Announcing the "Truman Doctrine," 1947
- Address of the President of the United States: Recommendation for Assistance to Greece and Turkey, March 12, 1947
- "The Evaluation of the Atomic Bomb as a Military Weapon", the Final Report of the Joints Chiefs of Staff Evaluation Board for Operation Crossroads, 30 June 1947
- George F. Kennan, "X," "The Sources of Soviet Conduct," Foreign Affairs, July 1947
- ADDRESS BY GENERAL GEORGE C. MARSHALL SECRETARY OF STATE OF THE UNITED STATES AT HARVARD UNIVERSITY, JUNE 5, 1947
- 'The Marshall Plan -- Then and Now' By Ambassador Harlan Cleveland U.S. Permanent Representative to the North Atlantic Treaty Organization (NATO), 1967
- U.S. Air Force in Europe, 50th Anniversary of the Berlin Airlift
- U.S., Central Intelligence Agency, Memorandum for the President on the Soviet Response to the merger of the British, French, and American zones of Occupation in Germany, 9 June 1948
- THE NORTH ATLANTIC TREATY, 4 APRIL 1949
- Airbridge to Berlin --- The Berlin Crisis of 1948, its Origins and Aftermath, By D.M. Giangreco and Robert E. Griffin, 1988
- Benjamin O. Fordham, "Economic Interests, Party, and Ideology in Early Cold War Era U.S. Foreign Policy," International Organization, Vol. 52, no. 2 (Spring 1998)
- Atomic Explosion in the U. S. S. R., Statement by President Truman, September 23, 1949
- NSC-68, 1950
- US, Center for Military History, Army, Remembering the Korean War
- UNITED STATES ARMY IN THE KOREAN WAR: POLICY AND DIRECTION: THE FIRST YEAR by James F. Schnabel CENTER OF MILITARY HISTORY UNITED STATES ARMY WASHINGTON, D. C., 1992
- President Truman's speech sending troops to Korea, June 30, 1950
- Eisenhower on the Centrality of Nuclear Weapons to US Foreign Policy
- Korean Armistice Agreement
- William J. Broad, "Soviets Stole Bomb Idea From U.S., Book Says," New York Times, December 29, 2008
- William. J. Jorden, "Soviet Fires Earth Satellite Into Space; It Is Circling the Globe at 18,000 M.P.H.; Sphere Tracked in 4 Crossings Over U.S.," New York Times, 5 October 1957

- Khrushchev-Nixon "kitchen" debate, July 24, 1959
- News Conference Statement by President Eisenhower on the U-2 incident, May 11, 1960.
- President Eisenhower's "Military-Industrial Complex" Speech, January 1961
- Sam Roberts, "In Archive, New Light on Evolution of Eisenhower Speech," New York Times, 10 December 2010
- President John F. Kennedy Inaugural Address, January 20, 1961
- President Kennedy's Berlin Speech, July 25, 1961
- Khrushchev speech on the Berlin crisis, August 4, 1961
- Memorandum, General Maxwell D. Taylor, Chairman, Joint Chiefs of Staff, to General LeMay, General Wheeler, Admiral McDonald, General Shoup, "Chinese Nuclear Development," 18 November 1963, Top Secret
- "Cuban Missile Crisis" – John F. Kennedy Library and Museum
- "Cuban Missile Crisis" – Avalon Project – Yale University
- *Various Diary/Journal Entries, Letters Home & Speeches*

Media:

- *Why We Fight? (2006) (Full Documentary – 98 Minutes)*
- *The Korean War: Fire and Ice (2010) (Documentary – Excerpts)*
- *Unforgettable: The Korean War (2010 PBS) (Documentary – Excerpts)*

Key Terms:

- Satellite Nations
- Containment
- George Keenan
- NATO
- Warsaw Pact
- Mao Zedong
- Chaing Kai-Shek
- Korean War
- 38th Parallel
- General Douglass MacArthur
- U2 Incident
- Marshall Plan
- Berlin Airlift
- Truman Doctrine
- Eisenhower Doctrine
- Brinkmanship
- M.A.D.
- Flexible Response (Kennedy)
- CIA
- NSA
- Robert McNamara
- Fidel Castro
- Bay of Pigs
- Cuban Missile Crisis
- Nikita Khrushchev
- Limited Test Ban Treaty

Windsor Public Schools
Curriculum Map for the Secondary Level
U.S. Military History: The American Military Experience Since 1890

Purpose of the Course:
This course examines the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure and the country's social and cultural framework.

Name of the Unit:	Length of the unit:
Unit 4 – The United States in Vietnam	8-10 Blocks (84 Minutes Each)
Purpose of the Unit:	
Through the use of a wide variety of primary and secondary source materials, this unit allows students to investigate various administrations interpretations of the perceived situation in Vietnam, the success and failures of U.S. military interventions and actions as well as long term consequences and changes to American military policy as a result of the Vietnam war and how the war defined a generation of Americans.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- CT Social Studies Curriculum Framework 1.1 – Significant events and themes in United States History.
- CT Social Studies Curriculum Framework 2.1 – Access and gather information from a

variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)

- CT Social Studies Curriculum Framework 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation
- CT Social Studies Curriculum Framework 3.1 – Use evidence to identify, analyze and evaluate historical interpretations
- CT Social Studies Curriculum Framework 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Big Ideas:	Essential Questions:
• American involvement in Vietnam was driven by Cold War rhetoric; beginning long before the deployment of combat troops • The quagmire of Vietnam resulted in significant, long-standing policy shifts for the U.S. military	• What are the roots of military conflict? • How has the United States attempted to use military power to advance its interests and ideals around the world and to what effect? • How have American military policies, establishments, and practices evolved over time; and what role has technology played in this evolution? • How did U.S. administration officials shape foreign policy both during and as a result of the military conflict? • How does war shape public opinion; and subsequently how does public opinion affect the war? • How do concepts of identity shape the character of war and how war, in turn, shapes identity through the human experience?
Students will know: • the effects of imperialism and colonialism in French Indochina • origins of the U.S. involvement in Vietnam • the causes of shifts in public support for	Students will be able to: • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole in regard to U.S.

the war • the role of media in shaping U.S. public opinion of the war • the rationale behind various U.S. administrations and their perception of the war in Vietnam • the difference between unconventional and conventional war methods and the problems which arise from fighting and unconventional war with conventional means • the significance of various leaders, battles and policy decisions	involvement in Vietnam • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas regarding previous colonization of Vietnam, U.S. ideology, combat experiences, effects and outcomes. • evaluate the effectiveness of the selective service system • Interpret information from a variety of primary and secondary sources, including electronic media using maps, music, memoirs, film • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation • use primary and secondary source materials including photographs, diary entries and video footage to evaluate whether or not an unconventional war can be won with conventional methods • Use evidence to identify, analyze and evaluate historical interpretations of Vietnam and apply them through current U.S. conflicts today, particular Iraq/Afghanistan

Significant task 1: *Vietnam Options – Policy Role Playing*

Through Direct Teacher Instruction and class discussion, students will be presented background to the expansion of Cold War ideology in Southeast Asia from 1946-1964. Students will gain an understanding regarding Chinese, Japanese and French involvement in Vietnam and the subsequent increasing role of American involvement throughout the 1950s. Following this instruction and discussion, students will be assigned into four groups; with defined roles in each group of "Group Director", "Political Expert", "Historian" and "Military Expert". A fifth, smaller group, will represent President Johnson for the purpose of this Options Scenario. The other groups are as follows;

1. Option 1 – Americanize the War, and Fight to Win!
2. Option 2 – Escalate Slowly and Control the Risks
3. Option 3 – Limit Our Involvement and Negotiate a Withdrawal
4. Option 4 – Unilateral Withdrawal – Pull Out Now!

Students will be assigned primary/secondary source materials for each of their options (President

Johnson is responsible for developing questions for each of the four options). Aside from provided materials, students will also be required to draw from previous knowledge obtained from key text (s) and course lecture from the previous day. Students will be given one block to prepare their option, presenting their course of action to President Johnson the following day. Students will be graded on their individual analysis of the option from their defined role as well as their groups' presentation briefing. The 21st Century Rubrics will be used to grade the presentation component.

Timeline: 2-3 Blocks
Key vocabulary: Escalation, Withdrawal Imperialism, Colonialism, Diplomatic Recognition, Ho Chi Minh, Vietminh, Vietcong, Containment, Communism, Domino Theory, Dien Bien Phu, Ngo Dinh Diem, Geneva Accords
Resources: "The Limits of Power: The United States in Vietnam" - *Choices for the 21st Century Education Program, Brown University*

Significant task 2: *Critical Readings of Core Texts (s)*

Students will independently read one or more of the core texts taking reading notes on key topics assigned by the teacher ahead of time. The teacher will establish a specific procedure for reviewing reading notes and facilitating class discussions around key topics, points of interest and/or student generated questions.

After completing the text(s), students will be required to write a document-based essay regarding their choice of two controversial topics as part of their end-of-unit summative assessment. Department DBQ Rubric will be used to grade the essay.

Timeline: 8-9 Blocks (Independently)
Key vocabulary: all (see "Teacher Notes")
Resources:

- Caputo, Philip. *A Rumor of War*. Holt, Henry & Company, 1996
- Maslowki, Peter and Allan R. Millett. *For the Common Defense: A Military History of the United States of America*. Enlarged Edition. Simon &Schuster. 1994
- Zinn, Howard. *The Twentieth Century*. MJF Books. 2003

Common learning experiences:

- Direct Instruction & Class Discussion regarding background, combat operations, statistics, public opinion, outcomes, policy shifts
- Vietnam Map Activity
- Debate Rationale: Enlistment (as presented by Oliver Stone's *Born of the 4th of July*) vs. Drafted (as expressed by Tim O'Brien's *The Things They Carried – "On The Rainy River"*)
- View *Dear America: Letters Home From Vietnam (1987)*
- Vietnam through Music (Various Artists)
- *Surprising Lessons of Vietnam* – Comparison to Iraq/Afghanistan
- Primary Source Readings – Various combat veterans personal accounts

Common assessments including the end of unit summative assessment:

1. Policy Options Role Playing Presentation
2. Comprehension Checks – Multiple-Choice/Short Answer - Millett & Maslowski, Zinn

3. Enlistment Rationale Analytical Essay
4. Music Lyrics Analysis
5. Summative Assessment – M/C & DBQ based exam (Department DBQ Rubric will be used score the DBQ and measure growth)

Teacher notes:

Core Text Resources:

- *For The Common Defense: A Military History of the United States of America* (Millett & Maslowski)
- *The Twentieth Century* (Howard Zinn)
- *The Things They Carried* (Tim O'Brien)
- *A Rumor of War* (Philip Capote)
- *Vietnam Wars, 1945-1990* (Marilyn Young)

Historical Documents:

- *American Military History: A Documentary Reader* (Brad Lookingbill)
- *The Limits of Power: The United States in Vietnam* (Choices Program, Brown University)
- *The Vietnam Project* (Texas Tech University)
- *"Declaration of Independence of the Democratic Republic of Vietnam"* (Sept. 2, 1945)
- *The Pentagon Papers*
- *"United States Recognition of Viet-Nam, Laos, and Cambodia: Statement by the Department of State"* (Feb. 7, 1950)
- *"Extension of Military and Economic Aid: Statement by the Sec. of State"* (May 8, 1950)
- *"NSC Staff Study on United States Objectives and Courses of Action with Respect to Communist Aggression in Southeast Asia"* (Feb. 13, 1952)
- *"U.S. Policy on Viet-Nam: White House Statement"* (Oct. 2, 1963)
- *"40th Anniversary of the Gulf of Tonkin Incident"* (The National Security Archive)
- *"The Debate" (Time Magazine,* July 2, 1965)
- *"How Do You Ask a Man to Be the Last Man to Die in Vietnam?"* (John Kerry)
- *"The Surprising Lessons of Vietnam"*, Newsweek, 2009
- *Various Diary/Journal Entries, Letters Home & Speeches*

Media:

- *Born on the 4th of July (1989) (Opening 45 Minutes *included in course permissions slip)*
- *Dear America: Letters Home From Vietnam (1987) (full documentary – 85 minutes)*
- *CBS News Broadcasts of Vietnam* (In particular, Tet Offensive Coverage)
- *Various Musical Artists*

Key Terms:

- Imperialism
- Colonialism
- Diplomatic Recognition
- Ho Chi Minh
- Vietminh

- Vietcong
- Containment
- Communism
- Domino Theory
- Dien Bien Phu
- Ngo Dinh Diem
- Ho Chi Minh Trail
- Geneva Accords
- Puppets
- Accords
- Tet Offensive
- Gulf of Tonkin Resolution
- Buddhist Monks
- Vietnamization
- Napalm
- Conventional Bombing
- Rolling Thunder
- Agent Orange
- Credibility Gap
- Military Offensive
- Casualties
- Coalition Government
- Escalation
- The New Left
- Kent State
- My Lai Massacre
- Henry Kissinger
- Counterculture
- Withdrawal
- Saigon

Windsor Public Schools
Curriculum Map for the Secondary Level
U.S. Military History: The American Military Experience Since 1890

Purpose of the Course:

This course examines the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure and the country's social and cultural framework.

Name of the Unit:	Length of the unit:
Unit 5 – The New American Practice of War	8-10 Blocks (84 Minutes Each)

Purpose of the Unit:

Through the use of a wide variety of primary and secondary source materials, this unit allows students to understand the recovery and reorganization of the United State military which took place following the Vietnam conflict. In doing so, students will investigate, analyze and interpret America's peacekeeping missions, the Persian Gulf War and America's current involvement in both Iraq and Afghanistan.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

- CT Social Studies Curriculum Framework 1.1 – Significant events and themes in United States History.
- CT Social Studies Curriculum Framework 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)
- CT Social Studies Curriculum Framework 2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation
- CT Social Studies Curriculum Framework 3.1 – Use evidence to identify, analyze and evaluate historical interpretations
- CT Social Studies Curriculum Framework 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Big Ideas:	Essential Questions:
▪ Reform and reorganization of the United States military was a reactionary measure to the failures of Vietnam ▪ Shifts in U.S. military doctrines were brought about by the need to adapt and adjust to 21st Century policy demands	• What are the roots of military conflict? • How has the United States attempted to use military power to advance its interests and ideals around the world and to what effect? • How have American military policies, establishments, and practices evolved over time; and what role has technology played in this evolution? • How did U.S. administration officials shape foreign policy both during and as a result of the military conflict? • How does war shape public opinion; and subsequently how does public opinion affect the war? • How do concepts of identity shape the character of war and how war, in turn, shapes identity through the human experience?
Students will know: • the effects of post-Vietnam attitudes on domestic and international viewpoints	Students will be able to: • Cite specific textual evidence to support analysis of primary and secondary

of the U.S. military • origins and outcomes of The Persian Gulf War • the role of technology in shaping U.S. military policy • and evaluate the effectiveness of the Bush Doctrine in both Iraq and Afghanistan • the significance of various leaders, battles and policy decisions	sources, regarding the Persian Gulf War, Iraq and Afghanistan • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas regarding U.S. military intervention and peacekeeping missions. • understand the causes and effects of shifts in U.S. military organization and doctrines brought about by Vietnam and Terrorism • Interpret information from a variety of primary and secondary sources, including electronic media using maps, music, memoirs, film • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentations • use primary and secondary source materials including photographs, diary entries and video footage to evaluate the effects of 21st century terrorism on military doctrines of war • Use evidence to identify, analyze and evaluate historical interpretations of America's involvement in Iraq and Afghanistan

Significant task 1: *Peacekeeping Presentations*

Through direct teacher Instruction and class discussion, students will be presented background information regarding the recovery and reorganization of the armed forces in the decades that immediately followed the conclusion of the Vietnam War. In a way to extend their learning and apply this information, students will be paired and assigned a particular instance of U.S. troop deployment. The students will have 1 week (class time and outside of class), including at least 1 full block to create a powerpoint presentation on their mission; purpose, details, outcomes and connection to new military philosophies. The following topics will be assigned:

- Libya (1981), Lebanon (1982-83), Grenada (1983), Libya (1986) , Persian Gulf (1987-88), Panama (1988-89), Bolivia & Columbia (1986 & 1989), Philippines (1989), Somalia (1992-1995), Bosnia (1993-1999), Yugoslavia/Albania (1999), East Timor (1999)

Aside from provided materials, students will also be required to draw from previous knowledge

obtained from key text (s) and course lecture from the previous days. Students will be given one block to prepare their presentation in class; they must complete the rest of the assignment outside of class. Students will be graded on their briefing based on the high school NEASC rubric for presentations.

Timeline: 3-4 Blocks (1 in-class research day, 1 presentation day, outside of school work)
Key vocabulary: all (see "Teacher Notes")
Resources: -"Instances of Use of United States Forces Abroad, 1798 - 2004," Richard F. Grimmett, Specialist in National Defense, Foreign Affairs and National Defense Division, Washington DC: Congressional Research Service, Library of Congress. October 5, 2004

Significant task 2: *Iraq Options – U.S. Policy Role Playing*

Through direct teacher instruction and class discussion, students will extend their background of United States military involvement in the Middle East, particularly Iraq. During previous blocks, students will have been introduced to the Persian Gulf War, or "First Iraq War" and the subsequent U.S. monitoring of air space and weapons development. Students will investigate the geography of Iraq, with its oil infrastructure, distinctly different ethnic groups and variations in population density. Students will also evaluate the Rhetoric of the Iraq War by analyzing direct quotes and speeches by President Bush and his cabinet members. Students then will be assigned into three groups;

1. Option 1 – Increase Our Presence in Iraq
2. Option 2 – Provide Iraqis with the Means to Succeed
3. Option 3 – Withdraw from Iraq Now

Students will be assigned primary/secondary source materials for each of their options, while also drawing from previous knowledge obtained from key text (s) and course lectures and discussion from the previous days. Students will be given one block to prepare their option, presenting the benefits, drawbacks and presumed end result of their policy to the class. Students will take notes from their peers' presentation so that they have strong background in all three options presented to the United States. Once done, students will examine more recent evidence since the removal of combat troops in Iraq to determine whether or not either of the three policy options was validated. Students will be graded on their individual analysis of the option, their notes on the other policy options and their analysis of Iraq today. The NEASC Rubrics will be used to grade the presentation component.

Timeline: 2-3 Blocks

Key vocabulary: Terrorism, Weapons of Mass Destruction, Sunni, Shi'a, Oil Interests, Sectarian Divisions, Insurgent, Kuwait, Saddam Hussein, Richard Cheney, President George H.W. Bush, President Clinton, President George W. Bush

Resources: "*Conflict in Iraq: Searching for Solutions" - Choices for the 21st Century Education Program, Brown University*

Significant task 3: Critical Readings of Core Texts (s)

Students will independently read one or more of the core texts taking reading notes on key topics assigned by the teacher ahead of time. The teacher will establish a specific procedure for reviewing reading notes and facilitating class discussions around key topics, points of interest and/or student

generated questions.

After completing the text(s), students will be required to write a document-based essay regarding their choice of two controversial topics as part of their end-of-unit summative assessment. Department DBQ Rubric will be used to grade the essay.

Timeline: 8-9 Blocks (Independently)
Key vocabulary: all (see "Teacher Notes")
Resources:

- Millett, Allan R. and Peter Maslowski. For The Common Defense: A Military History of the United States of America. 2012
- Wright, Evan. Generation Kill; Devil Dogs, Iceman, Captain America, And The New Face of American War. Penguin Group, 2005.
- Rashid, Ahmed. Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and Central Asia. Penguin Group, 2009.
- Atkinson, Rick. In The Company of Soldiers: A Chronicle of Combat. 2005

Common learning experiences:

- Direct Instruction & Class Discussion regarding background, combat operations, statistics, public opinion, outcomes, policy shifts
- U.S. Middle-East Map Activity
- Peacekeeping Presentations
- Iraq Options & Analysis
- Primary Source Readings – Various combat veterans personal accounts (Grenada, Somalia, Persian Gulf, Iraq, Afghanistan)

Common assessments including the end of unit summative assessment:

1. Middle East Map Activity
2. Peacekeeping Presentations
3. Iraq Options & Analysis
4. Summative – Typed Essay – The American Culture of War and the Future or Warfare (2-3 pages)

Teacher notes:

Core Text Resources:

- Millett, Allan R. and Peter Maslowski. For The Common Defense: A Military History of the United States of America. 2012
- Lewis, Adrian R. The American Culture of War. 2012
- Brown, John Sloan. Kevlar Legions: The Transformation of the United States Army 1989-2005. 2012
- Wright, Evan. Generation Kill; Devil Dogs, Iceman, Captain America, And The New Face of American War. Penguin Group, 2005.
- Rashid, Ahmed. Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and

Central Asia. Penguin Group, 2009.
- Kitfield, James. Prodigal Soldiers: the Generations of Officers Born of Vietnam Revolutionized the American Style of War. New York, Simon & Schuster, 1995.
- Atkinson, Rick. In The Company of Soldiers: A Chronicle of Combat. 2005

Historical Documents:

- *American Military History: A Documentary Reader* (Brad Lookingbill)
- "Instances of Use of United States Forces Abroad, 1798 - 2004," Richard F. Grimmett, Specialist in National Defense, Foreign Affairs and National Defense Division, Washington DC: Congressional Research Service, Library of Congress. October 5, 2004
- Ronald Reagan, First Inaugural Address (January 20, 1981)
- "The Evil Empire," President Reagan's Speech to the House of Commons, June 8, 1982.
- "Possible Soviet Responses to the US Strategic Defense Initiative," Interagency Intelligence Assessment, APPROVED FOR RELEASE, CIA HISTORICAL-REVIEW PROGRAM, Secret, NIC M 83-10017, 12 September 1983
- Ronald Reagan, Speech on the 40th Anniversary of D-Day (June 6, 1984)
- David E. Hoffman, "Hastening an End to the Cold War," The Washington Post, 6 June 2004, p. A01
- Eytan Gilboa, "The Panama Invasion Revisited: Lessons for the Use of Force in the Post Cold War Era," Political Science Quarterly, (v110 n4), p539
- "Why International Primacy Matters." By Samuel P. Huntington. International Security 17, no. 4 (Spring 1993): pp. 68-83.
- Memo (U), Maj. Gen. John H. Admire, USMC, Vice Director for Strategic Plans and Policy, Joint Staff, to Assistant Secretary of Defense for Nuclear Security and Counterproliferation, "Nuclear Posture Review (NPR)," 6 January 1994
- Clinton Administration Policy on Reforming Multilateral Peace Operations, (PDD 25), Bureau of International Organizational Affairs, U.S. Department of State, February 22, 1996
- "Somalia and the future of humanitarian intervention," Foreign Affairs, Vol. 75, No.2 Mar/Apr 1996
- US, The National Security Strategy of the United States, September 2002
- Thomas Donnelly, "The Underpinnings of the Bush Doctrine," American Enterprise Institute, January 31, 2003
- US, Senate, Select Committee on Intelligence, Prewar Intelligence Assessments about Postwar Iraq, 110th Congress, Washington, DC, May 2007
- Samantha Power, "Our War on Terror," New York Times, 29 July 2007

Media:

- "The Soldier's Heart" Frontline. March 1, 2005 (Documentary – Excerpts)
- "Bush's War" Frontline. Mar. 24, 2008 (Documentary – Excerpts)
- "Obama's War" Frontline. Oct. 13, 2009 (Documentary – Excerpts)
- "The Wounded Platoon" Frontline. March 10, 2010. (Documentary – Excerpts)
- "Invisible Wounds of War" 60 Minutes. May 5, 2013. (Documentary – Excerpts)
- "Secretary of War" 60 Minutes. May 17, 2009. (Documentary – Excerpts)
- "The Gulf War" Frontline. Interactive Website

Key Terms:

- Genocide
- Biological Weapons

- Terrorism
- Iraq
- Afghanistan
- Weapons of Mass Destruction
- Arabization
- Diplomatic
- Muslim
- Sunni
- Shi'a
- Pan-Arab Movement
- Oil Interests
- Coup
- UN Resolutions
- Embassy
- Sectarian Divisions
- Insurgent
- Kuwait
- Saddam Hussein
- Osama Bin Laden
- Al-Qaida
- President Reagan
- Richard Cheney
- President George H.W. Bush
- President Clinton
- President George W. Bush
- President Obama

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandising

Purpose of the Course: Fashion Merchandising will give students an in-depth view of the textile/apparel/retail soft goods chain. Prior to creating their own boutique, students will explore the many aspects which influence a fashion business, along with how to create a business plan and how to manage a business. In addition, students will be introduced to the apparel manufacturing process as well as analyze an array of career opportunities. Fashion Merchandising, by its nature is interdisciplinary and calls for the application of 21st century skills and concepts in fashion, marketing, accounting, entrepreneurship as well as a range of researching, reading, writing, and presentation skills. This one year elective course will allow students to bring to life the world of fashion merchandising through the real life experience of creating and running an e-commerce boutique.

Name of Unit: Fundamentals of Fashion Unit 1	Length of the unit: 10 blocks (86 minute blocks)
Purpose of the Unit: This unit introduces students to the many factors which have direct and indirect influence on fashion and the business of fashion. Students will learn how fashion reflects current economic conditions, entertainment trends, current events, and political issues. Students will also gain an understanding of the concept of fashion movement: the role of leaders and followers, theories, stages and cycles of fashion movement.	

FACS Standards addressed in the unit:
Become exposed to fashion history and elements of design 11.10
Demonstrate design ideas through visual presentation 11.4
Analyze career paths within textile and design industries 11.16

Common Core State Standards Addressed in the unit:
Text Types and Purposes 10.W.2: writing informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7:Conduct short as well as more sustained research projects to answer questions(including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues.
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas: • Making choices about what we wear goes far beyond our own personal preferences. • Fashion is not a static business.	Essential Questions: • What factors influence personal clothing choices? • In what ways does fashion reflect the economy, political climate, and the entertainment industry? • How does understanding the factors that influence the fashion industry translate to running a successful business?
Students will know: • The basic factors that influence personal fashion choice. • How fashion reflects economic climate, political climate and the entertainment industry. • What fashion movement means. • Theories of fashion movement. • Principles of fashion movement.	Students will be able to: • Identify and classify the wide range of factors which impact fashion choices. • Assess their own personal fashion choices in regards to influencing factors. • Identify how fashion reflects economic climate, political climate and the entertainment industry. • Identify and analyze principles of fashion movement.

Significant task 1: Why we wear what we wear

In a whole group students will be introduced to the concept of various factors influencing fashion choices. Students will compile a list of possible factors; the document camera will be utilized so the list can be viewed by the class. Students will then break up into small groups of 4-5 to explore the identified factors and brainstorm other possible factors; they may use secondary sources to aid in the identification process, such as magazines. Students will record their results. The small groups will elect a representative to present their findings to the class. Students will return to a whole group to present their findings to the class. Modifications will be made to the original list of findings; utilizing the document camera. Class discussion will follow in order to identify categories of factors and organize their findings into these categories. Direct whole instruction with guiding questions will be utilized to supplement student findings.

Timeline: 2 class periods (86 minutes)

Key vocabulary:
physical needs, psychological needs, social needs, values/attitudes, identification, status

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill, document camera, magazines

Significant task 2: mini portfolio

On an individual basis students will create a portfolio, utilizing PREZI presentation software, 'Why We Wear What We Wear: Then and Now'. Based on new learning from significant task 1: Students will select an influencing factor of their choice: physical needs, psychological needs, social needs, values/attitudes, identification, status, culture, religion, socioeconomics, politics, or entertainment industry. Students will then select a garment of their choice which will accurately represent/reflect the influencing factor chosen, and identify the fashion type; avant-garde, fad, classic, ford, high fashion, mass fashion. Students will then research a similar garment from at least 50 years ago – they will then compare and contrast various aspects of the two garments in terms of influences, appearance, and fashion type. Extension- additional garments from the given time periods may be included.
Presentation: students will give a five minute presentation on their project utilizing PREZI presentation software.

Timeline: 5 class periods (86 minutes)

Key vocabulary:
physical needs, psychological needs, social needs, values/attitudes, identification, status, fad, classic, avant-garde, ford, high fashion, mass fashion

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill; computer lab;
presentation software

Significant task 3: Appling your knowledge; fashion movement essay

Students will each select an outfit they love to wear and assess it in terms of: influencing factors, location on the fashion cycle, fashion movement theory applicable to their outfit, factors that may have influenced the speed of fashion movement. Students will compile their information on a graphic organizer. They will then write a five paragraph essay which reflects their assessment. Student must justify their assessment with information from this unit. Rough drafts will be submitted and then returned to student for finalization.

Timeline: 2 class periods (86 minutes)

Key vocabulary:
fashion cycle; introduction, rise, peak, decline, obsolescence:
fashion movement; trickle-down, trickle –up, trickle-across

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill: graphic organizer

Common learning experiences:

- Brainstorming and creation of a list of factors which influence fashion choices; incorporate vocabulary via application to the factors students identify.
- Direct instruction to supplement student findings of influencing factors.
- Each student will develop a mini portfolio, utilizing PREZI presentation software; describing one factor affecting fashion with examples from today and at least 50 years ago.
- Essay in which each student will apply theories of fashion movement to one of their own garments.

Common assessments including the end of unit summative assessment:

- Mini Portfolio
- Classroom presentation
- Fashion Movement essay
- End of unit summative assessment

Rubrics:

- School-wide rubric #1: Uses research tools to access evaluate and document information.
- School-wide rubric #3: Effective oral communication.
- Teacher-developed writing rubric

Teacher notes:
Allow students to brainstorm factors influencing fashion choices prior to direct instruction, allow students to explore and discuss their findings. Use articles of clothing in classroom and or visuals to aid students' identification of factors- if needed.

For task 1, one goal is for students to identify the following categories: physical needs, psychological needs, social needs, values/attitudes, identification, and status. Provide guiding questions as needed. Encourage students to draw on prior knowledge.

In all units, utilize non-linguistic methods of introducing vocabulary. Consider using gallery walks, do-nows, quick writes and word splashes to reinforce vocabulary retention.

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandising

Purpose of the Course: Fashion Merchandising will give students an in-depth view of the textile/apparel/retail soft goods chain. Prior to creating their own boutique, students will explore the many aspects which influence a fashion business, along with how to create a business plan and how to manage a business. In addition, students will be introduced to the apparel manufacturing process as well as analyze an array of career opportunities. Fashion Merchandising, by its nature, is interdisciplinary and calls for the application of 21st century skills and concepts in fashion, marketing, accounting, and entrepreneurship as well as a range of researching, reading, writing, and presentation skills. This one year elective course will allow students to bring to life the world of fashion merchandising through the real life experience of creating and running an e-commerce boutique.

Name of the: The Business Plan Unit 2	Length of the unit: 12 blocks (86 minute blocks)
Purpose of the Unit: This unit introduces students to the importance of and the creation of a business plan. Students will come to understand that the business plan is a comprehensive, detailed document that enables an entrepreneur to develop a strategy for a particular business. The business plan helps the existing business analyze current market factors and properly manage future growth. Students will learn the basic components of the road map that will guide the development of their business; the business plan. Students will learn the importance/need of a business plan as a requirement to obtain funding. All students will work cooperatively to complete various sections of the business plan and compete at the Entrepreneurial Symposium at The Hartford Insurance.	

Performance Standards Addressed in the unit: Textile, Apparel, Housing, Interiors and Related Careers
Evaluate the components of customer service 12.13
Become exposed to technology used to produce textile, apparel and furnishings 12.14
Demonstrate general operational procedures required for business profitability and career success 12.15
Demonstrate general procedures for business profitability and career success 12.20
Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors 12:2 0

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
Text Types and Purposes 10.W.2 :Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Research to Build and Present Knowledge 10.W.8: Gather relevant information from multiple

authoritative print and digital sources
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• A business plan is an effective tool to attract investors to your business. • The business plan is your basic strategic instrument.	• Why is it important to create a business plan? • What are some special needs that a fashion business might have that a manufacturing business does not have? • How does a business plan impact the decisions of potential investors?
Students will know:	Students will be able to:
• The business plan helps the entrepreneur analyze current market situations and properly manage future growth. • The business plan is an important document that is mandatory to obtain funding from investors. • The business plan is a plan to use as a basis for making sound financial/business decisions. • The business plan is a standard by which you can measure and improve business performance.	• Formulate ideas for a new entrepreneurial venture. • Gather data through various sources to plan their business plan. • Organize data for clarity of the business plan • Write, edit and revise the business plan. • Write a one page paper that describes the managerial roles within a business.

Significant task 1: Dream Board/Vision Board project for your business idea(s)

All students will complete this significant task. In a whole group, students will be introduced to a sample business plan. After giving students a brief synopsis of each section of the business plan (Vision and Mission statement, product and service plan, company description, Industry Overview, Market Analysis, Competitive Analysis, Marketing plan, Organizational plan, Financial plan, Growth plan, Contingency plan, Executive Summary, Cover page, Title page, Table of Contents, and supporting documents) students will brainstorm goals: short term, medium term and long term goals, target markets, and sales strategies in order to create a vision board depicting their 1st year, 5th year, 10th year in business.

Within small groups students will be assigned a specific managerial role within their team. The managerial

teams are: Sales, Marketing, Production, Distribution, Chief Operations Officer. Each student will research, using the internet and interview, if applicable, her specific role in order to give a five minute presentation to the class on her functional role within the business.

At the conclusion of the vision board activity, each team within the class will create a vision and mission statement for their perspective business.

Timeline: 4 class periods (86 minutes)

Key vocabulary: mission statement, company description, executive summary, vision, business plan
Resources: JA Student workbook, Glencoe Entrepreneurship & Small Business Management

Significant task 2: Creating the Business Plan

In sub-groups within each business team, students will work on a specific section of the business plan. Students will gather/research supporting documents using the internet to successfully create a cohesive business plan. The sections are as follows: marketing plan which includes competitive analysis section, industry overview, contingency plan and growth plan.

At the end of Task #2 students are expected to have a first draft of their respective sections of the business plan.

Timeline: 2 class periods (86 minutes)

Key vocabulary: marketing plan, industry overview, contingency plan, growth plan, economics

Resources: Resources: library visit,
Sites: SBA, Chamber of Commerce, computer/internet access.

Significant task 3: JA Entrepreneurial Business Symposium

Preparation for JA Symposium:

Activity 3:1: (JA Be Entrepreneurial student workbook)
Elements of a successful start-up:

As a whole group, students will visit websites (SBA and JA.org) for information and activities related to funding an entrepreneurial venture, and for podcasts and other resources to assist in business planning.

Activity 3:2: (JA Be Entrepreneurial student workbook)

Individually, students will listen to podcasts and complete the Entrepreneur Scripts section in the student workbook, provided by Junior Achievement. This activity is in preparation for the JA Be Entrepreneurial symposium and is mandatory for all students. These podcasts will give feedback regarding entrepreneurial traits of successful entrepreneurs.

Activity 3:2:1 (Day of Symposium) – A Day in the Life

Timeline: 1 day- (8 hour field trip)

All students will participate in the JA BE Entrepreneurial Symposium at The Harford Insurance. Individually students will experience a day in the life of a business person. Industry leaders will share their success stories with students.

Within small groups, students will role play the aspects of product development and work cooperatively to formulate a concept for their product: product development review, choosing the right product or service, learning about customer satisfaction, gaining competitive advantage, and business ethics and social responsibility.

Activity 3:2:2 A (Day of Symposium) – Creating the business plan

In their teams, students will work with mentors to revise the draft of their business and refine their business plan.

Upon completion of the business plan draft, students will work with mentors to prepare for the onsite presentation of their business plan. This section is a competitive event where the finalists will be selected for final round of the competitive event, two weeks later.

Activity 3:2:2 B (In class, after Symposium) – Finalizing the business plan and preparing for competition

In small groups, all students will edit, revise and fine tune their business plan PowerPoint presentation. Competition finalists will present to a panel of local business leaders, teachers and administrators. Remaining students will present to their classmates.

Time Line: 3 class periods (86 minutes)

Key vocabulary: incremental and original innovation, SWOT analysis, competitive advantage, supply and demand

Resources: JA – Be Entrepreneurial! Student workbook, student's interactive notebook, online research tools, The Hartford Insurance staff and Junior Achievement Staff

Common learning experiences:

- Creation Vision/Dream Board
- Interactive notebook for vocabulary, notes and reflections
- 1st draft of the business plan components
- Management Table
- Field trip to The Hartford Insurance
- Editing and revising the business plan and PowerPoint presentation
- Presentation practice
- Business Plan Competition

Common assessments including the end of unit summative assessment:

- Interactive notebook
- Business plan development and presentation
- End of unit summative assessment in development.

Rubrics:

- Interactive notebook assessed through teacher-generated rubric.
- School-wide rubric #1: Uses research tools to access evaluate and document information.
- School-wide rubric #3: Effective oral communication.

Teacher notes:

Task #1: At the end of Significant task #1: Students will have created an activity planner that will enable them to remain on task and maintain the agreed upon timelines of implementation of their business plan drafts

Task #2: At the end of Significant task #2: students will have the major sections for the business plan organized and in draft form.

Task #3: At the end of the JA Symposium each team will have a completed "professional" business plan that they will be able to present to either 1: panel of judges from JA or classmates.

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandising

Purpose of the Course: Fashion Merchandising will give students an in-depth view of the textile/apparel/retail soft goods chain. Prior to creating their own boutique students will explore the many aspects which influence a fashion business, along with how to create a business plan and how to manage a business. In addition, students will be introduced to the apparel manufacturing process as well as analyze an array of career opportunities. Fashion Merchandising course by its nature is interdisciplinary and calls for the application of 21st century skills and concepts in fashion, marketing, accounting, entrepreneurship as well as a range of researching, reading, writing, and presentation skills. This one year elective course will allow students to bring to life the world of fashion merchandising through the real life experience of creating and running an e-commerce boutique.

Name of the Unit: Managing your business: Basic accounting and record keeping Unit 3	Length of the unit: 6 blocks (86 minute blocks)
Purpose of the Unit: This unit gives students an opportunity to examine financial statements, such as the income and cash flow statement, and balance sheet. Accounting records should be viewed as the organizing and recording of financial activities of a business. When correctly maintained these records provide valuable data for management decision making and indicate the financial strength of the business.	

Performance Standards Addressed in the unit: Textile, Apparel, Housing, Interiors and Related Careers
Demonstrate general operational procedures required for business profitability and career success 12.15
Demonstrate general procedures for business profitability and career success 12.20

Common Core State Standards Addressed in the unit:
Text Types and Purposes 10.W.2: Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Research to Build and Present Knowledge 10.W.8: Gather relevant information from multiple authoritative print and digital sources
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts

and issues

Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
10.L.4: **Vocabulary Acquisition and Use-** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context
College and Career Ready Attributes
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, and comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
• Accurate financial records support sound business decisions and efficient use of resources. • Estimated cash flow statements are projections about cash needs for the future.	• Who would be interested in the financial statements of a business, and why? • What is the primary purpose of going into business? • How can inaccuracies in the financial records impact the business?
Students will know:	Students will be able to:
• Purpose of the income statement. • The sections in the income statement. • The formula for computing net income/loss. • Sources of cash, disbursement of cash. • Careful analysis of income statement will determine whether or not the business is making a profit or a loss.	• Describe the interrelationships of an income statement, balance sheet, and cash flow statement. • Prepare financial statements for a merchandising business. • Analyze the relationship among the income statement, the cash flow statement and the balance sheet. • Perform calculations to determine if the accounting equation is in balance. • Use spreadsheet applications to complete accounting functions and reports. • Explain the different user of the financial statements of a business. • Analyze financial statements to explain discrepancies and trends.

Significant task 1: Preparation of income statement

Using whole group instruction teacher will introduced to the concept of financial statements. “Financial statements tell the story”. The income statement sections are introduced and explained with the use of a teacher prepared a case study. Students will analyze the case study and identify the component parts. Using this information student will prepare an income statement and compute net income/loss.
To demonstrate mastery of these concepts, students will individually prepare an income statement from a sample case study provided by the teacher.
Through whole group instruction students will be introduced to comparative analysis of financial statements for two or more accounting periods. Through guided practice students will calculate amount of change and percentage change for the periods under review.
In groups of four, students will provide explanations for the differences between the periods and make recommendations for corrective action. Each group will present recommendations and answer questions asked by the class members.

Timeline: 2 class periods (86 minutes)

Key Terms: revenue, operating expense, fiscal period, income statement, merchandising business, net income/loss, owners’ equity, revenue, accrual method of accounting, comparative analysis

Significant task 2: Preparation of cash flow statement

Using whole group instruction students will be introduce to the purpose and use of a cash flow statement, as well as the role of the income statement in the preparation of the cash flow statement. The timing of receipts and expenditures impacts the liquidity of the business. Using a sample cash flow statement the teacher will demonstrate proper format, identify the various sections of the cash flow statement: sources of cash and disbursements, and net increase/decrease in cash
Through guiding questions, students will identify cash inflows and outflows and identify whether their business had a positive or negative cash flow for the period. Using a case study, students will demonstrate their mastery of the cash flow statement by individually developing a projected cash flow statement for six months to determine whether there is enough cash to cover expenses for the period.

Timeline: 2 class periods (86 minutes)

Key Terms: cash inflows, cash disbursements, liquidity, accrual method of accounting, operating expense, profit

Resources: Entrepreneurship Teaching Strategies by John E. Crow (NBEA), library visit,
Sites: SBA, Chamber of Commerce, computer/internet access.

Significant task 3: Preparation of balance sheet

All students will complete this significant task: As a class students will be introduced to the accounting equation. Through guided practice students will demonstrate how the balance sheet reflects the accounting equation.(using teacher provided template)

In groups of four students will analyze a hypothetical business. Each group will gather information on what is owned, (assets) what is owed (liabilities) and determine the owners' equity (capital). Using this information each group will develop a beginning balance sheet. Students prepare balance sheet from a set of case study information provided by the teacher.

Timeline: 2 class periods (86 minutes)

Resources: Textbook, Entrepreneurship Teaching Strategies by John E. Crow (NBEA), library visit,
Sites: SBA, Chamber of Commerce, computer/internet access.

Key Terms: inventory records, beginning inventory, ending inventory, cost of merchandise, operating expense, profit, assets, accounts receivable, accounts payable, notes payable

Common learning experiences:

- Guided practice to prepare financial statements
- Group activities
- Case study analysis
- Presentation
- Interactive notebook for vocabulary, notes and reflections

Common assessments including the end of unit summative assessment:

- Presentation
- Journal/interactive notebook
- End of unit assessment

Using the financial statements prepared as directed in classes use several cases studies to prepare income statement, cash flow statement and balance sheet
With two years financial information students prepare a comparative analysis, providing the management of their hypothetical business with recommendations for any troubling trends and or corrective measures to be taken.

Rubrics:

- School-wide rubric #3: Effective oral communication.
- Interactive notebook assessed through teacher-generated rubric.

Teacher notes: (Source of notes entrepreneurship teaching strategies, John E. Clow, NBEA)

Income Statement:
The income statement helps the entrepreneur know whether or not a profit is made during a particular period. It is also beneficial for the entrepreneur to compare the income statement form past periods to determine any positive of negative trends or developments.
Formula for calculating net profit/loss: Revenue – Expenses = Net Income/lost
For a merchandising business the income statement reports the revenue, the expenses, and the net

income or net loss for a specific period a major component of revenue is sales. Expenses are bills incurred during the period. Most businesses use the accrual method of accounting instead of a cash method. This means that an expense is claimed in the time period in which it is incurred or used - not when it is paid. Similarly, revenue is claimed when it is earned not when cash is received.

Cash flow Statement:
Point out to students that entrepreneurs estimate their cash flow for an upcoming month based on past experience and what they project to happen in the immediate future. This is done to ensure there is enough cash available for the month to pay for expenses as they become due.
Cash receipts – Cash payments = Net cash flow

Balance Sheet:
The balance sheet is another report on the health of the business. It shows how many assets are held by the business, and the degree of indebtedness. It also shows how much of the value of the assets can be claimed by the owners and the creditors
Accounting equation, Assets = Liabilities – Owners equity

Windsor Public Schools
Curriculum Map for the Secondary Level
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Name of the: Managing your business, Financing Unit 4	Length of the unit: 6 blocks (86 minute blocks)
Purpose of the Unit: Entrepreneurs need to estimate the amount of cash needed for expenditures such as inventory, fixtures, and equipment. Estimates must be made for cash reserves needed to keep the business going during the first few months of operations This unit will give students the opportunity to estimate the start-up capital requirement needed to finance their in-class business.	

Family and Consumer Science Performance Standards and Competencies:

Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors. 12.20
Evaluate the components of customer service 12.13
Become exposed to technology used to produce textile, apparel and furnishings 12.14
Demonstrate general operational procedures required for business profitability and career 12.15
Demonstrate general procedures for business profitability and career success 12.20

Common Core State Standards Addressed in the unit:
Text Types and Purposes 10.W.2: Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Research to Build and Present Knowledge 10.W.8: Gather relevant information from multiple authoritative print and digital sources
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence

clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use- 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• Under-capitalized businesses fail within the first year. • Source of capital affects debt to income relationship. • All financial resources must be thoroughly examined in light of benefits/drawbacks.	• What factors makes one sources of capital more attractive than others? • Who are angel investors and why are they important to new businesses? • What factors would support your decision to accept a partner for your start-up business? • What could I live without to give my business a sound financial foundation?
Students will know: • The basis for classifying expenses for business startup and plan accordingly for each type of expense. • The criteria for selecting the major funding sources for a business.	Students will be able to: • Define startup expenses. • Identify examples and sources of startup capital. • Define operating expenses and identify examples of operating expenses. • Differentiate business expenses as startup, operating or personal. • Analyze the trade-offs between debt and equity financing.

Significant task 1:

All students will complete this task: Through direct instruction teacher will Introduce students to the concept of startup expenses, operating and personal expenses utilizing examples for different types of businesses. A discussion forum will be used to expose students to startup costs categories: real estate, equipment, fixtures, furniture, building renovation, prepaid deposits, beginning inventory, supplies, and pre-opening expenses.
Working in small groups of three or four students will be assigned various types of businesses. Business types: nail salon, small ice cream shop, resume writing service, catering service, lawn care service or a business of student's choice. In their teams, students will develop a list of startup expenses as the owner of their business.
Each group will share their list with the class. Differences among groups will be discussed. Using guiding questions students will identify any major expenses that were overlooked by the groups.
Through direct instruction the class will be introduced to operating expenses and personal expenses. Students will participate by adding to the list started by the teacher. Individually students will identify

and give examples of expenses common to the majority of small businesses.

Individually students will create a start-up lemonade stand. In this activity students will identify startup expenses and operating expenses necessary to have the business ready to open on the first day. Students will share their list with a partner and discuss any missing items.

As a whole group class will develop a master list of startup and operating expenses for the lemonade stand, color-coding expenses as either startup or operating expenses. Students will verbally justify their classification into either category.
Teacher will introduce students to the classification of expenses demonstrating for students what constitutes a fixed and a variable expense.
Working as pairs students will practice identifying the classification of expenses, utilizing a teacher-provided list. Students will demonstrate their understanding of the concept by brainstorming additional items to be added to the list.

Timeline: Two class periods (86 minutes)
Key vocabulary: Startup expenses, operating expenses, personal expenses, fixed expenses, variable expenses
Resources: Entrepreneurship Teaching Strategies by John E. Crow (NBEA), library visit,
Sites: SBA, Chamber of Commerce, computer/internet access.

Significant task 2: Source and types of funding, pros and cons of types of funding sources

Using guiding questions teacher will ensure that the main sources of funding are identified. Individually students will brainstorm the pros and cons to the entrepreneur of each source of funding. These sources are: using personal savings, borrowing from friends, finding an Angel investor, borrowing from commercial sources and obtaining trade credit.
Using whole group instruction teacher will introduce the following concepts:

Capital: Money needed to start a business, and keep it operating. Entrepreneurs need different amounts of money for various periods of time.
Short term borrowing: Usually requires payment within 90 days, mostly used for purchasing inventory or lower priced- equipment.
Intermediate-term borrowing: This type of borrowing is usually for one to five years. Equipment, fixtures, or commercial vehicles are often purchased using this type of borrowing.
Long-term borrowing: For periods of five years or greater, usually used for the purchasing real estate, or building facilities.
Venture capitalists: These investors provide loans to high-risk entrepreneurs. These investors are interested is a high return on their investment.
Trade credit: A form of credit provided by suppliers to their customers. The purchase of inventory and equipment are usually financed this way.
The Small Business Administration (SBA): A federal agency whose mission is to help small businesses get started. The SBA assist entrepreneurs in obtaining “bank guaranteed loans”. The money for these loans is usually provided by commercial lenders such as banks. To convince the lender to make the loan, the SBA guarantees that it will be repaid.

Working in groups of three of four, students will complete the assignment: Sources of funding. Students will list 5 – 8 sources of funding for a business and list the benefits and drawbacks of each. Finally, students will extend their knowledge of funding and business terms through a writing assignment: Using literary elements to convey meaning. Figurative terms are used to create new meanings to familiar words: Student will select five figurative phrases used in business and explain why they are appropriate.

Timeline: 2 class periods (86 minutes)

Significant Task 3: Funding Research

Students will be introduced to this topic through a visit to the library for a presentation with the media specialist on appropriate research strategies and how search engines help users access information. Individually, students will conduct internet research exploring two financing options to start the business. The following information must be covered in the report, as well as an explanation as to how the final selection of funding was made.
Contact the bank or financial institution of your choosing. Record responses to the following questions.

- Name of bank/financial institution
- Address
- Representative contacted
- What are the requirements for obtaining a small business loan?
- What is the MINIMUM amount usually provided for small business loans?
- What is the MAXIMUM amount usually provided for small business loans?
- What is the current interest rate for a small business loan?
- What are typical repayment plans for small business loans?
- For what types of small businesses are loans most often approved?
- Are there any special requirements for new businesses in the fashion industry?

Timeline: 2 class periods (86 minutes)

Key vocabulary: Capital, short-term borrowing, intermediate –term borrowing, Trade credit, venture capital, Small Business Administration, equity financing, debt financing, “Angel” investors, fixed expense variable expense

Resources: Resources: Entrepreneurship Teaching Strategies by John E. Crow (NBEA), library visit, Sites: SBA, Chamber of Commerce, computer/internet access.

Common learning experiences:

- Whole group instruction with teacher and media specialist
- Think-pair-share
- Presentation on startup costs
- Research paper on funding sources
- Interactive notebook for vocabulary, notes and reflections

Common assessments including the end of unit summative assessment:

- Research paper on funding sources
- Interactive notebook
- End of unit assessment in development

Rubrics:

- Research paper assessed through teacher-generated rubric.
- Interactive notebook assessed through teacher-generated rubric.

Teacher notes:

The expenses entrepreneurs have when starting a business are usually one-time costs to get the business off the ground. Some startup expenses include fixtures fittings, equipment, beginning inventory, deposits for rent and utilities, business licenses and permits, some legal fees and advertising. Size of the business will affect the number and types of startup expenses.

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Name of the Unit: Managing your business: Projections Unit 5	Length of the unit: 6 blocks (86 minute blocks)
Purpose of the Unit: Forecasting is an extremely important skill that business owners need. The wrong forecasts can lead to having too much merchandise in stock. This lesson gives students an understanding of forecasting and how it is used by business owners.	

Family and Consumer Science Performance Standards and Competencies:

Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors. 12: 0
Evaluate the components of customer service 12.13
Become exposed to technology used to produce textile, apparel and furnishings 12.14
Demonstrate general operational procedures required for business profitability and career success 12.15
Demonstrate general procedures for business profitability and career success 12.20

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
Text Types and Purposes 10.W.2: Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Research to Build and Present Knowledge 10.W.8: Gather relevant information from multiple authoritative print and digital sources
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues

Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• Forecasting is necessary to plan for purchases. • Inaccuracies in forecasting will negatively impact profits. • Forecasting involves predicting consumer behavior. • Forecasting is an educated guess based on analysis of current conditions and past performance.	• Why is forecasting important to a business? • What is likely to happen if you do not have the proper amount of product in stock? • Can consumer purchasing be predicted?
Students will know: • Forecasting involves guessing. • Forecasting ability improves with practice and experience.	Students will be able to: • Identify, establish, maintain and analyze appropriate records to make business decisions. • Define forecasting. • Discuss approaches to forecasting sales. • Describe internal and external factors affecting sales forecasts. • Forecast sales. • Plan purchases based on sales forecasts. • Calculate planned purchases.

Significant task 1: Forecasting

Teacher will present lesson through whole group instruction:
Ask students to make predictions relative to the following situations; writing down their responses.

- The cost of one year's college tuition at a state college in five years
- Three jobs that will have the fastest growth in the next 10 years
- The largest retail chain in the USA 20 years from now
- The score of the next game involving a team from the school

Students will share their predictions with the class, with each student discussing the factors they considered when making their forecasts. The activity will conclude with a discussion of why the predictions varied. Individually students then will record the types of information they would need to make more accurate predictions for each of the situations.
The concept of forecasting then will be extended; using the weather forecast for two days from the newspaper, internet, and television. Students will record the forecast over two days, and then discuss the accuracy of the forecast based on the current weather conditions. Through guiding questions, students will come to understand that sometime predictions are wrong because unforeseen factors change the predicted outcome.
Whole group guided practice: calculating sales trends. Using teacher- prepared handout with sales data for previous year sales listed in quarterly sales and current year sales, students will make predictions for fourth quarter sales based on trends from previous three quarters. (See teacher notes)
Individually each student will create a sales forecast from teacher- provided data in a case study and explain the rationale for their predictions.

Timeline: Two class periods (86 minutes)

Key vocabulary: forecasting, Inventory records, cost of merchandise, operating expense, profit, internal factors, external factors,

Resources: : Entrepreneurship Teaching Strategies, John E. Clow (NBEA), library visit,
Sites: SBA, Chamber of Commerce, computer/internet access.

Significant task 2: Conditions that affect sales forecasts

Using whole group instruction, students will be introduced to the reasons why past sales figures are important to business owners when making sales forecasts, but they should only be used as a guide. In addition to past store records, other factors are likely to impact sales. These factors can be grouped into two categories- internal and external, which will be explained through whole group discussion.
Following the discussion, students individually will write responses to the following, using teacher-provided template. Identify all the conditions and events (internal and external factors) that would affect sales at a concession stand at the games during the season.
In groups of three, students will demonstrate mastery of these concepts by creating their sales forecast for three months with internal and external factors considered.

Time line: 2 class periods (86 minutes)

Resources: : Entrepreneurship Teaching Strategies, John E. Clow (NBEA), library visit, computer lab visit
Sites: SBA, Chamber of Commerce, computer/internet access.

Significant task 3: Practice purchases plan based on sales forecast, inventory records and profit and loss statement

The lesson will be introduced to students through the following scenario: You have saved $100 and are going shopping this weekend. Review ads in the paper (to be supplied by teacher) and select the items you wish to purchase. Once students have made their individual selections, they will share their choices with the class and explain the factors that affected their choice. Teacher will highlight that all businesses

must understand consumer demand and make decisions about what products they purchase for their store.
Through whole group instruction, students will be introduced the concept of consumer demand, defined as the number of products units customers are willing and able to buy at a specified price and at a particular time. The higher the price, the less quantity that is demanded. To practice the concept, students will individually create a list of inventory items for the school store and identify factors that will affect demand. As a class, students will share their lists and state the basis for their choices.
Determining inventory levels:
Inventory record keeping will be introduced using direct instruction. Once business owners have estimated demand at a given price point and examined past sales records, they need to determine the amount of inventory to start or if a going concern, the amount of inventory on hand. All businesses must maintain some kind of inventory records involving the following:

- Beginning inventory + purchases = merchandise available for sale – sales = ending inventory

This calculation will be introduced to students, highlighting that ending inventory for one month becomes the beginning inventory for the next month. In the computer lab, students will practice applying this concept through the preparation of an inventory tracking system using Excel.

Using whole group instruction, students will be introduced to the concept that tracking inventory allows them to know inventory levels at all times. Once sales and purchases are forecasted, profitability needs to be examined. The key consideration is: Are the products priced high enough to cover the cost of goods sold and operating expenses while showing a profit?

Review the way to calculate each part of the profit/loss statement as follows:

- Sales($) = Number of units sold *retail price
- Cost of merchandise sold = Number of units sold * unit cost
- Gross Margin = Sales – Cost of goods sold
- Profit/Loss = Gross Margin – Expenses

Individually students will complete a practice purchasing plan, inventory record, and monthly profit/loss statement from teacher provided case study as a means of demonstrating mastery of these concepts.

Key vocabulary: forecasts, demand, inventory records beginning inventory, ending inventory, cost of merchandise sold, gross margin, merchandise available for sale, operating expenses, profit

Time line: 2 class periods (86 minutes)

Resources: Entrepreneurship Teaching Strategies, John E. Clow (NBEA), library visit, computer lab
Sites: SBA, Chamber of Commerce, computer/internet access.

Common learning experiences:

- Whole group instruction and simulated activities on sales forecasts
- Case studies related to purchasing plans, inventory records and profit/loss statements
- Think-pair-share
- Using Excel spreadsheet application

Common assessments including the end of unit summative assessment:

Assessments:

- Students will complete simulated activities, consider inventory, retail price, and projected demand as they make sales forecasts.
- Extend simulation for one more month making purchasing and pricing decisions supporting rationale for their decision. Next make calculate profit/loss based on sales they made
- Interactive notebook for vocabulary, notes and reflections

Rubrics:

- Teacher-developed rubrics will be used to assess simulation activities
- Journal/Interactive Notebook Rubric

Teacher notes:

Calculating sales trends:

Sales cannot be forecasted with absolute accuracy. One helpful guide is the average rate of increase of or decrease in sales from one period of time to another. Create a chart with sales figures and have students compute percentage increase or decrease using the following formula:

% of sales increase of decrease = difference in sales for two periods / sales for first period

Assign students calculating sales trends activity.

Purchasing plan

Point out to students how current styles and trends affect their decisions. Discuss how some of the items purchased complemented other items selected. Point out similarities and differences between what students wanted to purchase.

Putting it all together: At what price will I make a profit? (case study problem #1) Students create monthly profit and loss statement.

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Name of the Unit: The Business of Fashion Unit 6	Length of the unit: 9 blocks (86 minute blocks)
Purpose of the Unit: This unit introduces students to assessing their potential as entrepreneurs. All students will complete the entrepreneurial characteristic assessment to demonstrate their potential of becoming successful entrepreneurs. Being an entrepreneur can be an exciting, rewarding and challenging way to earn a living. The greatest rewards are not material at all. For many entrepreneurs, the greatest rewards of owning a business include such things as independence, personal satisfaction, and prestige. Starting your own business puts you in charge.	

Performance Standards: Textile, Apparel, Housing, Interiors and Related Careers
Evaluate the components of customer service 12.13
Become exposed to technology used to produce textile, apparel and furnishings 12.14
Demonstrate general operational procedures required for business profitability and career success12.15
Demonstrate general procedures for business profitability and career success 12.20
Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors 12: 0

Common Core State Standards Addressed in the unit:
Text Types and Purposes 10.W.2: Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
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development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• Entrepreneurial characteristics are habits that can be improved upon and are within the control of each individual. • When you consider owning your own business, an important first step is to analyze the advantages and disadvantages of entrepreneurship. • An entrepreneur accepts the risks and responsibilities for business ownership to gain profit and personal satisfaction. • Creating and running a business venture requires a variety of skills. The ability to recognize new opportunities and to think creatively are essential skills required for success in today's global economy.	• Do the rewards of entrepreneurship outweigh the risks? • Why do you think some people become entrepreneurs while others do not? • How can demographic changes create entrepreneurial opportunities? • What is the impact of social media and popular culture on entrepreneurial endeavors and the economy? • Are there any new trends in the fashion industry that can create entrepreneurial opportunities?
Students will know:	Students will be able to:
• Technological advances have created a global economy. The internet has revolutionized the way business is conducted. • The most important question an entrepreneur should ask is, "Is there a market for the product or service I am offering?" • As the world shifts towards a truly integrated global economy, more and more small businesses are getting involved in e-commerce.	• Identify the characteristics and skills needed by entrepreneurs necessary for success in any career. • Discuss current trends that provide opportunity for entrepreneurs. • Compare and contrast the advantages and disadvantages of starting your own business. • Create videos that are suitable for publishing on a website.

Significant task 1: You as an Entrepreneur

Individually students will take a personal inventory test which they will later use in a Quick Write formative assessment. From a teacher generated list, students will choose a successful entrepreneur and identify key personality strategies that promote entrepreneurial success. Individually students will compare the results from their personal inventory tests with the traits identified by whole class discussions. Are there key personality traits that you (the student) possess that could show you could be a successful entrepreneur?

Individually students will present a quick three minute presentation to the entire class to discuss their findings.

Task 1.1: Quick Write: Topic - After doing the personal inventory questionnaire, what are the key entrepreneurial characteristics you discovered you possess?

How do these characteristics enhance your business savvy skills?

Timeline: 2 class periods (86 minutes)

Key vocabulary: Opportunity, entrepreneurs, competition, foundation skills, niche, innovation, demographics

Resources: computer/internet access, library or computer lab visit, Entrepreneurship

Significant task 2: Marketing your business - Selling

As a whole group, students will view QVC and/or HSN presentation of fashion-related goods. Individually, students will record descriptive language as it is used in the presentation, and then share their results in small groups. In their teams, students will list descriptive language and methods of presentation they believe to be effective. The aspects of effective video development and production will be introduced through a guest lecturer, the TV Production teacher. Following the overview, students will work in teams to develop a script for their product. Upon approval by the teacher, each team will have the opportunity to work with a TV Production student to shoot their video. Upon completion, ads will be aired on WHS-TV

Timeline: 6 class periods (86 minutes)

Key vocabulary: product, price, promotion, product placement

Resources: video recorder, computer

Significant task 3: Create an ad campaign for the school store

In small groups students will design, write and shoot video ads, launching the school store. The campaign will be shown during morning announcements on WHS-TV.

Timeline: 2 class periods (86 minutes)

Resources: video equipment, computers

Common learning experiences:

- Interactive notebook for vocabulary, notes and reflections
- Personal inventory assessment and presentation
- Entrepreneurial traits assignment
- Team script writing of videos
- Team video production
- Quick Write

Common assessments including the end of unit assessment:

- Journal/Interactive Notebook Rubric
- Presentations assessed by school-wide rubric #3: Effective oral communication
- Group work assessed by school-wide rubric #2: Works collaboratively
- Video production rubric, to be designed collaboratively by Fashion Merchandising and TV Production teachers

Teacher's notes:
Management Team Plan – Business Plan Project

(see page 88 in Glencoe, Entrepreneurship and Small Business Management)
In the Management Team section of the business plan, you will present your management team's qualifications for making the venture a success.
Step #1: Describe yourself

Write a one page biography that describes how your experience will help you run a small business. For example, if you have played team sports, you may have teamwork and people skills that can help you achieve small business success. Focus on what you can do to make your business work.

Step #2: Think about the skills you have an the skills you need

Every business needs certain key skills and experiences. If you do not have these skills, you can bring in partners or hire employees with these skills or you can outsource the function. Create and fill out the chart and write down how each of these managerial jobs will get done.

MANAGERIAL SKILL	JOB TITLE	QUALIFICATIONS	RESPONSIBILITIES
Leadership	Chief Executive Officer		
Managing			
Web site Manager			

Marketing	Marketing Director		
Sales	Sales Director		
Finance	Chief Financial Officer		

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandising

Purpose of the Course: Fashion Merchandising will give students an in-depth view of the textile/apparel/retail soft goods chain. Prior to creating their own boutique, students will explore the many aspects which influence a fashion business, along with how to create a business plan and how to manage a business. In addition, students will be introduced to the apparel manufacturing process as well as analyze an array of career opportunities. Fashion Merchandising, by its nature, is interdisciplinary and calls for the application of 21st century skills and concepts in fashion, marketing, accounting, and entrepreneurship as well as a range of researching, reading, writing, and presentation skills. This one year elective course will allow students to bring to life the world of fashion merchandising through the real life experience of creating and running an e-commerce boutique.

Name of the Unit: E-commerce Unit 7	Length of the unit: 6 blocks (86 minute blocks)
Purpose of the Unit: In this unit students will learn what globalization means for e-commerce and how many U.S. businesses expand into global positions. Students will also learn the importance of cultural differences and why cultural differences must be considered when business go global. In addition, students will discover the risks, challenges and rewards for businesses in the global market.	

Performance Standards : Textile, Apparel, Housing, Interiors and Related Careers

Evaluate the components of customer service 12.13
Become exposed to technology used to produce textile, apparel and furnishings 12.14
Demonstrate general operational procedures required for business profitability and career success 12.15
Demonstrate general procedures for business profitability and career success 12.20
Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors 12: 0:

Common Core State Standards Addressed in the unit:

Text Types and Purposes 10.W.2: Writing Informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Research to Build and Present Knowledge 10.W.8: Gather relevant information from multiple authoritative print and digital sources
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues

Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• The internet has made it much easier to conduct business, but has created new challenges. • E- Commerce companies face many of the same challenges and enjoy many of the same rewards as conventional businesses. Ultimately, the goals remain the same—to satisfy customers' wants and needs, to keep customers coming back and to make a profit. • Companies spend a great deal of time, effort, and money to develop and maintain their websites. A well-designed and well-organized web site that is easy to navigate is more likely to attract customers who will visit, browse, buy and become repeat customers.	• In what ways does technology impact business? • How is customer service impacted when dealing with an e-commerce site? • What are the trends in e-commerce that may impact your business?
Students will know: • The proper tools used in website creation. • Strategies for protecting a business's web site. • Demonstrate how a search engine works. • The importance of a well-structured web site.	Students will be able to: • Analyze the effectiveness of a website. • Create site maps and story boards to effectively plan a website. • Create and maintain an e-commerce business. • Add graphics, hyperlinks, audio and video to enhance a website's ease of use and show products available for sale . • Edit, and revise the website to attract and keep customers
Significant task 1: Analyzing websites In whole group, students will discuss the websites that they frequently visit and/or purchase from.	

Individually, students will look at two or three of their favorite websites and analyze the site for ease of use, navigation, security issues, layout consistency, special needs (hearing impaired, color blindness, etc.)

Activity 1:2: Quick Talk: Have you ever tried to purchase an item from a Website but had problems completing a product search or checking out?

In small groups, students will discuss how consistent Web-site problems can (have) driven customers away from a particular site. At the end of this 15 minute activity, teams will report to the entire class of their experiences.
Each student will create a PowerPoint or PREZI and give a three minute maximum synopsis of the website focusing on the following topics:

Visual balance - balanced use of text, graphics, and white space
Graphics – the most powerful way to convey messages to the consumer
Color consistency - colors that are pleasing to the eye and reflect the company's image
Multimedia – what interactive effects (games, music or video) that make the website fun

As a result of analyzing website task students will become aware of the do's and don'ts when creating and updating the class' website.

Timeline: 2 class periods (86 minutes)

Key vocabulary: tags, frames, image map, JavaScript, button, GIF, JPEG, hyperlinks, feasibility assessment

Resource: *ecommerce.glencoe.com*

Significant task 2: Planning a Website

Activity 2:1: In small groups, students will choose two (2) web sites. One must be the online site for a big box store. The other should be an e-commerce site of your choice. Compare and contrast each website:

Questions to keep in mind:

1. What objectives did the companies had in mind when planning their sites?
2. Who is the target audience for each Web site?
3. What navigational bars and buttons are used on each website?
4. How easy is it to track your orders?
5. What is the policy for returning an item you do not want?
6. How would you improve each site?

Activity 2:2: From the analysis of the first activity, in small groups, students will work cooperatively to create a story board of their planned website. Each group will then present their design to class for critique. As a whole class, students will choose the storyboard that best represents the objectives of the class to create the website on line.

Timeline: 2 class periods (86 minutes)

Key vocabulary: back-end management, bandwidth, Pay-pal, positioning, site layout, storyboards, navigate, site map

Resources: Resources: Textbook, *Ecommerce in partnership with Business Week (Chapter 11)*
Sites: ecommerce.glencoe.com

Significant task 3: Creating the Web site

Activity 3:1:
After final decision from Activity 2-2, students will work cooperatively as a whole group to create the website. From the chosen template students will upload graphics and set up web pages.

Activity 3:2: Customer Service

Customer Service is often called customer care, and it is essential to the success of any business. Excellent customer service can mean the difference between happy customers who will return to your site and customers who you will never see again. Most e-tailers agree that their customer service must be excellent at all times.

Imagine you are a consultant working with a company that is planning to launch an e-commerce site. Write a memo/business letter to the owner of a company describing the customer service options you would recommend for the business.

Timeline: 2 class periods (86 minutes)

Key vocabulary: image map, cascading sheet style, hyperlinks, file links, broken links, buttons, hot spots

Resources: Glencoe e-commerce textbook; ecommerce.glencoe.com (Chapter 10 – Building a web site)

Common learning experiences:

- Analyzing website
- Story board
- Presentation of website story board for class critique
- Creating a website
- Maintaining and managing a website

Common assessments including the end of unit summative assessment:

- Website analysis
- Story board creation
- Story board presentation

Rubrics:

- Website analysis to be assessed by School-wide rubric #1: Uses research tools to access evaluate and document information.
- Team activities to be assessed by school-wide rubric #2: Works collaboratively.
- Presentation to be assessed by school-wide rubric #3: Effective oral communication.
- Website development to be assessed by teacher-generated rubric.

Teacher notes:

Guest speakers:

Invite a Web-site designer to speak to the class about analyzing, maintaining and updating web sites

Small business owner to speak to class about the importance of customer service, maintaining a business presence on line (web-site, social networking site, etc.)

Questions to ponder/have students keep in mind while designing the e-commerce business are. . . . . (Pre –reading activity)

'The most important thing to remember about the purpose of e-commerce is . . . . . .'

'Some questions I have about how businesses operate in the world of e-commerce are . . . . . .'

'Unique challenges to setting up an online business are . . . . . .'

21st Century Skills:
Information and Communication Skills: Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.
Thinking and Problem Solving: Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse.
Interpersonal Skills: Demonstrating teamwork and leadership and adapting to varied roles and responsibilities within the "organization".

All these aforementioned skills are required to make a successful transition into the workplace.

PLANNING IS KEY: Worksheet

Planning is essential to any successful e-commerce web site. Usually the easy parts are the design and layout, selecting the "bells and whistles" to attract customers, and choosing the features you'll incorporate into it. Before you begin, you must take the time to prepare and plan your site.
When you plan, you have a much better chance of success.

1. Choose two websites. One MUST be the online site for a big box store (Lowes.com, Bestbuy.com, etc.) The other may be an e-commerce site of your choice. Describe the layout of each site.

2. As you analyze the sites, try to determine what objectives the companies had in mind when planning their sites.

3. Who is the target audience for each Website?

4. Describe the navigational bars and buttons for each.

5. Choose one of the sites. How would you improve that site?

6. What features on either site that you believe are important and should be incorporated into the website you are designing? Why?

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandising

Purpose of the Course: Fashion Merchandising will give students an in-depth view of the textile/apparel/retail soft goods chain. Prior to creating their own boutique, students will explore the many aspects which influence a fashion business, along with how to create a business plan and how to manage a business. In addition, students will be introduced to the apparel manufacturing process as well as analyze an array of career opportunities. Fashion Merchandising, by its nature is interdisciplinary and calls for the application of 21st century skills and concepts in fashion, marketing, accounting, entrepreneurship as well as a range of researching, reading, writing, and presentation skills. This one year elective course will allow students to bring to life the world of fashion merchandising through the real life experience of creating and running an e-commerce boutique.

Name of the Unit: Apparel Design and Manufacturing Unit 8	Length of the unit: 11 classes (86 minute blocks)
Purpose of the Unit: In this unit students will learn how to evaluate fiber and textile material as they relate to apparel production. Students will be introduced to a range of fiber and fabric characteristics and methods of assessment through a hands-on fabric lab. Students will learn about the elements and principles of design as they relate to apparel production and to their own clothing choices. In addition students will gain an understanding of the 'flow' of apparel manufacturing and how it relates to fashion business.	

FACS Standards addressed in the unit:
Evaluate fiber and textile materials. 11.9
Become exposed to fashion history and elements of design. 11.10
Evaluate design decision in relation to available resources and options. 11.2
Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers. B5
Identify general performance characteristics of fiber and textiles. B6
Describe and assess effects of textile characteristics on design, construction, care, use, and maintenance of products. B7
Describe the ways in which fabric, texture, and pattern can affect visual appearance. C9
Apply basic and complex color schemes and color theory to develop and enhance visual effects. C10
Explain the appropriate usage of elements and principles of design in designing, constructing, and/or altering textile products. C11
Become exposed to fashion history and elements of design. 11.10
Demonstrate design ideas through visual presentation. 11.4
Analyze career paths within textile and design industries. 11.16

Common Core State Standards Addressed in the unit:
Text Types and Purposes 10.W.2: writing informative/explanatory text to examine and convey complex ideas

Research to Build and Present Knowledge 10.W.7:Conduct short as well as more sustained research projects to answer questions(including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues.
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: - Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• Having knowledge and understanding of various fibers, textiles, elements and principles of design will enable you to make better choices as a consumer.	• How does having knowledge of fibers and textiles influence you as a consumer? • How does having an understanding of the elements and principals of design allow you to create apparel which create illusion and enhance appearance? • How does having an understanding of fibers, textiles, and the elements and principles of design impact having a successful business in the fashion industry?
Students will know: • The characteristics and differences between natural and synthetic fibers. • The basic types of fabric construction. • What fabric finishes are and how they impact apparel. • The elements and principles of design. • What the general flow of apparel manufacturing is and how it is impacted by textile choice.	Students will be able to: • Identify natural verses synthetic fibers. • Identify various types of woven and knit fabrics. • Identify elements and principles of design as they relate to apparel construction. • Predict effectiveness of a product based on textile used and elements and principles of design applied.

Significant task 1: Fiber to Fabrics
Students will be introduced to a variety of fabric types- they will explore fabric characteristics through hands on introduction to fabric. They will brainstorm, with guided questions, ways to describe and identify characteristics of a fabric swatch. They will also be encouraged to dissect the swatch in order to discover how it is constructed.
Students will then be introduced to the primary types of fibers and fabrics: manmade, natural, advantages and disadvantages of each, characteristics, and construction methods.

Fabric Lab
Students will work together in small groups to assess a variety of fabrics. They will have samples of fabrics in which they will use magnifying glasses to assess the type of construction, and a range of fabric characteristics. They will compile their information into a matrix.

Timeline: 4 class periods (86 minutes)

Key vocabulary: fiber, yarns, fabric, woven, knit, natural, cellulosic, protein, manmade, blend, wicking, hand, denier, tensile strength, texture/hand, shape retention, air permeability, drape-ability, wrinkle resistance, ,stretch, cover
(careers to be added to career section of notebook: textile chemist, textile converter, environmental engineer, machine operator)

Resources: Clothing Fashion, Fabrics & Construction; fabric lab kits(fabric swatches, magnifying glasses, matrix)

Significant task 2: Elements and Principles of Design
Introduction to the elements and principles of design: students will work in small groups to assess a variety of fashion garment pictures in which they will brainstorm various aspects of each garment. Guided questions will be provided as needed.
Presentation: Students will create a presentation portfolio in which they select garments which represent various aspects of elements and principles of design. Students will present their projects with an oral presentation to the class.

Timeline: 4 class periods (86 minutes)

Key vocabulary: color scheme, primary color, secondary color, monochromatic, analogous, complimentary, triadic, neutral, line, shape, space, texture, pattern
(careers to be added to career section of notebook: apparel designer, apparel stylist, design associate, textile designer)

Resources: Clothing Fashion, Fabrics & Construction; computer lab

Significant task 3: Preproduction-production-postproduction
Students will write a short essay on “Tying it together”- based on the information students have gained regarding: fiber to fabrics and the elements/principles of design students will predict how those factors influence apparel production. Students will be introduced to the basics of the complex process of apparel manufacturing; Students will work utilizing an Understanding By Design approach; they will start with the concept of a completed garment and work backwards to break down all of the various aspects that go into the creation and construction of a garment. Students will create their own flow chart of the

steps they identify as possible steps in apparel production. Lists will be complied and a whole group list generated (using the document camera).
Students will then compare and contrast their flow chart with an actual flow chart.
Teacher to provide guided questions as needed.

Timeline: 3 class periods (86 min classes)

Key vocabulary: automation, ready to wear, sourcing, inside shop, outside shop, pattern making, grading, marking
(careers: grader, marker, pattern maker, inspector, piece goods buyer, designer, sketcher)

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill

Common learning experiences:

- Creation of a list of elements and principles of design; incorporate vocabulary via application to the elements and principles they identify
- Fabric lab
- Short essay predicting impact of the choices of fabric, elements and design principles.
- Comparing and contrasting student generated flow chart to industry based flow chart
- Interactive notebook for vocabulary, notes and reflections

Common assessments including the end of unit summative assessment:

- Fabric lab
- Essay
- Interactive notebook
- End of unit summative assessment

Rubrics:

- Fabric lab will be assessed by teacher-generated rubric and school-wide rubric #2: Works collaboratively.
- Essay will be assessed by teacher-generated rubric.
- Interactive notebook assessed through teacher-generated rubric.
- End of unit summative assessment under development

Teacher notes:
Students will be utilizing an interactive notebook for this course.
Identified careers will be added into career section of interactive notebook- to be further explored in the career unit
Be sure to access students prior knowledge throughout unit
During the fabric lab encourage students to deconstruct the fabric swatches in order to more thoroughly assess construction methods

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion Merchandizing

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Careers in the Fashion World Unit 9	Length of the unit: 10 classes (86 minute blocks)
Purpose of the Unit: In this unit students will explore employability skills, explore career planning as well as create an individual career path. Students will spend time in the WHS Career Resource Center to supplement this unit. Students will also identify, explore, and analyze a wide range of careers in the fashion industry; textile and apparel careers; retail careers; promotion careers; entrepreneurship careers.	

FACS Standards addressed in this unit:
Analyze career paths within textile and design industries. 11.16
Demonstrate general procedures for business profitability and career success. 12.20
Identify education and training requirements and opportunities for career paths in textiles and apparel E.17
Describe employability skills used in the community and workplace settings. E.18

Common Core State Standards Addressed in the unit:
Comprehension and Collaboration 10.SL.1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on topics, texts and issues.
Presentation of Knowledge and Ideas 10.SL.4 : Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Big Ideas:	Essential Questions:
• Careers in the fashion world require varying levels of education. • Starting at the bottom does not mean you stay at the bottom. • How we present ourselves makes a difference when pursuing a career.	• In what ways does it matter how we present ourselves when pursuing a career? • What knowledge, skills, and practices are required to have a successful career in the textile and apparel industry?
Students will know: • The basic categories of fashion careers. • The skills and practices required for a successful career in the fashion world. • The educational requirements for various fashion industry careers. • What aspects of how we present ourselves have the most impact when pursuing a career path in the fashion industry.	Students will be able to: • Identify the basic categories of careers in the fashion world. • Develop a career plan. • Identify the skills and practices required for a successful career in the fashion world. • Identify the differences in educational requirements for various fashion careers

Significant task 1: Self-assessment and Career planning
Students will have a guest speaker presenting on the issues of employability; resume writing, interview process, and career planning. Students will also participate in individual career planning activities, using the CRC as a resource. This will include a career self- evaluation and successful career planning approaches in contrast to less successful career planning approaches. In addition students will write a resume.

Timeline: 4 class periods (86 minutes)

Key vocabulary: strengths, weaknesses, interests

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill
WHS Career Resource Center; Women's Wear Daily

Significant task 2: Career options

In small groups of 4-5, students will brainstorm different careers in the fashion industry. Students will work utilizing an Understanding By Design approach; they will start with the concept of a retail outlet and work backwards to break down all of the various aspects that go into setting up and maintaining that business; from the sale of the products back to the creation of the products. Students will identify similarities and differences among the careers identified. Each group will create a visual depicting their results: each group will present their findings to the class. Direct whole group instruction with guiding questions to supplement student findings will be done.

Timeline: 4 class periods (86 minutes)

Key vocabulary: research and development, design, production, sales

Resources: Clothing: Fashion, Fabric, and Construction: McGraw-Hill
Women's Wear Daily

Common learning experiences:

- Guest speaker
- Resume writing
- Effective interviewing
- Self-evaluation re career planning
- Dissection of a fashion business to identify types of careers
- Creation of visual presentation
- Interactive notebook for vocabulary, notes and reflections

Common assessments including the end of unit summative assessment:

- Resume
- Career planning activities
- Fashion career identification and categorization
- Group presentation
- Interactive notebook for vocabulary, notes and reflections

Rubrics:

- Resume to be assessed by teacher-generated rubric.
- Career plan to be assessed by teacher-generated rubric.
- Identification and categorization of fashion careers activity to be assessed by teacher-generated rubric.
- Group presentation to be assessed by School-wide rubric #3: Effective oral communication.
- Interactive notebook assessed through teacher-generated rubric.

Windsor Public Schools
Curriculum Map for the Secondary Level
CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.	
Name of the unit: Introduction to CAD/CAM (Computer Aided Drafting/ Computer Aided Machining) and Electrathon systems Unit #1	**Length of the unit:** 14 Blocks (86 minutes)
Purpose of the unit: The purpose of this unit is to introduce students to CAD/CAM basics and Electrathon car systems.	

Common Core State Standards addressed in the unit:

Text Types and Purposes 10.W.2: Writing informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determines or clarifies the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education CAD Standards addressed in this unit:
Describe and demonstrate the use of graphic communication skills through sketching CADD.02.04
Evaluate and select appropriate method of communication for a given problem CADD 02.05
Use the concepts of geometric construction in the development of design drawings CADD 05.04
Create and manipulate line types, colors and layers/levels CADD 05.09
Produce proportional two- and three-dimensional sketches and designs CADD 08.01
Use freehand graphic communication skills to represent conceptual ideas, analysis, and design concepts CADD 08.03
Explain the purpose of sketching and how it applies to design CADD 08.04

Connecticut Technology Education Engineering Standards addressed in this unit:
Describe and utilize the steps in the design process ENG. 02.01
Describe the process for researching known, relevant information, constraints and limitations ENG 02.03
Analyze and research between alternate solutions ENG 02.06
Develop details of a solution ENG 02.07
Communicate processes and results ENG 02.11
Compare and contrast physical properties of materials ENG 04.02
Explain the process used for selecting the correct materials for specific functions ENG 04.06
Make an oral presentation ENG 05.03
Actively contribute to a team project ENG 05.04
Identify available resources for researching problem solutions ENG 07.01
Use presentation software to develop oral presentation of findings ENG 07.03

Connecticut Technology Education Manufacturing Standards addressed in this unit:
Select materials based on properties required by the project MAN 02.03
Describe the relationship between materials and manufacturing MAN 02.04

Big ideas:	**Essential questions:**
• Engineers follow a specific process when designing. • Manufacturing is critical to the economy.	• What makes one design more desirable than another? • What is an optimum solution?

Students will know:	**Students will be able to:**
• The uses of CAD/CAM. • The systems in an Electrathon vehicle. • The engineering design process. • The components of effective communication. • The characteristics of productive teams.	• **S**et a purpose for searching. • **E**mploy effective search strategies. • **A**nalyze search engine results. • **R**ead critically and synthesize information. • **C**ite their sources. • Analyze **H**ow successful their search was. • Describe and utilize the steps in the design process. • Prepare an effective multimedia presentation.

Significant task 1: Introduction to CAD/CAM

In a whole group setting, students will view a presentation about CAD/CAM careers and processes. In teams of 3-4, students will discuss the careers identified in the presentation and brainstorm additional careers related to manufacturing. Individually, students then will research CAD/CAM career opportunities present in Connecticut and give a three minute presentation to the class regarding their findings. A guest speaker, (from CBIS or a local manufacturing facility) will be invited to speak to students about career opportunities and the need for skilled labor. Finally, students will take a tour of the manufacturing and drafting labs and view several machines in operation.

This unit will culminate with a field trip to the ACM (Aerospace Components Manufacturers) Future Workforce Opportunities fair. Students will interview vendors of their choice and complete a worksheet documenting their findings.

Timeline: 3 blocks (86 minutes)

Key vocabulary: CAD, CAM, manufacturing, milling, tool paths, turning, boring, drilling, pocketing, contour

Resources: PowerPoint presentations, shared class vocabulary Google Doc, guest speaker, ACM field trip

Significant task 2: Lab safety

In a whole group setting, students will be introduced to lab safety by observing safety presentations, question and answer sessions, and a safety pre assessment. Students then will participate in a manufacturing lab safety scavenger hunt to find all of the safety equipment and PPE in the Labs.

The general lab safety unit will conclude with a written safety test and an activity in which students will label the location of all the safety equipment on a floor plan drawing of the lab.

Timeline: 2 blocks (86 minutes)

Key vocabulary: PPE, combustible, e-stop, safety zone, safety attitude

Resources: Safety pretest, scavenger hunt worksheets, class floor plan drawing, general shop safety test, shared class vocabulary Google Doc

Significant task 3: Systems research

As a class, students will be introduces to Henry's SEARCH Framework. Students will be using the framework to guide all of their internet research throughout the course.

In this task, students will:
1. **S**et a purpose for searching.
2. **E**mploy effective search strategies.
3. **A**nalyze search-engine results.
4. **R**ead critically and synthesize information.
5. **C**ite your sources.
6. **H**ow successful was your search?
(Henry, 2006)

In small groups (3-4), students will be asked to identify all of the mechanical systems necessary to build an electric car. Guiding questions will be utilized to assist groups having difficulty finding all of the necessary information. This approach will give students an overview of the vehicle before they asked to research a single system. As a whole group the class will discuss their findings and will come to consensus on the required systems that are necessary to make up an electric vehicle.

Timeline: 2 blocks (86 minutes)
Key vocabulary: drive train, suspension, steering, braking, chassis, body, safety, power

Resources: A computer with internet access, SEARCH worksheets. Electrathon systems research worksheets, shared class vocabulary Google Doc

Significant task 4: Assigned system research

In a whole class group, students will view a presentation on the 12 step engineering design process used by Project Lead the Way and the engineering notebook. Small groups of students

will then be assigned a specific Electrathon system (steering, braking, suspension, etc...). Using Henry's framework as a guide, students will research their assigned system. Students will use the first 6 steps of the engineering design process as a guide to develop sketches of their system.

In this task, students will:

- Research their system
- Synthesize the information
- Learn the vocabulary for the components of the system
- Compare and contrast the different configurations of their system
- Synthesize their research to decide on their final system configuration
- Compare and contrast their material options
- Develop preliminary design sketches

Individually, students will record each step of the design process in their engineering notebook.

Timeline: 4 blocks (86 minutes)

Key vocabulary: Vocabulary will be unique for each group.

Resources: Electrathon America handbook, computer with internet access, shared class vocabulary Google Doc, presentations

Significant task 5: System presentation

For this task, students will be working in the small groups established in significant task #4. Each group will collaborate to construct a multimedia presentation, in which they will describe their system research and initial design to the whole group.
In this task, students will:

- Use Google Presentations to collaboratively build their group multimedia presentation
- Present their findings to the class
- Assess their fellow group members' contribution to the project using school- wide rubric #2: Works Collaboratively.

Timeline: 3 blocks (86 minutes) (2 classes to design and one to present)

Key vocabulary: Each group will present unique vocabulary based on their assigned system.

Resources: Computer with internet access, teacher-created Google presentation instructions

Common learning experiences:

- Introduction to Connecticut's manufacturing workforce through guest speaker and field trip
- Conducting internet research utilizing Henry's SEARCH framework
- Introduction lab machinery and safety equipment

Common assessments including the end of unit summative assessment:

- Multimedia presentation
- Engineering notebook
- Safety assessment
- Collaboration on a task team

Rubrics:

- Presentations scored using school-wide rubric #3 (Effective oral communications)
- Internet research scored using school-wide rubric #1 (Uses research tools to access, evaluate and document information)
- Engineering notebooks scored using school-wide rubric #5 (Problem solving)
- Effective collaboration scored using school-wide rubric #2 (Works collaboratively)

Teacher notes:

- Vocabulary instruction will be integrated into each unit of study throughout the course, utilizing the following method: First, students will be assigned a content- related vocabulary word. Each student then will define the assigned word in a Google Doc. Using Italic (screen share software), the teacher will share each student's screen with the rest of the class via the projector. Each word will then be added to a shared class vocabulary Google Doc. This method will create a digital word wall for the class.

- For significant task #5, seniors with prior experience with the Electrathon vehicle will be asked to research possible modifications to the existing design.

Windsor Public Schools
Curriculum Map for the Secondary Level
CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Introduction to CAD Unit #2	**Length of the unit:** 14 Blocks (86 minutes)
Purpose of the Unit: The purpose of this unit is to introduce students to CAD (Computer Aided Drafting).	

Common Core State Standards addressed in the unit:
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder) HSG-MG.A.1
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. HSG-GMD.B.4

Connecticut Technology Education CAD Standards addressed in this unit:
Apply conventional Computer Aided Drafting and Design processes and procedures accurately, appropriately, and safely CADD.02.01
Describe physical objects as geometric entities CADD.02.02
Describe and demonstrate the process of using mechanical and electronic measuring devices accurately as required by the design intent CADD.02.03
Send and access information through a network CADD.02.8
Evaluate choice and placement of dimensions, notes and annotations to clearly communicate design intent CADD.02.09
Revise a design and update finished drawings appropriately CADD.02.10
Identify basic geometric elements (e.g., line, circle, rectangle, sphere, and cube) CADD.02.11
Describe and apply the basic geometric concepts to building 3D models (e.g., tangent, parallel concentric, etc.) CADD.02.12
Develop drawings using notes and specifications CADD.03.07

Explain the Cartesian Coordinate System CADD.05.08 Create a 2-D drawing from a 3-D model CADD.06.05	
Big ideas: • CAD (Computer Aided Drafting) is a process used to create mechanical drawings quickly and accurately.	**Essential questions:** • Why use CAD instead of traditional pencil drawings? • Why is there an industry standard for mechanical drawings?
Students will know: • Industry standards used to produce drawings. • Industrial uses of CAD/CAM.	**Students will be able to:** • Complete a CAD drawing quickly and accurately. • Use basic 2-D commands in Kubota Key Creator CAD software (line, circles, rectangles, trim) • Apply conventional Computer Aided Drafting and Design processes and procedures. • Revise a design and update finished drawings. • Identify basic geometric elements (e.g., line, circle, rectangle, sphere, and cube). • Evaluate choice and placement of dimensions, notes and annotations to clearly. • Communicate design intent.

Significant Task 1: Basic 2-D commands

As a class, students will view a presentation that introduces the CAD software user interface. The presentation also will explain the process of accessing the CAD tutorials from the network, and where and how students are to save their files. The following days will involve students accessing software tutorials from the network and guiding themselves through the step by step process. Basic 2-D tutorial to be completed include:

- landscape
- extrusion
- baseplate

Students who move through the tutorials more quickly will be assigned additional enrichment drawings to extend and improve their drawing skills. The enrichment drawings for this task will include:

- bevel spacer
- pattern
- bracket

Upon completion of the three assigned tutorials, all students will be required to complete a drawing that will test their knowledge of the commands they learned by removing the support of the step by step tutorial.

CAD skills to be assessed: Line, line string, circle, rectangle, polyline, change attributes, and coordinate entry.

Timeline: 4 blocks (86 minutes)

Key vocabulary: absolute, arc, axis, Cartesian coordinates, circle, concentric, conversation bar, entity, line, linear, origin, grid, cursor snap, cursor tracking

Resources: PowerPoint presentations, CAD tutorials, CAD workstation, network to save and access work.

Significant Task 2: Modify and Dimensioning

Students will repeat the procedure described in significant task #1. Individually, students will work on tutorials focused on modification and dimensioning of CAD drawings. Students who progress quickly will be given more difficult drawings, to extend their skills. At the completion of the tutorials, all students will be given an enrichment project, to demonstrate their skills. Modification and dimensioning tutorials will include:

- target
- tower
- spinner
- pipe clamp

Enrichment drawings:

- polygon challenge
- knotwork challenge
- sheet stamping
- tangram

This unit culminates with an end of unit assignment. Students will be assessed on their ability to quickly and accurately create the assigned CAD drawing.

CAD skills to be assessed: object snap, trim first, trim divide, polygons, three point circles, dimensioning lines and angles, parallel lines, trim double, creating arcs, and creating angles.

Timeline: 5 blocks (86 minutes)

Key vocabulary: diameter, radius, trim, break, vertex, fillet, chamfer, symmetry, linear dimensions, angle dimensioning

Resources: PowerPoint presentations, CAD tutorials, CAD workstation, network to save and access work.

Significant Task 3: Advanced 2-D commands

Students will continue their work described in significant task #1, extending their learning in 2-D commands. Advanced 2-D command tutorials to be completed include:

- keyplate
- slotted cam

Enrichment drawings:

- pipe support
- aligning tool
- multiple polygons

This unit culminates with students returning to their previously selected Electrathon groups to work together and use the CAD software to design their Electrathon system. Students will create the parts that they researched for the Electrathon vehicle. This part design will be detailed, as the students need to rely on their researched knowledge, engineering design process knowledge, and machinability. Students will need to collaborate both within their small group and with the class as a whole to ensure their system works with all of the other systems that exist on the car. Each small group will create a number of small parts; including, parts for the Electrathon car specific to their system, brackets, and fixtures to secure or machine their part. Each of their designs/tool paths/machine setups will challenge the students to utilize their learning throughout the year. If a group does not have enough parts in their system for each group member, they will each draw their own rendition of a part and present their design to the class for a class vote.

CAD skills to be assessed: transform mirror, transform rotate, edit text, transform copy, and selection by attributes,

Timeline: 5 blocks (86 minutes)

Key vocabulary: polar coordinates, vertex, fillet, chamfer, symmetry, rotational symmetry, line of symmetry

Resources: PowerPoint presentations, CAD tutorials, CAD workstation, network access

Common learning experiences:

- Vocabulary (for this unit and all units for the rest of the year)- Students will be assigned a content related vocabulary word. They will define the assigned word in a Google Doc. using Italic (screen share software). The teacher will share each student's screen with the rest of the class. Each word will then get added to a shared class Vocabulary Google Doc.
- Students paced step- by- step tutorials.
- Student demonstration of content knowledge.
- Worksheets that act as documentation of their learning.

Common assessments including the end of unit summative assessment:

- CAD drawings completed at the end of each significant task.
- Student's daily professionalism grade.
- End of unit summative assessment (final Electrathon system design in CAD software).

Rubrics

- CAD drawings to be assessed by teacher-generated rubric.
- Professionalism grade to be based on school wide rubric # 6 (Demonstrate personal responsibility and character)

Teacher notes:

- Seniors who have prior experience with the Electrathon car will be asked to research possible modifications to the existing Electrathon vehicle.

- Enrichment activities will be scaffolded and are designed to remove the supports of the step by step tutorials by asking students to create drawings based on the commands they have already learned. Students will be encouraged to use each other for support if they have difficulty with these enrichment activities. Students are asked to "ask three before you ask me" where they ask three of their classmates for help with a problem before they ask the teacher for help (90% of their problems can be solved this way and it frees the teacher to help students who are struggling.

- As outlined in significant task number one, additional drawings will be assigned to students who complete the step by step drawings quicker that the rest of the class. These drawings will reinforce the skills learned in the step by step tutorial and help students recall more quickly how to use a command.

Windsor Public Schools
Curriculum Map for the Secondary Level
CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fulfill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Machining Unit #3	**Length of the unit:** 12 Blocks (86 minutes)
Purpose of the unit: Students will demonstrate an understanding of machining as it applies to computer aided manufacturing.	

Common Core State Standards addressed in the unit:
Create equations that describe numbers or relationships HSA-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
Make geometric constructions HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

Connecticut Technology Education Engineering Technology Standards addressed in this unit:
Identify and use tools, fasteners and equipment. ENG.03.02
Measure with precision measurement tools and instruments. ENG.03.03
Actively contribute to a team project. ENG.05.04:

Connecticut Technology Education Manufacturing Standards addressed in this unit:
Demonstrate the safe and accurate secondary process to create a finished product; forming; separating; combining; assembly; finishing. MAN.03.02
Apply a variety of manufacturing techniques and processes to create a usable product. MAN.03.03
Identify and describe the four major types of engineering materials: metallic, polymeric,

ceramic and fibrous. MAN.02.01
Identify and describe seven major types of material properties. MAN.02.02
Select materials based on properties required by the project. MAN.02.03

Big ideas:	**Essential questions:**
• Milling machines are used to fabricate objects from various materials. • Milling requires setup, accuracy, planning, and efficiency.	• How important is an optimal setup for machining? • How is raw material turned into a finished good?
Students will know:	**Students will be able to:**
• The differences between climb vs. conventional milling. • Cutter types. • How the Cartesian coordinate system is used in CAM.	• Demonstrate how to properly setup and use a vertical milling machine. • Choose the correct cutting tool for a particular function. • Create a basic NC program of their initials utilizing the fundamentals of the Cartesian coordinate system.

Significant task 1: Milling machine safety and overview

In a whole group, students will be introduced to the vertical milling machine through an interactive PowerPoint presentation. The PowerPoint will outline the machine's capabilities, components and safety features. While viewing the PowerPoint, students will complete a notes template. Following the presentation, students will view a teacher demonstration of proper equipment protocols. In small groups the students will demonstrate basic safe use of the machine in the lab, label major working parts, and complete an exit slip about the capabilities of the machine. Students, who demonstrate mastery of the milling machine, as evidenced by the completion of the worksheet, will take part in an extension activity. In this activity, students will work individually to create a laminated display sheet for each mill that defines applicable safety guidelines.

Timeline: 2 blocks (86 minutes)

Key Vocabulary: spindle, table, saddle, knee, base, column

Resources: Notes template that correlates to vertical milling machine PowerPoint presentation, milling machine parts identification and safety worksheet

Significant task 2: Materials and properties

Students will participate in an experiential learning exercise that will demonstrate how a milling machine alters the 4 types of engineering materials (metallic polymeric, ceramic and fibrous) with very different results with all else being constant. In small groups students will examine one material, and then complete a worksheet that asks them to note characteristics of the work, and the quality of cut. Students will hypothesize possible milling outcomes, based on their observations. Each small group will present their findings to the class, and, as a whole group, determine the properties of each different material.

Students working in their small groups will take each of their four types of engineering materials and describe each of the seven characteristics (tenacity, density, color, streak, luster, magnetism, & hardness). Students then will examine how these qualities affect the quality of the cut. This information will then be presented to the whole class. For an exit slip students will answer the question: why is this important for machining? The following class will begin with a short follow-up about how engineers choose a material for a particular job.

Timeline: 2 Blocks (86 minutes)

Key vocabulary: metallic, polymeric, ceramic, fibrous, tenacity, density, color, streak, luster, magnetism, hardness

Resources: Computers with internet access, rubric for assignment

Significant task 3: Setup and tools

This significant task will expose students to the two types of milling (conventional vs. climb). In a whole group setting, students will be introduced to milling, the advantages and disadvantages of each type, and the various categories of cutting tools. Students then will be divided into small groups. Each group will be assigned a particular milling operation. For their assigned operation, each group will:

- Complete an action list of how they will setup their mill
- Identify the process they will be using
- Choose the proper cutting tool
- Upon teacher approval, complete set up in the lab
- Mill with their proposed setup

Upon completion of the task, each student will write a reflection that asks them to examine:

- the chip thickness

- surface finish of the part
- tool wear
- chatter in part
- chip clogging present
- load on the machine

Timeline: 3 Blocks (86 minutes)

Key vocabulary: conventional, climb, end mill, carbide, high speed steel, feed, speed, chip load, surface finish

Resources: Milling machine with appropriate tools, clamping devices, material to mill

Significant task 4: Coordinate system

In this task students will gain experience in how to use the Cartesian coordinate system as it pertains to Computer Numerical Control (CNC) Milling. In a whole group, students will be introduced to the CNC coordinate system through an interactive PowerPoint presentation that outlines how the system is set up and its major components. Individual students will complete a PowerPoint study guide during the presentation.

Individually, students will demonstrate their understanding of the coordinate system by plotting their initials on graph paper, and then determining the corresponding sequence of coordinates. Students will check the accuracy of their work by having a peer recreate their initials, utilizing their coordinate sequence sheet.

Students who demonstrate mastery of this activity will be given a more complex shape to program. Upon completion of their program, they will input their program into computer simulation software and troubleshoot any issues that arise.

Students will discover the need for a z axis through a small group exercise. Each small group will be given the same initials at different depths on different materials and given the task of writing a sequence of coordinates that describes the initials. The task for each group will be as follows:

Group 1: Initials written on paper
Group 2: Initials engraved on piece of metal
Group 3: Initials ¼" deep into material
Group 4: Initials ½" deep into a material

Upon completion, teams share their coordinate sequence. Through guiding questions, students will discover the need for the z axis to plot depth. Following class discussion, students will return to work in their small groups to complete their original task, utilizing the z axis.

Students will demonstrate their understanding of the three axis coordinate system by

completing an individual task. Each student will be assigned a depth of cut and then work to revise their initials' coordinate sequence to include the z axis.

In a whole group, students will observe a teacher demonstration of CNC simulation software. Upon completion of the revised initials activity, they will be responsible for entering their program into the software. They will be assessed on the accuracy of their program and if the program accomplishes their intended outcome.

Timeline: 5 blocks (86 minutes)

Key vocabulary: datum, absolute, incremental, X,Y,Z Axis, CNC, Cartesian coordinate system

Resources: PowerPoint, initials activity handout, CNC simulation software, CNC Machines

Common learning experiences:

- Small group, student-led learning experiences
- Discussion-based introductory lessons
- Student demonstration of content knowledge
- Worksheets that act as documentation of their learning
- Reflection on classroom experience
- Do now's
- Exit slips

Common assessments including the end of unit summative assessment:

- End of unit assessment: Demonstration of initials activity program on CNC machine. Encompasses all significant tasks within unit: safety, understanding of machine operation, proper setup, choice of material and tool, understanding of basic programming
- Group work
- Students' daily professionalism
- Recording of design ideas in engineering notebook

Rubrics:

- End of unit assessment to be scored by teacher-generated rubric.
- Collaboration in groups scored using school-wide rubric #2 (Works collaboratively)
- Students' daily professionalism graded using the school wide rubric # 6 (Demonstrates personal responsibility)
- Students' design ideas recorded in their engineering notebooks scored using the school wide rubric #5 (Problem solving)

Teacher notes:

- Significant Task 1: The guideline sheet is common in industry, every machine will have a guidelines sheet that accompanies it.

Windsor Public Schools
Curriculum Map for the Secondary Level
CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Introduction to CAM Unit #4	**Length of the unit:** 12 Blocks (86 minutes)
Purpose of the unit: Students will demonstrate an understanding of how to create a tool path that can be performed on a CNC machine.	

Common Core State Standards addressed in the unit:

Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education Engineering Standards addressed in this unit:

Ensure quality control using the major components of manufacturing processes including measurement systems, tools and instruments to produce a product ENG.03

Connecticut Technology Education Manufacturing Standards addressed in this unit:

Describe the relationship between materials and manufacturing MAN.02.04
Apply a variety of manufacturing techniques and processes to create a usable product MAN.03.03

Big ideas:	**Essential questions:**
• Computer Aided Manufacturing (CAM) takes a drawing on a computer and translates the information to a set of lines of code. • CNC Milling Machines use code to dictate movements and create a part from raw material.	• Are all tool paths equal? • What is the best structure for a program?
Students will know:	**Students will be able to:**
• The differences between G and M code. • How a CNC machine reads and acts on code.	• Create a tool path. • Create basic CNC programs.

Significant task 1: Introduction to CNC

In a whole group, students will be introduced to CNC programming, by learning about G and M codes, programming structure and how to interpret CNC programs. Activities in this task will be scaffolded: as a whole group students will receive tiered level instruction, starting with the most basic and work up to creating their own program. Once each student has learned the basic lines of code present in a program, they will work individually to complete the activity "You're the CNC Machine." In this activity students are asked to decipher a simple program, in which they draw the program as it would be read by the machine. Simply, each line of code is a direction, they need to be able to understand each "direction" and draw it as such.

In the second tier of instruction, students will work individually to "fill in" the missing information in a CNC program.

Upon completion of the first two tiers, the students will write their own basic program with linear commands, using the approved class template for programs. Their written program will be verified on the computers in the lab using CNC simulation software that will alert them of any errors. If issues arise, students will be expected to troubleshoot and correct errors.

The culminating activity for this task will be to create a program that requires using a variety of codes. Upon completion students will input their program into the computer to verify if the program is correct and running as efficiently as possible. This activity will be differentiated through the complexity of programs each student needs to complete.

Advanced students in this section will work with "canned programs" and the intuitive programming that is incorporated into the CNC program. These programs can produce complex programs with information that is inputted by the user. These allow the user to complete a complex task without complex programming. However, in order to understand and use this programming, an in depth knowledge of program structure and codes is necessary.

Timeline: 6 blocks (86 minutes)

Key vocabulary: program, g-code, m-code, modal, interpolation, coolant, safety block

Resources: Notes template that correlates to PowerPoint presentation, CNC simulation software

Significant task 2: Tool path Creation

As a class, students will view a presentation that introduces the software user interface and how to save their Key Creator files into .STEP format so they are accessible with MasterCAM. The following days will involve students accessing video tutorials (Created by D. Ricci and located on his YouTube channel) to guide themselves through the step by step process for selecting the information necessary to create a tool path.

Students who move through the tutorials more quickly will be assigned additional tool paths to create using more complex drawings that require more operations. To be sure that students are not missing any steps, each tool path will need to go through several quality control steps:

1. Students will use the MasterCAM posters to verify their machine settings for each tool path type.
2. Students will use feeds and speeds charts to double check the default feeds produced by

MasterCAM.
3. Students will verify their tool path with secondary tool path verification software.
4. Students will individually go through the tool path settings verification checklist with the teacher.

This unit culminates with an end of unit test. Students will be assessed on their ability to accurately create the assigned tool path to produce a part. Students also will be assessed on their ability to follow and correctly identify the quality control steps outlined above.

Timeline: 6 blocks (86 minutes)

Key vocabulary: contour, pocket, engraving, stock, material, cutter compensation, tip compensation, ramp, breakthrough, tangent, tabs, clearance plane, feed plane, top of stock, absolute, incremental, coolant.

Resources: PowerPoint presentations, vocabulary Google Doc, CAD tutorials, CAD workstation, network to save and access work.

Common learning experiences:

- Vocabulary development using Google Doc.
- Small group, student centered learning experiences.
- Discussion-based introductory lessons.
- Student demonstration of content knowledge.
- Worksheets that act as documentation of their learning.
- Reflection on experience.

Common assessments including the end of unit summative assessment:

- Creation of a tool path program for CNC machine. Encompasses all significant tasks within unit: understanding of programs and code, how to create a tool path that can be interpreted by the CNC machine
- Student engineering notebook.
- Daily professionalism grade.

Rubrics:

- Teacher created CNC program rubric.
- Students' design ideas recorded in their engineering notebooks scored using the School wide rubric for #5 (Problem solving)
- Students' daily professionalism graded using the School wide rubric # 6 (Demonstrate personal responsibility and character)

Teacher notes:

- Differentiation for this unit will take place by adding additional operations to a tool path. A tool path becomes more difficult to generate when more operations need to take place on the part being produced.
- Each written activity and program will be submitted as a formative assessment, and individualized attention will be given to students to correct any misinformation.

CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Contours Unit #5	**Length of the unit:** 10 Blocks (86 minutes)
Purpose of the unit: Students will demonstrate an understanding of how to create a program, tool path, and machine a part so that it can be performed on a CNC machine.	

Common Core State Standards addressed in the unit:
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education CAD Standards addressed in this unit:
Develop drawings using notes and specifications CADD.03.07
Explain the Cartesian Coordinate System CADD.05.08
Create a 2-D drawing from a 3-D model CADD.06.05Revise a design and update finished drawings appropriately CADD.02.10

Connecticut Technology Education Engineering Standards addressed in this unit:
Ensure quality control using the major components of manufacturing processes including measurement systems, tools and instruments to produce a product ENG.03

Connecticut Technology Education Manufacturing Standards addressed in this unit:
Describe the relationship between materials and manufacturing MAN.02.04
Apply a variety of manufacturing techniques and processes to create a usable product MAN.03.03

Big ideas:	**Essential questions:**
• Computer Aided Manufacturing (CAM) is the industry standard in manufacturing. • CAM is a seamless process that requires collaboration from the designer to the machinist.	• How do you verify that a program will work correctly, safely and efficiently? • What is the most efficient way to manufacture a part?
Students will know:	**Students will be able to:**
• The attributes of CAD software. • The capabilities of different software products (KeyCreator, MasterCAM, etc.)	• Create a contour drawing using CAD software. • Create a contour tool path. • Machine contours in complex parts, utilizing various CNC equipment.

Significant task 1: Create a drawing using CAD software

Students will be working individually to create their own wall hung name tag design. They will be relying on the knowledge they gained from Unit 2 and 4, which introduced the students to the fundamentals of CAD and MasterCAM.

Students have been working extensively with the CAD software, and this unit will give students the opportunity to showcase what they have learned by creating a drawing of their personalized name tag. They will then be working to create the tool path and finally machining their name tag. Having the activity personalized will help to boost interest, enthusiasm and engagement throughout the unit.
The class will be given a template from which to create a drawing. This template sets the

parameters for the size of the name tag, and defines the information that must be included in their design. Each student will then begin work on their name tag using the template found on the shared drive. The name tag is designed to be hung on the wall and will have a hole that is drilled in it for mounting the sign. Students will be exposed to different types of drilling operations, reference charts throughout the room and drill types through a short class discussion and demonstration.

Students will be assessed using a teacher created rubric that looks for proper information, neat construction, and utilization of available space.

Timeline: 2 blocks (86 minutes)

Key Vocabulary: template, parameters, design principles, utilization, engrave, z depth, center drill, clearance hole, tap hole

Resources: CAD drawing lab, network drive

Significant task 2: Tool path creation

This task will begin with a review discussion covering tool path creation. There are approximately 15 different steps in tool path creation. In a "round robin" format, each student will take a step and highlight the necessary information and process for completing it.

As a whole group, students will view a brief presentation on how to complete the tool path for a contour and how this process differs from previous tool paths created.

Students will work individually to create a tool path from the CAD designs they created. Students who move through the work more quickly will be assigned additional tool paths to create using more complex drawings that require more operations.

Students will be exposed to the various drilling cycle tool paths through a teacher led demonstration on the computer projector. They will explore and utilize the best cycle for their operation.

To ensure that students are not missing any steps, each tool path will need to go through four quality control steps:
1. Students will use the MasterCAM posters to verify their machine settings for each tool path type.
2. Students will use feeds and speeds charts to double check the default feeds produced by MasterCAM.
3. Students will verify their tool path with secondary tool path verification software.
4. Students will individually go through the tool path settings verification checklist with the teacher.

The tool path will serve as their end of task assessment. Students will be assessed on their ability to accurately create the assigned tool path to produce a part, and that they followed the quality control process outlined above.

Timeline: 3 Blocks (86 minutes)

Key vocabulary: contour, compensation, r plane, z plane, ramp, tabs, lead in, lead out, peck drill, drill cycle

Resources: PowerPoint presentations, vocabulary Google Doc, CAD tutorials, CAD workstation, network to save and access work

Significant task 3: Machine setup, machining

In CNC machining, for each product produced there are a variety of ways to secure the object while it is being milled, and a wide library of tools from which to choose. Each of the projects in this course will expose students to a particular system for work holding that is best suited to the current project. Students will also learn about the applicable cutting tool appropriate for that product. In this unit students will be working to create their own individualized name tag. Drilling will also be discussed as a whole class. Students will learn through discussion with a teacher created notes template about the various types of drills, drill sizes, nomenclature and proper usage.

To introduce his task, students will learn how a work piece in held in a fixture or a vice. A whole group discussion will detail how to properly use a fixture to hold a part to be machined, and how to properly setup the CNC machine to mill a product. Through a short teacher-led PowerPoint, students will see and discuss the applicable work holding, tool holding, tool offsets and work offsets. For each topic the teacher will demonstrate proper technique and, in small groups, students will have the opportunity to practice. The students also must verify that their tool path is ready for the CNC machine by using the simulation software. Once the students have demonstrated each of the necessary techniques, they will go on to mill the name tag that they have worked to design. The teacher will demonstrate how this is done to the first student. The first student will go on to mill their object, and then demonstrate to the second student. This process will continue for each student in the class, while the teacher observes each student in action, and provides guidance when necessary. During this process only 2 students will be working on the machine at one time. Once a student has completed the machining of their object and demonstrated how to run the machine to the next student, they will return to work collaboratively with peers who have not completed their project. This will allow all students to be actively engaged; either in machining or in helping peers fabricate their

name tag.

Timeline: 5 Blocks (86 minutes)

Key vocabulary: tool holding, vise, work holding, tool offset, work offset, fixture, nose angle, twist drill, drill size

Resources: PowerPoint presentation, CNC simulation software, CNC Machine

Common learning experiences:

- Vocabulary development using Google Doc.
- Small group, student centered learning experiences
- Discussion based introductory lessons
- Student demonstration of content knowledge
- Worksheets that act as documentation of their learning
- Reflection on an experience
- Do Now
- Exit Slip

Common assessments including the end of unit summative assessment:

- Creation of a tool path program for CNC machine. Encompasses all significant tasks within unit: understanding of programs and code, how to create tool path that can be interpreted by the CNC machine
- Fabrication of the name tag. Students will be assessed on their use of the fixture and the accuracy of milling, within tolerance and safety
- Student engineering notebook
- Daily professionalism grade

Rubrics:

- Teacher created tool path rubric
- Teacher created rubric for manufactured object. Rubric will assess correct use of the fixture, accuracy of milling, tolerances achieved and safe use of the machine
- Students' design ideas recorded in their engineering notebooks scored using the School wide rubric for #5 (Problem solving)
- Students' daily professionalism graded using the School wide rubric # 6 (Demonstrate personal responsibility and character)

Teacher notes:

- Units 6 and 7 will follow the same format as unit 5. However the material, skills acquired and tasks will be different. The three step process that has been laid out in the three significant tasks of this unit is the same process that industry uses to produce a final product. This makes it important for our students to be able to demonstrate these skills for a variety of tasks.
- Students again will be using the "ask three before you ask me" where they ask three of their classmates for help with a problem before they ask me for help (90% of their problems can be solved this way and it frees the teacher to help students who are struggling.)

CAD/CAM

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Pockets Unit #6	**Length of the unit:** 10 Blocks (86 minutes)
Purpose of the unit: Students will demonstrate an understanding of how to create a program, tool path, and machine a part so that it can be performed on a CNC machine.	

Common Core State Standards addressed in the unit:
Text Types and Purposes 10.W.2: Writing informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning

Connecticut Technology Education CAD Standards addressed in this unit:
Develop drawings using notes and specifications CADD.03.07
Explain the Cartesian Coordinate System CADD.05.08
Create a 2-D drawing from a 3-D model CADD.06.05Revise a design and update finished drawings appropriately CADD.02.10

Connecticut Technology Education Engineering Technology Standards addressed in this unit:
Ensure quality control using the major components of manufacturing processes including measurement systems, tools and instruments to produce a product ENG.03

Connecticut Technology Education Manufacturing Standards addressed in this unit:
Describe the relationship between materials and manufacturing MAN.02.04

Big ideas:	**Essential questions:**
• Computer Aided Manufacturing (CAM) is how products are currently manufactured. • CAM is a seamless process that requires collaboration from the designer to the machinist.	• What is the future of manufacturing technology? • Why is collaboration important in product fabriacation?
Students will know:	**Students will be able to:**
• The attributes of pockets. • Characteristics of pocket tool paths. • Challenges associated with pocket fabrication.	• Demonstrate how to create a pocket drawing using CAD software. • Demonstrate how to properly create a pocket tool path. • Machine pockets in complex parts utilizing various CNC equipment.

Significant task 1: Create a drawing using CAD software

Students will work individually to create a CAD drawing that incorporates a pocket. (A pocket is a term that is used in CAD to describe an interior recess that is cut into the surface of a work piece.)
This task will be introduced through a class discussion, defining the characteristics of pockets. Students then will view and follow step-by-step video tutorial on YouTube, "Pocketing with MasterCAM by Dustin Ricci." Additional videos on pocketing also will be made available to students, to be viewed as homework, prior to working on their CAD drawing. Using the tutorials, students will individually produce a CAD drawing, incorporating a pocket.
Timeline: 2 blocks (86 minutes)

Key Vocabulary: pocket, design constraints, accuracy, machinability

Resources: CAD drawing lab, network drive

Significant task 2: Tool path creation

Students will take a short pre-assessment that examine what they know about tool path creation. The results will help to guide instruction and determine the level of understanding of each student. Based on student data, the teacher will either introduce pockets to the students or review how to create a tool path.

Students will participate in teacher- created video tutorials on the topics of pocket tool path creation in MasterCAM and drilling tool path creation in MasterCAM.

The students will go on to work individually to create a tool path from their CAD designs. Students who move through the work more quickly will be assigned additional tool paths to create using more complex drawings that require more operations.

The tool path will serve as the end of task assessment. Students will be assessed on their ability to accurately create the assigned tool path to produce a part and the degree to which they they followed the quality control process outlined above.

Timeline: 3 Blocks (86 minutes)

Key vocabulary: contour, compensation, r plane, z plane, ramp, tabs, lead in, lead out

Resources: PowerPoint presentations, vocabulary Google Doc, CAD tutorials, CAD workstation, network to save and access work

Significant task 3: Machine setup, machining

Students will begin this task by examining an example of direct clamping and noting how it is used for a work piece that will be machined with a pocket. A short discussion will follow about the advantages and disadvantages of direct clamping. The teacher will demonstrate how to direct clamp an object to be machined, and the students will then practice the technique in small groups. Once each student has completed the activity successfully, they will move on to the machining of the pocket in their work piece, following the same procedure as defined in Unit 5.

Timeline: 5 Blocks (86 minutes)

Key vocabulary: tool holding, work holding, direct clamping, tool offset, work offset, fixture

Resources: PowerPoint presentation, CNC simulation software, CNC Machine

Common learning experiences:

- Small group, student-centered learning experiences
- Discussion-based introductory lessons
- Student demonstration of content knowledge
- Worksheets that act as documentation of their learning
- Reflection on an experience
- Do Now
- Exit Slip

Common assessments including the end of unit summative assessment:

- Creation of a tool path program for CNC machine. This project will encompass all significant tasks within the unit; including the understanding of programs and code and how to create a tool path that can be interpreted by the CNC machine
- Student engineering notebook.
- Daily professionalism grade.

Rubrics:

- Teacher created tool path rubric.
- Students design ideas recorded in their engineering notebooks scored using the school wide rubric for #5 (Problem solving)
- Student's daily professionalism graded using the school wide rubric # 6 (Demonstrate personal responsibility and character)

Teacher notes:

- This unit removes another layer of support by asking the student to be more responsible for their own learning. They will no longer have a template to work from as they have in previous assignments. They will work to create their drawing from scratch. Students will be given design constraints and follow the steps of the engineering design process for creating their drawing.
- Videos will also be available for students to watch before the actual lesson. They will be assigned a homework assignment that asks them to watch a YouTube video pertaining to pocketing and post a comment to the class website.
- Refer to Unit #5 for the process of completing the design, tool path creation and machining process. The steps will be the same, while the end result and learning will be new and different.

Purpose of the course: (CBIA Education Foundation 2011 SURVEY OF CONNECTICUT'S MANUFACTURING WORKFORCE): Connecticut manufacturers expressed concerns about finding and attracting skilled labor. The top five most difficult positions to fill were CNC programmers (87%), tool and die makers (85%), CNC machinists (79%), CAD/CAM technicians (78%), and engineers (64%). The goal of this course will be to prepare our students to enter post-secondary education to go on to fill the void in Connecticut's manufacturing/engineering workforce.

Name of the unit: Contours and Pockets Unit #7	**Length of the unit:** 16 Blocks (86 minutes)
Purpose of the unit: Students will demonstrate an understanding of how to create a program, tool path, and machine a part so that it can be performed on a CNC machine.	

Common Core State Standards addressed in the unit:
Text Types and Purposes 10.W.2: Writing informative/explanatory text to examine and convey complex ideas
Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues
Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education CAD Standards addressed in this unit:
Develop drawings using notes and specifications CADD.03.07
Explain the Cartesian Coordinate System CADD.05.08

Create a 2-D drawing from a 3-D model CADD.06.05Revise a design and update finished drawings appropriately CADD.02.10

Connecticut Technology Education Engineering Standards addressed in this unit:
Ensure quality control using the major components of manufacturing processes including measurement systems, tools and instruments to produce a product ENG.03

Connecticut Technology Education Manufacturing Standards addressed in this unit:
Describe the relationship between materials and manufacturing MAN.02.04
Apply a variety of manufacturing techniques and processes to create a usable product MAN.03.03

Big ideas:	**Essential questions:**
• The engineering design process is critical to create a plan to manufacture a product. • Manufacturing a product from an idea requires collaboration at many levels and with colleagues.	• How do you take an idea and, through the design process, fabricate a finished product to fill a need? • How do you effectively collaborate in a small group setting? • How do you work together as a large team to achieve a common goal?
Students will know: • The steps of the engineering process. • The benefits of collaboration.	**Students will be able to:** • Demonstrate the engineering design process. • Demonstrate how an idea becomes an actual product. • Machine complex parts utilizing various CNC equipment.

Significant task 1: Revise CAD drawing and new too lpath creation

In this unit, students will create the parts that they researched for the Electrathon vehicle. Students worked in Unit 2 to design the part in CAD. Over the course of the year, students have designed and fabricated several objects, and during this time gained new knowledge of techniques, successes and failures. Students will individually apply this knowledge to their previously designed part to revise and improve their previous design. This revision also is part

of the engineering design cycle and will show students that a design can always be improved. Once they have revised their design they will also need to create a new/revised tool path.

The tool path will serve as their end of task assessment. Students will be assessed on their ability to accurately create the assigned tool path to produce a part, and their adherence to the quality control process.

Timeline: 3 blocks (86 minutes)

Key Vocabulary: brackets, fixtures, sprocket, Ackerman angle, aerodynamics, contour, compensation, r plane, z plane, ramp, tabs, lead in, lead out

Resources: CAD tutorials, CAD workstation, network to save and access work.

Significant task 2: Machine setup, machining

Once each student has completed their tool path successfully, they will move on to the machining of their pocket in the work piece and will follow the same procedure define in Unit #5.

Timeline: 6 Blocks (86 minutes)

Key vocabulary: tool holding, work holding, tool offset, work offset, fixture

Resources: PowerPoint presentation, CNC simulation software, CNC Machine

Significant task 3: Fundraising

As a class, students will work to create a mass production project that will be used as an Electrathon fundraiser. Students will work collaboratively as a class to design an object that can be sold to benefit and sustain the Electrathon program.

Students will begin this task by individually researching and brainstorming at least three fundraising product ideas that we could design and fabricate. They will then bring their ideas to a whole class engineering discussion. The class will utilize the engineering design process to identify the problem, brainstorm possible solutions, identify criteria/constraints, explore possibilities, and select an approach. They will develop a design proposal and make a prototype once a class consensus has been reached.

All students will participate in generating the ideas for a fundraising product. The actual

design of the object will be assigned to students who have successfully machined their pocket in significant task #2.

Timeline: 5 Blocks (86 minutes)

Key vocabulary: collaboration, interpersonal skills, intrapersonal skills, manufacturing

Resources: PowerPoint presentation, CNC simulation software, CNC Machine

Significant task 4: Hands-on final exam

Students will take a three part final exam, in which they will be assessed on a drawing, tool path and their interpretation of the tool path. This three step process will begin 2 class periods before the exam as well as during the exam time period to allow ample time to finish the exam. Students will be given a object to design, make a tool path and then, using their tool path, explain the CNC code in a narrative.

Timeline: 2 Blocks (86 minutes)

Key vocabulary: contour, CNC code, narrative

Resources: CAD workstation

Common learning experiences:

- Small group, student-centered learning experiences
- Discussion-based introductory lessons
- Student demonstration of content knowledge
- Worksheets that act as documentation of their learning
- Reflection on an experience
- Do Now
- CAD drawing, tool path development and CNC code narrative

Common assessments including the end of unit summative assessment:

- Creation of a tool path program for CNC machine. This project will encompass all significant tasks within the unit; including the understanding of programs and code and how to create a tool path that can be interpreted by the CNC machine.
- Student engineering notebook.

- Daily professionalism grade.

Rubrics:

- Teacher created tool path rubric.
- Students design ideas recorded in their engineering notebooks scored using the school wide rubric for #5 (Problem solving).
- Student's daily professionalism graded using the school wide rubric # 6 (Demonstrate personal responsibility and character).
- Teacher created rubric to assess final exam project.

Teacher notes:

- Refer to Unit #5 for the process of completing the design, tool path creation and machining process. The steps will be the same, while the end result and learning will be new and different.
- Fundraising object will be fabricated and marketed by the afterschool Electrathon Club.

Windsor Public Schools
English Elective: Young Adult Literature

Purpose of the Course:

This multi-cultural, multi-genre course incorporates award-winning young adult literature into the framework of an appealing, but challenging English course. Course work will explore issues of stereotyping, "growing up," bias, transition, adult expectations rites of passage, and social justice with precise attention to literary technique. Students are expected to read independently and use the texts to identify themes that are relevant in "their world." Students will use the literature to answer, "What issues presented in these texts are important to me?" and "How does this book qualify as a literary text?" Young adult literature is becoming increasingly popular in pop culture and the adult world. Through evaluation of its features and quality, students will begin to understand its profound impact on the entire literary canon.

Name of the Unit:	**Length of the unit**:
UNIT 1- Society's Perception of Young Adults	Approximately 15 Blocks

Purpose of the Unit:

In this unit, the students will use multiple texts to build an understanding of how society perceives young adults and how it stereotypes them.

Common Core State Standards Addressed in the unit:

RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media formats, as well as in words, in order to address a question or solve a problem.

W.11-12.9a-9b: Draw evidence from literary or informational texts to support analysis, reflection and research, including application of knowledge of grades 11-12 reading standards for literature and literary nonfiction.

SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

L.11-12.4c: Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning.

L.11-12.4d: Verify the preliminary determination of the meaning of a word or phrase.

Big Ideas:	**Essential Questions**:
• The media commonly characterizes adolescents as the “mook” and “midriff.” • Young adults make choices that shape others’ perceptions of them. • Young adult authors create a “freeze frame” of the young adult experience to remind adults of its uniqueness.	• How do the media perpetuate stereotypes about adolescents? • How do young adults have the power to shape others’ (media, parents, siblings, peers) perceptions of them? • To what extent do authors of young adult literature depict a realistic image of the young adult experience?
Students will know: • How to identify the many stereotypes of adolescents through literature and other media; • The significance of their own actions and the impact those actions have on others’ perception of adolescents; • How realistic elements of the young adult experience can result in stereotypes.	**Students will be able to:** 1. Define these terms: • perpetuate • perception • stereotypes • media • adolescence • “mook” • “midriff” • satire • irony • debunk • “freeze frame” • support • refute 2. Analyze a text for the author’s implied meaning. 3. Draw evidence from multiple sources to support an analysis. 4. Use digital media when making presentations. 5. Determine and check the accuracy of the preliminary understanding of word meanings.

Significant task 1: *Analysis of Media's Stereotypes*

Students will study various mediums to eventually answer the first two essential questions.

All students must engage in these:

- Read chapter/ partial chapter from *Dynamics of Mass Communications* text ("Social Effects of Mass Communication").
- Watch Frontline's documentary- *Merchants of Cool*.

For enrichment, or to enhance the complexity of the sources, the teacher should use any of the following items to facilitate this task:

- Music selections (various)
- Movie clips: *Mean Girls*, *Breakfast Club*, *10 Things I Hate About You*, *The Outsiders*, Disney
- TV clips: "Teen Mom", etc.

To complete this task to mastery, all students must demonstrate an understanding of the text, documentary, and the essential questions through writing *and* discussing. Students should be aware of the satirical and ironic nature of many of the media's portrayals of teenagers. Students should demonstrate an understanding of the essential questions (and the additional elements of satire and irony) through Various Journals, Reflection Journals, and/or engaging in Various Discussions of the essential questions.

Timeline: 3-4 Blocks

Key vocabulary:

- perpetuate
- perception
- stereotypes
- media
- adolescence
- "mook"
- "midriff"
- satire (pre-teach)
- irony (pre-teach)

Resources:

- Frontline's Merchants of Cool Documentary ("Mook" and "Midriff")
- *Dynamics of Mass Communication* textbook

Significant task 2: *Critical Reading of Text(s) to Define Key Terms*

Students will read the young adult texts that are assigned by the teacher (see the choices below). While reading, students should complete a multi-entry Reflection Journal that requires students to (1) identify realistic elements of the young adult experience that occur in the text(s) and (2) reflect on how/why those elements can result in stereotypes. A double-entry style is recommended.

Using their knowledge from Significant Task 1 and the critical reading of this task, students will then

create a Mini-Dictionary or a Flip Book, in which they define the key terms of the unit and provide an appropriate example of each one. (They must create their own definitions and not rely on a dictionary.)

As a final step, students should check their definitions for accuracy. This can be accomplished using a print text, or an online dictionary. In a final Reflection Journal, students must justify why their incorrect definitions (if they have any) are valid. For those students with totally accurate definitions, they must choose *three* key words for further exploration. They should investigate the word origin of each- again, using a print or electronic source- and explain how this origin contributes to the current understanding of the word.

Timeline: 3-4 Blocks

Key vocabulary:

- perpetuate
- perception
- stereotypes
- media
- adolescence
- "mook"
- "midriff"

Possible Resources:

- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Significant task 3: *Big Idea Mini-Essay*

The requirement for "MCC Certificate Students" includes: 5-6 pages and multiple drafts of this essay. For all others, the teacher can dictate the length and number of drafts. For all students, this task should be preceded by Book Talks and Independent Reading Assessments; this way, the teacher can be aware of each student's progress with reading the texts independently.

In this Big Idea Essay, students use the selection of readings from the unit to support a thesis, as related to analyzing a big idea. The goal is for students to create and prove an argument, not merely summarize the many different ideas. Students should work to synthesize ideas from all sources.

Students should choose to support or refute ONE of the following big ideas from the unit:

- The media commonly characterizes adolescents as the "mook" and "midriff."

- Young adults make choices that shape others' perceptions of them.
- Young adult authors create a "freeze frame" of the young adult experience to remind adults of its uniqueness.

Teachers can use a writing workshop to guide students through the basic organization of the essay. It is suggested that the teacher group students together by idea choice and allow them to brainstorm and plan together. The essay will be graded using the 5-Level Rubric and/or the MCC-Aligned Writing Rubric.

Timeline: at the teacher's discretion (the assignment can be completed at home, partially in class, or completely in class)

Key vocabulary:

- perpetuate
- perception
- stereotypes
- media
- adolescence
- "mook"
- "midriff"
- "freeze frame"
- debunk
- support
- refute

Possible Resources:

- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Common learning experiences:

- Group discussions of the texts, big ideas, and essential questions
- Writing workshops
- Presentations of final products (writing and/or digital)
- Book talks
- Independent reading exploration in the media center
- Visitations from MCC professors
- Use of the Warrior Writing Center

- Use of Independent Reading Assessments

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment
Students will complete an Anticipation Guide that will assess their understanding of the unit's key terms and big ideas.

Unit Post-Assessment
Create a Digital Text- mini-Documentary, blog, digital story, narrative/ story, or webpage- that "debunks" the stereotypes of the "mook" and the "midriff." This text is the student's opportunity to become an author or voice of the realistic "freeze frame" of adolescents. This assessment must have an appropriate writing component, as determined by the teacher. This can include: script, narrative, informational text, interviews, etc. The students will also be graded on their presentation skills, as they share their digital text with the class in a Digital Media Presentation. The Presentation Rubric or the 21st Century Rubrics can be used.

Teacher notes:

Possible Core Literary Resources:
- *Dynamics of Mass Communications*
- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Other Media:
- Frontline's "Merchants of Cool" Documentary
- Video clips: *The Breakfast Club*, *Mean Girls*, *The Outsiders*, *10 Things I Hate About You*

Rubrics:
- 21st Century Rubrics
- Presentation Rubric
- 5-Level Rubric
- MCC-Aligned Writing Rubric

Key Vocabulary:
- perpetuate

- perception
- stereotypes
- media
- adolescence
- “mook”
- “midriff”
- debunk
- “freeze frame”
- Support
- Refute

Windsor Public Schools
English Elective: Young Adult Literature

Purpose of the Course:

This multi-cultural, multi-genre course incorporates award-winning young adult literature into the framework of an appealing, but challenging English course. Course work will explore issues of stereotyping, "growing up," bias, transition, adult expectations rites of passage, and social justice with precise attention to literary technique. Students are expected to read independently and use the texts to identify themes that are relevant in "their world." Students will use the literature to answer, "What issues presented in these texts are important to me?" and "How does this book qualify as a literary text?" Young adult literature is becoming increasingly popular in pop culture and the adult world. Through evaluation of its features and quality, students will begin to understand its profound impact on the entire literary canon.

Name of the Unit:	**Length of the unit:**
Unit 2: The Transition to Adulthood	Approximately 15 Blocks

Purpose of the Unit:

This unit will help students to understand the concept of "transition" and how young adults must make a difficult shift to adulthood.

Common Core State Standards Addressed in the unit:

W.11-12.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.-12.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.

W.11-12.3c: Write narratives to…use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

Big Ideas:	**Essential Questions**:
• Adolescence is a personal journey, in which individuals choose to "grow up" differently. • In "growing up," individuals demonstrate varying levels of responsibility, maturity, and rebellion. • Institutions (academic, family, legal) often hold adolescents accountable for full adult expectations, but sometimes that is not fair.	• How do we accept our adult responsibilities, but still retain our youth? • Is rebellion a bad thing? • Should adolescents be held accountable for adult expectations?
Students will know: • How responsibility, maturity, and rebellion play a role in the transition to adulthood; • How to differentiate between positive rebellion and negative rebellion; • Why accepting adult expectations as an adolescent is an essential part of "growing up."	**Students will be able to**: 6. Define these terms: • "growing up" • maturity • rebellion • responsibility • accountability 7. Write narratives that demonstrate the student's ability to use a variety of techniques. 8. Develop and strengthen different forms of writing through the writing process.

Significant task 1: *Character Scrapbook* or *Other Characterization Project*

Students will choose a character from the text and create a Character Scrapbook of the events that depicts the development of the character's responsibility, maturity, and rebelliousness. For each event, students must examine and describe the significance of each event and explain how it influences this character's ability to accept expectations imposed on them by others. This scrapbook must contain a significant portion of writing, including text that supports the student's beliefs about the character's development.

If a student does not want to create a scrapbook, (s)he can choose another project that also incorporates the character's growth and development, as related to the three categories above (responsibility, maturity, and rebelliousness). A list of Mini-Projects is available. Choices include: making a 3-D model of an object that symbolizes the character's development and writing a corresponding writing piece to explain its significance, creating a book jacket the "paints a picture" of a specific character and his/her growth, or designing a "choice" project. The teacher must approve the last one.

As students read, they will utilize a Learning Log or Various Journals to keep track of their findings. Students may also utilize group note taking and discussion to report out and share ideas in the given text. As needed, the teacher will implement Independent Reading Assessments, to check for student compliance in reading the text(s) at home.

Timeline: 3-4 blocks

Key vocabulary:

- "growing up"
- maturity
- rebellion
- responsibility
- accountability

Possible Resources:

- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Significant task 2: *Compare and Contrast Teenage Behavior*

PART ONE

Students will begin by comparing and contrasting two adolescents from current events (sample texts will be provided) who are juxtaposed in terms of their personal journeys to adulthood. The teacher can choose to provide a "bank" of texts, or can allow students to research appropriate articles. Another option is for the teacher to consider using Robert Frost's poem "The Road Not Taken"- revisited from the freshman curriculum- to convey the idea of choices and/or journeys. This poem can be compared to another one of the teacher's choice, in order to begin the task with scaffolding.

Using these initial texts, the student will practice comparing and contrasting using a traditional tool like a Venn Diagram or a Comparison Matrix.

PART TWO

Then, students will create their own Illustrated Compare-Contrast Diagram. It must contain symbolic images that represent two opposing characters from a young adult text they are reading, as part of this unit. For example, if students were comparing Alaska to Miles (in *Looking for Alaska*), they could use a "crashed car" to represent Alaska and "a road" to symbolize Miles. In this case, students would complete their diagram by "filling in" these two symbols with information from the play that

demonstrates that these two characters have contrasting personal journeys because Alaska cannot escape her past and Miles wants to embark on a journey of reinvention. (In the text they choose and the symbols they draw, students will need to account for the topics of the unit: maturity, responsibility, and rebellion.) Furthermore, the students must account for commonalities, and again, these should be illustrated symbolically. Perhaps for Alaska and Miles "a phone booth" could be used to show that they both feel that they must stay connected to the world, and their families, to transcend fully into adulthood.

A Visual Sample will be provided.

PART THREE

As a second component to this task, students will compose a 1-2 page Character Persona Reflection to explain, *as* the character(s), the illustrated compare-contrast diagram. In this reflection, the student will become the characters and take on their personas. These characters will explain how their personal journeys are represented in the different images and will describe how their varying levels of responsibility, maturity and rebellion contributed to their destructive or productive personal journey. As included in Significant Task 1, the student will also have the characters remark on their respective ability to accept expectations that are imposed by others.

Timeline: 3-4 blocks

Key vocabulary:

- maturity
- rebellion
- responsibility
- accountability
- compare
- contrast
- Symbol?
- juxtaposed

Possible Resources:

- Integrated Prom Article and other sample texts
- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Significant task 3: *Claim Template*

Students will complete a Claim Template, in preparation for the Unit Post-Assessment. Using the

template as a framework, they will be asked to argue whether they are fairly held accountable for the expectations in in their lives. They must use concrete examples to support their claim.

Then, students will engage in a Graded Debate about the essential question: *Should adolescents be held accountable for adult expectations*? To prepare for the debate, students must create 5 or more Support Cards. On these cards, they will indicate various ways they can support their claims, with each card designated to a specific resource. Students should use the unit text(s), but can also incorporate outside sources. The teacher must require students to cite these sources properly, on one side of the card. The cards will be submitted to the teacher for a grade.

Finally, students are required to take notes during the debate, so these findings can be used when writing the "In Light of… Essay." These notes should be submitted with the essay.

Timeline: 2-3 blocks

Key vocabulary:
- defend
- maturity
- rebellion
- responsibility
- accountability

Possible Resources:
- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Common learning experiences:
- Defining key terms
- Writing workshops
- Writing workshops
- Presentations of final products (writing and/or digital)
- Book talks
- Independent reading exploration in the media center
- Visitations from MCC professors
- Use of the Warrior Writing Center

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment
Students will take a Self-Assessment that requires them to answer questions that pertain to their own "levels" of responsibility, maturity, and rebellion. Then, they will need to reflect on what events influenced

Unit Post-Assessment
Students will use the "In Light of" Essay format to craft a multi-draft essay, in which they analyze society's expectations of them. They will answer this prompt:

> *In light of the readings in this unit and their respective messages, analyze the expectations for which you are held accountable and determine if these expectations are fair.*

In this essay, students must also consider their own levels of maturity, responsibility, and perseverance. Students are expected to support their reasoning with examples from the unit's texts and they can consider using outside sources, as necessary. If it is appropriate, the teacher can mandate a research component. The 5-Level Rubric or the MCC-Aligned Writing Rubric will be used to grade this assessment.

Teacher notes:

Possible Core Literary Resources:
- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Rubrics:
- 5-Level Rubric
- MCC-Aligned Writing Rubric
- Graded Debate

Key Vocabulary:
- "growing up"
- maturity
- rebellion
- responsibility

- accountability

Windsor Public Schools
English Elective: Young Adult Literature

Purpose of the Course:

This multi-cultural, multi-genre course incorporates award-winning young adult literature into the framework of an appealing, but challenging English course. Course work will explore issues of stereotyping, "growing up," bias, transition, adult expectations rites of passage, and social justice with precise attention to literary technique. Students are expected to read independently and use the texts to identify themes that are relevant in "their world." Students will use the literature to answer, "What issues presented in these texts are important to me?" and "How does this book qualify as a literary text?" Young adult literature is becoming increasingly popular in pop culture and the adult world. Through evaluation of its features and quality, students will begin to understand its profound impact on the entire literary canon.

Name of the Unit:	**Length of the unit:**
Unit 3: Voice; Setting the Record Straight / Rite of Passage	Approximately 15 Blocks

Purpose of the Unit:

In this unit, the students will use multiple texts to build an understanding of how censorship can stifle the young adult voice; they will explore the ways they can regain their voice.

Common Core State Standards Addressed in the unit:

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

W.11-12.1a: Write arguments to support claims…to introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Big Ideas:	**Essential Questions:**
• Inexperience of the young adult should be embraced and matured not stifled and censored. • Young Adult Literature provides a voice that can speak to young adults "rites of passage" into adulthood. • Young adults must create their own "rites of passage" that will provide them with a voice against society's stereotypes of them.	• Is the "inexperience" of a young adult a reason to stifle and censor their voice in literature? • What is a "rite of passage" in the young adult experience? • How can adolescents regain their voice and simultaneously create their own rites of passages that will discredit the "mook" and "midriff" stereotypes?
Students will know:	**Students will be able to:**
• That Rites of Passage vary depending on one's culture/religion; • Inexperience can come across as either being naïve, or as having a lack of good judgment.	1. Define these terms: • Censorship • Rationale • Banned Books • Mook • Midriff • Rite of Passage • Intensification • Annotated Bibliography • Citation • Plagiarism • Documentation 2. Analyze the impact of the author's choices. 3. Determine two or more central ideas and analyze their development. 4. Write arguments to support claims. 5. Develop and strengthen writing. 6. Integrate multiple sources of information to test credibility and validity.

Significant task 1: *Censorship- Writing a Rationale for Young Adult Literature*

Part one: Review of Prior Knowledge

This task will begin by students drawing upon their prior summative assessment in Unit Two, "The In Light of" essay. They will work in cooperative learning groups to discuss their findings regarding adult expectations placed upon young adults. Most likely, students will come to the conclusion that the expectations placed upon them are unfair as adolescence is a time of growth for one's personal journey overall.

Students will write a Response Journal about the following:

> *Should the "personal journeys" to adulthood expressed in young adult literature be censored or suppressed? Students will need to elaborate by incorporating evidence from two sources of young adult literature read in the class to support their stance.*

Part Two: Putting YA books on the Stand

In small groups, students will be given a currently banned Young Adult literature text. (Parents will receive a permission letter beforehand.) Students will be asked to research this novel and create a project to hypothetically bring to the Board of Censors to attempt to get their book off of the Banned Book List. They must prove that Young Adult literature is essential in expressing the variety of personal journeys of young adults. Students must create a presentation of some sort. The class will form a Board of Censors, and based upon each presentation, vote to "un-ban" or leave their on that banned text.

Part Three: Writing the Rationale

After these presentations, students will read a variety of "pro" and "con" censorship articles such as those in Chapter 12 of Literature for Young Adults. Using these sources, students will compose a Rationale (Argumentative Essay) to support Young Adult literature as an expression of personal journeys. This essay will be graded with the 5 Level Rubric. This Rationale can be used as the final assessment of the course and students can be encouraged to write and refine multiple drafts throughout the duration of the unit.

Timeline: 5-6 Blocks

Key vocabulary:

- Censorship
- Banned books
- Rationale

Resources:

- Literature for Young Adults
- All hyperlinked resources

Significant task 2: *Crossroads*

Part One

Students will view a clip of a documentary- chosen by the teacher- about various children's "rites of passages" into adulthood; they will also read Amy Lewis's *Rite of Passage* poem. After watching and reading, students will use a Parking Lot to collect thoughts related to the idea of "the personal journey" and "rites of passage into adulthood." Students will then engage in a conversation about what defines a true or meaningful "rite of passage" into adulthood in our society.

Part Two

Students will read the preface to the book Crossroads. Students will read about a new age version of the term "rites of passage." After this reading, students will discuss this new age concept of "rite of passage" and the idea of "intensification." Utilizing Various Graphic Organizers, students will generate a list that includes a variety of events that could qualify as an appropriate new age "rite of passage" and organize them according to their level of "intensification" ("a new understanding of deep universal human values…an experience…").

Part Three

Using these graphic organizers and the pre-assessment in this unit, students will categorize these issues. They can consider: relationships, bullying and violence, education, etc. Students will be asked to select an issue and create a service project around to serve as their own "rite of passage" into adulthood (they can refer www.dosomething.org for more insight). Students will create a Service Project Proposal that outlines their steps that will bring this project to fruition. They must indicate any potential "roadblocks" they may encounter in the success of this project.

Timeline: 3-5 Blocks

Key vocabulary:

- Rite of Passage
- Intensification
- Crossroads

Resources:

- Crossroads
- Amy Lewis's *Rite of Passage*
- All hyperlinked resources

Significant task 3: *Annotated Bibliography*

Students must research at least 5-6 different sources to assist them in the successful completion of their "rite to passage" service project. These sources should provide them with resources and evidence to support the need for this service. Student will need to compose an Annotated Bibliography of these sources.

Timeline: 1-2 Blocks

Key vocabulary:

- Annotated Bibliography
- Citation
- Plagiarism
- Documentation
- Research

Resources:
- Windsor High School Media Center
- www.purdueowl.org
- All hyperlinked resources

Common learning experiences:
- Independent reading
- Independent Reading Assessments
- Book talks
- Use of the Warrior Writing Center
- Writing book reviews

Common assessments including the end of unit summative assessment:

Unit Pre Assessment:
Students will read Martin Luther King's "I had a dream speech" (or some other speech that speaks to affecting positive change in society; the teacher will provide choices, if desired, or students can research and select appropriate texts). First, they must complete a Speech Explication and share their findings with the class in a Graded Presentation. In their presentation, they must address the speaker's/writer's perspective on social responsibility and our need to "take action in our society" to rebuild communities.

After presenting their findings, students will work on teams to brainstorm a variety of issues that they feel must be addressed in the "Young Adult World." They will share their list with the class. As a whole group, all students will combine their lists and come to a consensus about which issue(s) are most critical to "do something" about.

Unit Post Assessments:
Choice One
Using the guidelines outlined on the Do Something website, students will choose a "social need" in the young adult world that needs to be addressed (bullying, violence, or relationships are possible choices). Using their Service Project Proposal from Significant Task 2, they will actually put the plan into place. After completing their service, students will compose a reflection paper answering the following: "How have you developed a 'rite of passage' for yourself that debunks the "mook" and "midriff" stereotypes?" They may need to utilize their Crossroad article to support their development of an "intensification" process that their project has provided them with.

OR

Choice Two
Students will work through multiple drafts of the Rationale essay they completed for Significant Task 1.

They will engage in writing conferences with their teacher or classmates, and finally submit a professional, publishable final project. This essay should be "polished" enough to count as a "college-level paper." For MCC Partnership students, this essay is required and will be graded with the MCC-Aligned Writing Rubric.

Teacher notes:

Possible Core Literary Resources:

- *The Book Thief* (Zusak)
- *Lone Ranger and Tonto Fistfight in Heaven* (Alexie)
- *Looking for Alaska* (Green)
- *Hole in My Life* (Gantos)
- *Freaky Green Eyes* (Oates)
- *A Northern Light* (Donnelly)
- *Catalyst* (Halse Anderson)
- *Perks of Being a Wallflower* (Chbosky)
- *A Separate Peace* (Knowles)
- *Whale Talk* (Crutcher)
- *Tales of a Madman Underground* (Barnes)

Rubrics:

- 5-Level Rubric
- MCC-Aligned Writing Rubric
- Graded Presentation

Key Vocabulary:

- Censorship
- Rationale
- Banned Books
- Mook
- Midriff
- Rite of Passage
- Intensification
- Annotated Bibliography
- Citation
- Plagiarism
- Documentation

Sage Curriculum Unit Sequencing

Grade 6

Math 6 **Honors Math 6**

Unit 1 Understanding Positive and Negative Numbers (Integrated)

Unit 2 Addition, Subtraction and Multiplication of Decimals (Integrated)

Unit 3 Division of Whole Numbers, Decimals, and Fractions (Integrated)

Unit 4 Using Expressions and Equations (Integrated)

Unit 5 Applications of Geometry (Integrated)

Unit 6 Ratios and Rates (Integrated)

Unit 7 Algebraic Reasoning (Integrated)

Unit 8 Data Distributions (Math 6) **Unit 8 Samples and Populations (Honors)**

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and

rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 1 Understanding Positive and Negative Numbers (Integrated)	Length of the unit: 3 weeks
Purpose of the Unit: This unit builds upon the grade 5 unit Patterns in the Base-ten System and expands it to applying and extending previous understanding of numbers to the system of rational numbers on number lines and coordinate planes. Students will understand ordering and absolute value of rational numbers. These ideas will be applied in 7th grade units where students will compute with rational numbers.	
Common Core State Standards Addressed in the unit: **6.NS. 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.** **6.NS.7. Understand ordering and absolute value of rational numbers.** 6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	
Big Ideas: 1. A number and it opposite combine to make zero. 2. Relationships can be represented as tables, graphs, and equations. 3. Our number system is a system of patterns. 4. The base-ten place value system extends infinitely in two directions: to tiny value as well as to large values.	Essential Questions: 1. What does a negative number represent? 2. When is the sum or difference of two numbers positive, negative or zero? 3. How do the table, graph and equation tell the same story?

Students will know:	Students will be able to:
1. definition of and notation of absolute value 2. the relative position of two opposite numbers on a number line diagram is the distance from 0 on the number line 3. locating quadrants and ordered pairs/coordinates are dependent upon the sign of the numbers 4. attributes of coordinate graphs and notation or coordinate pairs	1. graph points on number lines and coordinate planes 2. use notation to label points 3. recognize opposites 4. order rational numbers 5. write and explain statements of order and real world context

Significant task 1: Integers, Opposites, Absolute Value and Extending the Number System

This task involves a couple of investigations where students begin to understand how the extension of the number system includes quantities less than zero through the context of scores in competitive games. Students will work in small groups and begin by using a number line to investigate the location of integers and their opposites while keeping the score of a trivia game in relation to each contestant's position in the game. Next, students receive direct instruction on the attributes of rational numbers and the concept of absolute value. Students will then apply this knowledge to a different game involving the players positioning on a number line. Students will actively model and demonstrate the situations and also display their solutions on number lines using the document camera or SmartBoard. Teachers can assign their students the values in the problems.

In this task, students will:

- represent points on a number line in relation to zero
- solve problems involving opposites and interpret relative position on a number line
- develop attributes of rational numbers and the concept of absolute value
- analyze and explain the patterns of place value in the context of a number line

This task directly targets the following standards: **6.NS.6, 6.NS.7,** 6.NS.5

Timeline: 10 days
Key vocabulary: negative number, opposite, integers, rational numbers, absolute value
Resources: CMP Transition kit INV 3.1-3.2 Smart Notebook lessons: *intro to integers and order integers*

Significant task 2: Coordinate Plane

In this task students extend their knowledge of positive and negative numbers to the coordinate plane (Cartesian plane) by plotting, comparing and analyzing points they graph. Working individually students will first plot points on a coordinate plane using all four quadrants to solve a picture riddle. Students will then design their own picture riddle for their student partner to solve by listing the ordered pairs with at least one point in each quadrant. Students will then apply different transformations to compare the

positions of the points. Students will determine distances of points by applying knowledge of absolute value and solving the geometric problems.

In this task, students will:

- represent points on a coordinate plane
- analyze the relationship of ordered pairs, the plotted points and the quadrant it is located in
- apply absolute value to determine distances of points on a coordinate plane

This task directly targets the following standards: **6.NS.6, 6.NS.7,** 6.NS.8

Timeline: 5 days
Key vocabulary: coordinate plane, ordered pairs, origin, quadrants I II III IV
Resources: CMP Transition kit INV 3.3-3.5 Geometers Sketchpad

Common learning experiences:
CPS lessons to reinforce concepts and skills: identifying opposites, ordering rational numbers, using notation and graphing points.
Do-Nows
Additional Practice Transition Kit Inv 3

Common assessments including the end of unit summative assessment:

Check-up Transition Kit Inv 3
Common summative Assessment: *Positive and Negative Numbers*

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, attend to precision, and look for and make use of structure.
- Predictable Misconceptions: Writing absolute value as negative, confusing x and y coordinates on coordinate graph, plotting points in the wrong quadrant

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 2 Addition, Subtraction and Multiplication of Decimals (Integrated)	Length of the unit: 4 weeks

Purpose of the Unit: This unit builds upon computation with decimal knowledge and skill from grade 5 unit on computing with decimals. Students will expand their knowledge from concrete models or drawings of operations to using the standard algorithm. The computation of decimals will be reinforced and utilized in operations of rational numbers in multiple 7th grade units.

Common Core State Standards Addressed in the unit:

6.NS.3. Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation.

Big Ideas:	Essential Questions:
1. Benchmarks are helpful in estimation. 2. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less. 3. Multiplying and dividing by powers of ten is related to place value. 4. Patterns can be used to develop an algorithm.	1. What benchmarks are helpful to estimate? 2. How does computation with decimals compare to computations with whole numbers? 3. How does a digit's placement in a number affect its value?
Students will know: 1. the algorithms for addition, subtraction, and multiplication of decimals 2. strategies for estimating when working with operations on decimals	Students will be able to: 1. use a standard algorithm to: 1. add (multi-digit decimals) 2. subtract (multi-digit decimals) 3. multiply (multi-digit decimals) 2. solve problems involving decimals 3. estimate sums and products for problems with decimals

Significant task 1: Making Sense of Decimal Addition and Subtraction

This task is grounded in several investigations from *CMP2 Bits and Pieces 3* and establishes a foundation for students to understand decimal addition and subtraction and to relate it to previous fraction operation work. Students use number lines and shopping prices to create a context for understanding, and then relate fraction operations to decimals. Place value is stressed to help students avoid errors in computation. Students will then develop fluency for multiplying with multi-digit factors using the algorithm. Teachers will differentiate in this task providing increasingly more complex computation for students as they master addition and subtraction with multi digit decimal addends using the standard algorithm.

In this task, students will:

- use shopping scenarios to estimate the cost of items in a store and to determine if the student has enough money to pay for the items
- relate decimal addition and subtraction to fractions with denominators of 10, 100, and 1000

- develop an algorithm for adding and subtracting decimal numbers, including money

Timeline: 8 days
Key vocabulary: sum, difference, fact family, benchmark, place value, power of ten
Resources: CMP2: Bits and Pieces III, Inv. 1

Significant task 2: Making Sense of Multiplication

This task is also grounded in several investigations from *CMP2 Bits and Pieces 3* and helps students develop an understanding of decimal multiplication by first using estimation strategies to find reasonable answers to real situations. Students use prior knowledge of fraction multiplication to help them understand decimal products. Using what they know about the algorithm for multiplying whole numbers and using estimation skills to determine reasonable answers, students develop an algorithm for multiplying decimals. Students will then develop fluency for multiplying with multi-digit factors using the algorithm. Teachers will differentiate in this task providing increasingly more complex computation for students as they master small digit multiplication.

In this task, students will:

- estimate decimal products by solving problems presented at a fruit stand
- explore the relationship between factors and products in decimal multiplication, using estimation to decide where to correctly place the decimal point
- examine patterns to understand what happens to place value and the position of the decimal when you multiply by powers of 10
- develop an algorithm they can use to multiply any two decimal numbers

Timeline: 8 days
Key vocabulary: factor, product, power of ten
Resources: CMP2: Bits and Pieces III, Inv. 2

Common learning experiences:

CPS lessons to reinforce concepts and skills: adding, subtracting, and multiplying with multi digit decimals using the standard algorithm, estimating solutions for decimal computation.
Do-Nows

Common assessments including the end of unit summative assessment:

Common summative Assessment: *Adding, Subtracting, and Multiplying with Decimals*

Performance Assessment: The Tennis Ball Problem. This assessment sets up the problem with a brief video with several Grade 6 teachers playing a role, either on camera or behind the scenes. The situation presented is that the tennis coach at Windsor High School is given a budget for practice tennis balls for the season, and she must compute whether or not she will be able to stay within that budget. The video introduction provides the situation only, not the numbers necessary to solve the problem. Students work in small groups to generate the specific questions they must ask the teacher in order to have enough data to successfully work on the problem. Once the small groups write a list of questions, individual students then ask their questions in a large group setting, with all students writing down

pertinent data that is generated by the teachers' responses to the questions. Small groups then work together to solve the problem and present their solutions to the entire class, using posters and any materials they prefer. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, attend to precision, and look for and express regularity in repeated reasoning.
- Students who frequently make computation errors often do so due to a lack of clear understanding of place value. For addition and subtraction problems, constantly reinforce why digits of the same place value must be aligned. Students need to understand why decimal points must be aligned, rather than doing so by rote.
- Decimal multiplication can be confusing to many students if they are simply applying a procedure without understanding. Have students frequently estimate answers to decimal products before working out the problem.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 3 Division of Whole Numbers, Decimals, and Fractions (Integrated)	Length of the unit: 4 weeks

Purpose of the Unit: This unit builds and extends on grades 4 and 5 development of division to whole number division to 2-digit divisors, developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations. The focus for grade 6 is developing the standard algorithm for division of whole numbers, decimals and fractions. Students will apply and extend previous understandings of division to divide fractions by fractions. In the grade 7, understanding extends to including integers.

Common Core State Standards Addressed in the unit:

6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.3. Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.

Big Ideas: 1. Benchmarks are helpful in estimation. 2. Multiplication and division are inverse operations. 3. Division is breaking apart into equal size groups. 4. Patterns can be used to develop an algorithm.	Essential Questions: 1. What benchmarks are helpful to estimate? 2. How do operations affect numbers? 3. What strategies make solving multiplication and division problems easier? 4. How is multiplication and division related?
Students will know: 1. the algorithms for division of whole numbers, fractions and decimals 2. the relationship between fractions multiplication and division can be used to explain whether a quotient is correct (inverse operations) 3. strategies to estimate quotients	Students will be able to: 1. develop and use the standard algorithm to divide whole numbers, multi-digit decimals and fractions 2. estimate solutions to division problems to assess the reasonableness of answers 3. solve problems using division including contexts where decimals and/or fractions are used

Significant task 1: Dividing with multi-digit numbers

This task includes lessons where students will divide multi-digit numbers by using the standard algorithm for divisors with any number of digits. Students will use their understanding of place value and the previous year's work with base ten blocks and area models to describe what they are doing as they divide. To reinforce this, the teacher will introduce the first lesson as a whole group by modeling a problem where the language of the steps reference place value. Next, students will participate in modeling a problem. A different student will be called on for each step and all students will then record the steps. Students will go on to work on problems, in partners, taking turns with the place value language of each step as they record the steps. Finally students will independently complete problems using place value language as they record their steps. Students will continue their practice with this strategy over the course of the following days while the problems become increasingly more difficult.

In this task, students will:

- use language that references place value
- use the standard algorithm to divide multi-digit whole numbers

This task directly targets the following standards: 6.NS.2.

Timeline: 5 days
Key vocabulary: algorithm, divisor, dividend, place value, quotient, remainder
Resources: teacher created division worksheets

Significant task 2: Dividing With Fractions

This task includes several investigations from *CMP2 Bits and Pieces 2* where students will divide whole numbers by fractions, divide fractions by whole numbers, divide fractions by fractions and develop an efficient algorithm for all fraction division within the context of real life situations. For the first three investigations students will either be working in small groups or a whole class discussion. Students begin with understanding when division is an appropriate operation. In the first three investigations of fractions it is emphasized that students will use models to conceptually understand fraction division. Students will use models to divide a whole number by a fraction within the context of a pizza problem. Next, students will model dividing fractions by whole numbers again within the context of a food problem and sharing a fractional amount equally. Next, students will model fraction by fraction division within the context of making bows that require a fractional amount from a total fractional amount of ribbons. After the first three investigations, students will work in small groups to develop an efficient fraction division algorithm by looking at four different groups of problems: fraction divided by a whole number, whole number divided by a fraction, fraction divided by a fraction and finally problems involving mixed numbers. Students will be able to develop this algorithm based on what they have discovered by using models. Teachers will then differentiate for students as they develop fluency for dividing with fractions moving them progressively to more complex computation.

In this task, students will:

- understand when division is an appropriate operation
- use models to represent all fraction division situations
- develop a mathematical algorithm for a complex situation

This task directly targets the following standards: **6.NS.1**

Timeline: 7 days
Key vocabulary: fraction, division, numerator, denominator, mixed number, algorithm
Resources: CMP2 Bits and Pieces II INV 4

Significant task 3: Dividing with Decimals

This task includes several investigations from CMP2 Bits and Pieces 3 where students will be determining which operation is appropriate to use and use models and their context to find solutions to division problems, estimate to find approximate solutions, use the relationship between decimals and fractions to develop and understand decimal division, change decimals to fractions and use common denominators to divide, use place value to develop an algorithm for division of decimals and use the efficient algorithms to divide decimals. For all the investigations students will work in small groups or participate in whole class discussion. First, students will look at a variety of decimal problems, determine what operation to use to solve the problem and use estimation to find the answer. Next, students will use their prior knowledge of fractions and place value to change decimals to fractions and using common denominators complete the division. Lastly, students will develop the standard algorithm for decimal division by using fraction division in looking at place value. Students will examine related decimal division problems that lead to a related whole number division problem with the same solution. Teachers will then differentiate for students as they develop fluency for dividing with decimals moving them progressively to more complex computation.

In this task, students will:

- understand when division is an appropriate operation

- use fractions with common denominators to solve decimal division problems
- use a standard algorithm to divide multi-digit decimals

This task directly targets the following standards: **6.NS.3**

Timeline: 7 days
Key vocabulary: fraction, numerator, denominator, estimation, place value, algorithm
Resources: Bits and Pieces III INV 3

Common learning experiences:

Students in the advanced level math will extend the learning of division of rational numbers to also include repeating decimals and irrational numbers. This will occur at the end of significant task 3 and through the use of lesson 2.3 of Bits and Pieces I.

CPS lessons to reinforce concepts and skills: dividing with whole numbers, fractions and decimals using the standard algorithm
Do-Nows

Common assessments including the end of unit summative assessment:

Fraction Division: Bits and Pieces II Mathematical Reflections (Pg. 62)

Decimal Division: Bits and Pieces III Mathematical Reflections (pg. 49)

Common summative Assessment: *Division with Whole Numbers, Fractions, and Decimals*

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, attend to precision, and look for and express regularity in repeated reasoning.
- Starting in 2013-2014 Grade 5 will be using Bits and Pieces II INV 4 therefore in 2014-2015 Grade 6 will not be using this investigation and we need to revise task 2.
- Predictable Misconceptions might include students assuming that every quotient will be less than the factors being divided. Students may also switch dividends and divisors while setting up a problem leading to an incorrect quotient. Finally students may invert the incorrect factor or both factors while dividing with fractions.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and

rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 4 Using Expressions and Equations (Integrated)	Length of the unit: 4 weeks

Purpose of the Unit: Students will expand on their work from 5th grade on operations and algebraic thinking. Students will apply and extend previous understandings of arithmetic to algebraic expressions. They will reason about and solve one-variable equations (one step) and inequalities. Students will also represent and analyze quantitative relationships between dependent and independent variables. This unit will be expanded in the 7th grade to multi-variable equations and graphing. As an extension, honors students will also write and solve two-step equations and inequalities.

Common Core State Standards Addressed in the unit:

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of lengths = 1/2.
6. EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.EE.3. Apply the properties of operations to generate equivalent expressions.
For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.
6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.
6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.8. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (as enrichment)
6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least

common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4*(*9+2*).

Honors extension standards:

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form *px* + *q* = *r* and *p*(*x* + *q*) = *r*, where *p*, *q*, and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

b. Solve word problems leading to inequalities of the form *px* + *q* > *r* or *px* + *q* < *r*, where *p*, *q*, and *r* are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Big Ideas:	Essential Questions:
1. Properties of equality and inverse operations are used to solve equations. 2. Expressions can be written in different looking but equivalent forms. 3. Inequalities represent a constraint or condition in a real-world or mathematical problem.	1. What's happening in the equation and how do you "undo" that? 2. What are the benefits of representing a relationship in any given way? 3. How does an inequality represent a real world story?
Students will know: 1. variables are used in writing equations and expressions to represent real-world problems 2. inequalities have an infinite amount of solutions 3. substitution can determine if an inequality or equation is true 4. equivalent expressions name the same number regardless which value is substituted in 5. properties of equality and inverse operations are used to solve equations	Students will be able to: 1. write expressions and equations 2. read expressions 3. evaluate expressions 4. identify mathematical terms 5. perform order of operations 6. apply properties of operations 7. generate equivalent expressions 8. solve equations (one-step for on grade level and two-step for honors level) 9. solve real-world and mathematical problems

Significant task 1: Writing Expressions

This task will have students focusing on vocabulary used in written/verbal expressions and translating real-world situations to algebraic expressions. In small groups students will first brainstorm a list of terms associated with each operation and then as a whole group students will create a word chart. Next, students will work in small groups to translate written expressions to algebraic expressions. Students will then assess themselves by properly matching the correct algebraic expression to their answers. The student will then create their own situations from algebraic expressions. In context of life on a farm students will continue to write expressions to answer questions about which operations they will use, what the variable represents and how the expression would lead to a certain solution. Full class discussion should utilize document cameras to display work and have students justify their expressions.

In this task, students will:

- develop algebraic vocabulary
- translate written and algebraic expressions

This task directly targets the following standards: **6.EE.2, 6. EE.6**

Timeline: 5 days
Key vocabulary: expressions, variables, , sum, difference, product, and quotient
Resources: "Elementary School Supplemental Tasks", Transition kit 2.1, 2.2, 2.3

Significant task 2: Evaluate and Equivalent Expressions

Continuing with the farm theme students will apply the order of operations to problems where they will first write the expression and then substitute in a number for a variable and simplify the expression. Students will receive direct instruction on the properties of operations (commutative, associative and distributive) and in pairs or groups apply this knowledge to generate equivalent expressions by simplifying or expanding. Students will use formulas such as perimeter and area to demonstrate equivalent expressions in addition and multiplication formulas.

In this task students will:

- evaluate expressions
- apply properties of operations to simplify expressions
- apply properties of operations to find equivalent expressions

This task directly targets the following standards: 6.EE.1., **6.EE.2., 6.EE.3.,** 6.EE.4., 6.NS.4.

Timeline: 7 days
Key vocabulary: evaluate, properties of operations (associative, commutative and distributive)
Resources: *Transition kit 2.4, 2.5, 2.7 Smart Notebook lessons: Equivalent expressions, evaluating expressions*

Significant task 3: Equations and Inequalities
This task includes several situations where students will begin to understand equations are representations of two equivalent expressions. Using symbols and manipulatives students will develop an understanding of the process for solving an equation. Students will identify inverse operations and through direct instruction learn to apply them to isolate the variable in an equation. Students will apply this knowledge in solving problems in the context of speed related to distance to create a table, graph and write a rule to then generate an equation. Students will demonstrate how solving an equation or an inequality is a process for answering a question. Students will write and graph inequalities while playing a game called *More or Less* where each card drawn by a player represents a situation.

In this task, students will:

- construct tables and graphs to determine a rule and then write and equation
- solve one-step equations and inequalities (on level) and solve two-step equations and inequalities (honors level)
- write and graph inequalities

This task directly targets the following standards: **6.EE.7.,** 6.EE.5., 6.EE.8.

Timeline: 7 days
Key vocabulary: equation, inverse operation, coefficient, constant, isolate, inequality
Resources: Transition kit 2.6, Elementary School Supplemental Tasks (Balance it out)

Common learning experiences:
CPS lessons to reinforce concepts and skills: writing and evaluating expressions, solving equations/inequalities
Do-Nows

Common assessments including the end of unit summative assessment:

Common summative Assessment: *Expressions and Equations*

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and model with mathematics.
- Predictable Misconceptions: include lack of differentiation between expressions and equations, and remembering when to change an inequality symbol when solving.

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Name of the Unit: Unit 5 Applications of Geometry (Integrated)	Length of the unit: 4 weeks
Purpose of the Unit: This unit builds upon measuring volumes by counting unit cubes, finding the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and relating volume to the operations of multiplication and addition done in grade 5. In grade 6 students solve real-world and mathematical problems involving area of two dimensional shapes and surface area and volume of three dimensional shapes including rectangular prisms with fractional side lengths. Additionally, students will write and solve equations to determine unknown angle measures building on the last unit on equations. In grade 7, students will explore rectangles, circles, and triangles and their relationships to the three-dimensional shapes that can be created with them.	
Common Core State Standards Addressed in the unit: **6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.** 6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	
Big Ideas: 1. Area is measured in square units. 2. Volume is the amount of space inside a three-dimensional object measured in unit cubes. 3. All formulas for volume are built upon the idea that the area of the base is multiplied by the number of layers in the object (the height). 4. Surface area is simply the total area of the	Essential Questions: 1. What does volume measure? 2. What does surface area measure? 3. Where in the real world will you need measures of surface area and volume?

faces of an object.	
Students will know: 1. Strategies to compute the area of polygons including triangles and special quadrilaterals 2. the general formula to find volume of rectangular prisms 3. nets can be used as a two dimensional representation for finding surface area and building a three-dimensional object	Students will be able to 1. find the area of polygons 2. compose triangles into smallest possible rectangles 3. decompose polygons into multiple triangles and/or other shapes that students know how to find the area of 4. find the surface area and volume of rectangular prisms using multiple strategies 5. solve problems involving surface area and volume of rectangular prisms

Significant task 1: Area of special quadrilaterals and triangles

This task includes several investigations where students make connections between the areas of different shapes. Students start out in geometer's sketchpad using their knowledge of ordered pairs on coordinate grids to plot vertices to compose polygons that they will use to explore the relationship amongst areas of rectangles, parallelograms, and triangles. In following lessons students begin by looking at shapes on grids. Working in pairs students estimate area and are encouraged to look for patterns that would lead to a formula, as they've done in the past with rectangles. Next students will use the same examples to explore relationships between area of one shape and another. For example, students will first explore the relationship between area of a triangle and area of the smallest rectangle that surrounds it. (In the end students should be able to verbalize that the area of a triangle is half the area of a rectangle when the rectangle is the smallest possible rectangle that can surround the triangle.) Finally students are introduced to base and height as they apply to triangles and parallelograms. Students will explore the relationship between rectangles, triangles, and parallelograms. Specifically they will explore the relationship between the base, height, and area of parallelograms and the base, height, and area of triangles. At the end of these explorations students will have an efficient rule for finding the area of any triangle or parallelogram.

In this task, students will:

- compose or decompose shapes
- determine area of polygons including triangles and special quadrilaterals
- develop the algorithm for area of rectangle, triangle and parallelograms

This task directly targets the following standards 6.G.3 and **6.G.1**

Timeline: 6 days
Key vocabulary: area, base, coordinate grid, height, parallelogram, ordered pair, perpendicular, triangle, vertices

Resources: Geometer's Sketchpad and CMP2 Covering and Surrounding INV 3 and 4

Significant task 2: Building Boxes

In this task students will build on prior knowledge of calculating two dimensional areas to calculate surface area of a rectangular prism. To begin, students collaboratively design nets of a unit cube on grid paper to find all the nets for a cube. This lesson helps students see the connection between the area of a flat figure and a solid figure. Next, students replicate the same process for finding nets for a rectangular prism. Students work on their own first and then compare results in pairs or small groups. Students are encouraged to consider how the area of each net is related to the number of squares that would cover the rectangular box. In the third lesson, students are posed with the problem of helping an engineer who lost his notes on the dimension of a box. Students will predict the dimensions and then cut them out to test each design. Lastly, the students begin their work for the "Save-a-Tree" packaging company which will be the context of much of the next significant task. In this lesson, students are broken into several groups and each group does an analysis of a specific type of box. Practical considerations for packaging are introduced (cost, materials, etc.).

In this task, students will:

- create nets for rectangular prisms
- connect nets to surface area for rectangular prisms

This task directly targets the following standards 6.G.4.

Timeline: 6 days
Key vocabulary: dimensions, net, surface area
Resources: CMP2 Filling and Wrapping INV 1

Significant task 3: Volume of rectangular prisms including fractional dimensions

In this task students will build on prior knowledge of explorations with volume and whole number edge lengths to applying volume formulas and computing with fractional edge lengths. First, students work in groups to help a toy company decide on packaging arrangements of their blocks as they connect the dimensions of a rectangular prism to its surface area. By the end of the lesson students will begin to see that to find the surface area of a prism, they need to find the area of each of the six faces and add them. Some will see that the opposite faces are equivalent and will double the area of a face to get the area of a pair. Next, student continue connecting volume, nets and surface area to discover the general shape of a box that will minimize surface area for the "Save-a-Tree" packaging company. Lastly, students develop the formula for finding the volume of a rectangular prism. Students work in pairs to decide whether the "Save-a-Tree" company's premade boxes work for the toy company's packaging preferences. Students build from their filling in identical layers to finding the area of the bottom layer (or base) and determining how many layers total fill the base (or height). By the end of the investigation students should be able to verbalize that volume is the number of cubes in the base layer (found by length multiplied by width) multiplied by the height of the prism. In additional lessons students will work together and then independently to calculate volume of rectangular prisms, including fractional edge lengths, applying the formula discovered along with using fractional blocks i.e. ¾ inch blocks to model volume formula.

In this task, students will:

- calculate surface area and volume of rectangular prisms including fractional dimensions
- utilize area of the base to apply to volume formula

This task directly targets the following standards 6.G.2.

Timeline: 6 days
Key vocabulary: base, cube, formula, height, layer, length, volume, width
Resources: CMP2 Filling and Wrapping INV 2

Common learning experiences:

Teachers use unit cubes to model and find volume and surface area for cps lessons/questions.

Common assessments including the end of unit summative assessment:

Unit quiz-triangles, parallelograms, trapezoids

Surface Area and Volume quiz

Performance Task – Town Pools This assessment sets up the problem with the town manager needing help in determining if the Windsor's town budget for running the towns pools (Goslee and Welch) will cover the cost needed. The students work in small groups to first determine all the dimensions they need to solve the problem based on the minimal information they are given about the pools. They then find the volume of each pool by breaking up the pools shallow and deep ends into rectangular prisms to then find the volume in cubic feet of water. The students then use the quote the town manager was given based on cubic feet of water to run the pools for the season by an outside company. Students present their findings by writing a letter to the town manager explaining their calculations, solution and add any suggestions they have for the town manager in what to do to improve the pools/parks with the remaining money in the budget. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically.
- Predictable Misconceptions: Students often combine the formula for volume with the steps for solving surface area and vice versa, mislabeling (1d, 2d and 3d) i.e. Surface area as cubic units and volume as square units, finding perimeter of a shape instead of area, when applying the formula for a triangle's area not dividing the length x width by 2, when finding surface area only finding the area of half of the faces.

Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 6 Ratios and Rates (Integrated)	Length of the unit: 4 Weeks
Purpose of the Unit: This unit builds upon fraction knowledge and skill from grade 3-5 and expands it to ratio, rates and unit rates. Students are also introduced to concept of percent as a special ratio. The idea of a rate and unit rate will be reinforced in the next unit as a constant rate of change and will be applied in the grade 7 unit Applications of Proportions.	
Common Core State Standards Addressed in the unit: **6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.** ***For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*** **6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.** **6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.** **6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed.** ***For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*** **6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.** **6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.** 6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]	
Big Ideas:	Essential Questions:

1. Ratios, rates and percents are numbers used to make comparisons. 2. Proportions show equivalent forms of the same ratio. 3. Percent is a standard part-whole ratio where the whole is 100.	1. How can numbers be compared and contrasted? 2. How can representing a relationship in an equivalent form help to make decisions? 3. How are ratios, rates and percents related?
Students will know: 1. a ratio is a part to part or part to whole comparison 2. percent is a part-whole ratio where the whole is 100 3. a rate is a ratio showing the relationship of two different measurements 4. a unit rate is a part to whole rate where the whole is 1	Students will be able to: 1. choose an appropriate form to make comparisons 2. find equivalent forms of given ratios and rates 3. convert between part-to-part and part-to-whole ratios 4. use ratios, rates and unit rates to solve problems and make comparisons 5. calculate percents and use percents to find missing parts and wholes using various strategies

Significant task 1: Using Percents

This task is grounded in investigations from *CMP2 Bits and Pieces 3* where students use percent computations in real life situations. Previously students related fractions and decimals to percents and wrote equivalence statements. Students will work collaboratively to use percents in estimating or computing taxes, tips, and discounts. Common situations are used to provide a context to their work, and estimation using benchmarks is stressed. Teachers will monitor the students and select different strategies to be shared and discussed for each problem as a full class debrief.

In this task, students will:

- compute tax on items such as magazines and books
- work with several other students to decide on a lunch order for the group
- use their lunch order to compute sales tax and a reasonable tip, using 10% and 20% as benchmarks to help them mentally compute possible tips
- work with discounts to determine savings generated by coupons and sales

Timeline: 4 days
Key vocabulary: tax, tips, discounts
Resources: CMP2 Bits and Pieces III, INV 4.1, 4.2, 4.3

Significant task 2: Making Comparisons

This task is grounded in *CMP2 Comparing and Scaling* and calls for students to work in groups analyzing

several problems where comparisons are needed. The students will develop the concept of a ratio as a way to compare to relationships. Previously, students have used percents and fractions to make comparisons and model relationships. In this task students will use part-to-part ratios to make comparisons and model relationships. Through the context of taste testing, school surveys, and horticulture students will apply their new knowledge of ratios to solve problems. Full class discussion should focus on students' reasoning and justification for conclusions to the problems.

In this task, students will:

- develop and apply the concept of a ratio to make comparisons between two variables
- solve problems using ratios to make comparisons
- decide which type of comparison is best for problems: difference, percent, fraction or ratio

This task directly targets the following standards: 6.RP.A.1, 6.RP.A.3A, 6.RP.A.3D

Timeline: 4 days
Key vocabulary: percent, difference, ratio, fraction,
Resources: CMP2 Comparing and Scaling INV 1.1, 1.2, 1.3

Significant task 3: Comparing Ratios, Percents, and Fractions

This task is grounded in *CMP2 Comparing and Scaling* and students will again work in groups to apply the knowledge and skills from the previous two tasks to solve more complex problems using ratios and other comparisons (fractions, percents, and differences). Through the context of preparing drinks for a camp lunch, choosing a table to maximize the amount of pizza one can consume, and a zoologist preparing food mixtures for chimps of various ages students will further develop their understanding of ratios as a comparison. Full class discussion should again focus on reasoning and justification. In particular, the pizza problem lends itself to various strategies groups may use and time should be spent highlighting those strategies.

In this task, students will:

- apply the concept of a ratio to make comparisons between two variables
- find equivalent forms of given ratios and rates to scale comparisons up and down
- use tables to show equivalent ratios
- solve problems using ratios to make comparisons
- decide which type of comparison is best for problems: difference, percent, fraction or ratio

This task directly targets the following standards: 6.RP.A.1, 6.RP.A.3

Timeline: 6 days
Key vocabulary: percent, difference, ratio, fraction,
Resources: CMP2 Comparing and Scaling INV 2.1, 2.2, 2.3

Significant task 4: Comparing and Scaling Rates (Unit Rate)

This task is also grounded in *CMP2 Comparing and Scaling* and students will again work in groups to now develop the concept of a unit rate. First, students will solve problems using rates for various calculators

they might purchase for their school. This will require using a unit rate while the concept has not been formally developed. Next students will formally define a unit rate while applying their knowledge of rates and equations in the context of a CD sale from two competing stores. Finally, students will work through several problems (oranges on sale, mpg, maple syrup production, water consumption, etc.) to apply their knowledge of unit rates to solve problems. Full class discussion should again focus on developing two forms of the unit rate for each scenario and the variation in the application of each to solve problems.

In this task, students will:

- develop the concept of a unit rate
- write two forms of a unit rate for a given relationship
- use unit rates to make comparisons
- solve problems using unit rates

This task directly targets the following standards: 6.RP.A.2, 6.RP.A.3, 6.RP.A.3B

Timeline: 5 days
Key vocabulary: percent, difference, ratio, fraction, unit rate
Resources: CMP2 Comparing and Scaling INV 3.1, 3.3, 3.4

Common learning experiences:

There are many sections with in the ACE problems of Comparing and Scaling that will reinforce fraction sense and comparisons of fractions and decimals.

CPS lessons to reinforce concepts and skills: ratios, rates, unit rate, converting between decimals, fractions and percents, solving simple percent problems
Do-Nows

Common assessments including the end of unit summative assessment:

Common summative Assessment: *Ratio and Rates*

Performance Assessment: Cavaliere's Pizza The task begins with a video clip in which the principal acts out a scene wherein he presents payment for pizzas for the 6th grade end of year trips. This payment is conditional upon the fact that students order from one of three places in town and that they figure the cost per person for each of the pizzerias. Next students brainstorm what Mr. Cavaliere wants to see/know. Student questions should include how many pizzas are needed which depends on which place they order from, how much each pizza costs including the cost of whole pizzas and the ratio cost, as well as how many students are in 6th grade? Students then perform the calculations in small groups and present their findings using chart paper. The final twist is a video clip showing one of the secretaries sharing that Mr. Cavaliere has allotted them an exact monetary amount and that if this amount provides them with extra money they must let him know their plans as to what they'd like it to be spent on or if the amount is not enough how much more they will need. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.
- Some students have difficulty finding two unit rates for a given relationship. For example, they see that it might be 20 mpg but not see that it could also be .05 gallons used for 1 mile.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 7 Algebraic Reasoning (Integrated)	Length of the unit: 5 weeks

Purpose of the Unit: This is the first unit where independent and dependent variables are modeled using tables, graphs and equations. This unit is concrete in nature and provides the prerequisite skills for the Connecting Tables, Graphs and Equations Unit in grade 7 and the Linear Relationships Unit in grade 8 ultimately leading to a formal study of linear and quadratic relationships in Algebra 1.

Common Core State Standards Addressed in the unit:

6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*

6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. *For*

example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
Big Ideas: 1. Patterns can be used to develop an algorithm. 2. Relationships can be represented as tables, graphs, and equations. 3. Relationships with a constant rate of change can be modeled with a linear function.	Essential Questions: 1. How can patterns be generalized? 2. How do the table, graph and equation tell the same story? 3. How can you represent a relationship in an algebraic rule?
Students will know: 1. attributes of dependent and independent variables 2. strategies to identify unit rates in tables, situations, graphs, and equations 3. attributes of tables, graphs and equations to model linear relationships 4. attributes of constant and variable rates of change 5. attributes of continuous verses discrete relationships	Students will be able to: 1. recognize problem situations in which two or more quantitative variables are related to each other 2. identify quantitative variables in situations 3. identify continuous verses discrete relationships 4. describe patterns of change between two variables that are shown in words, tables, and graphs of data 5. construct tables and graphs to display relations among variables 6. observe relationships between two variables as show in a table, graph, or equation and describe how the relationship can be seen in each of the other forms of representation 7. write algebraic equations relating variables 8. use tables, graphs, and equations to solve problems

Significant task 1: Variables, Tables, and Coordinate Graphing

This task includes several investigations where students begin to make connections between tables and graphs through the context of a big tour. Students begin by looking at the relationships and patterns of change between two variables. Working small groups, students investigate the relationship b/t elapsed time and the # of jumping jacks they can do. Next, students receive direct instruction in the attributes of a line plot/scatter plot and the difference between independent and dependent variables. Armed with this new found knowledge students continue working in small groups or pairs to solve several problems involving continuous and discrete data, various rates of change all while building connections

between tables and graphs. The theme of the bike tour continues throughout as students analyze distance traveled over different days of the tour to answer questions about what might have happened along the way. Full class discussion should utilize the document camera so student generated tables and graphs can be critiqued by their peers and so students can construct arguments about their work.

In this task, students will:

- construct tables and graphs to model relationships between independent and dependent variables
- solve problems involving rates of change
- develop the attributes of a line plot/scatter plot
- explore the difference between continuous and discrete rates of change

This task directly targets the following standards: 6.EE.9

Timeline: 8 days
Key vocabulary: variable, coordinate graph, dependent variable, independent variable, x-axis, y-axis, scale, coordinate pair, continuous, discrete
Resources: CMP2 Variables and Patterns INV 1

Significant task 2: Analyzing Graphs and Tables

In this task students continue working in small groups or pairs to use tables and graphs to solve problems. In this task students will be using the representations to make decisions related to the big tour including choosing a rental company for the bikes and determining rental rates a company might choose. The context allows students to informally use their new knowledge and skill related to tables and graphs to analyze a system of linear relationships. Students will also explore how pairs of variables might be related and choose the graph that best represents the story of the relationship. Students practice reading the patterns of change shown by the overall shape of the graph (not specific numerical values) which leads into the next task related to how to quantify these rates of change in an equation. Full class discussion should continue to center on the use of the document camera so student generated strategies to analyze the systems can be critiqued by their peers and so students can construct arguments about their work.

In this task, students will:

- construct tables and graphs to model relationships between independent and dependent variables
- solve problems involving various rates of change
- apply the attributes of a line plot/scatter plot
- continue to explore the difference between continuous and discrete rates of change

This task directly targets the following standards: 6.RP.A.3A, 6.EE.9

Timeline: 6 days
Key vocabulary: variable, coordinate graph, dependent variable, independent variable, x-axis, y-axis, scale, coordinate pair, continuous, discrete

Resources: CMP2 Variables and Patterns INV 2

Significant task 3: Rules and Equations

In this task students continue working in small groups or pairs to extend their knowledge and skill related to tables and graphs to write equations that also model linear relationships. In this task students will solve various comparison problems by writing equations for two options presented and making connections to how those equations would be represented in a table and/or graph. Problems presented center on destinations of the bike tour and ensuring that profit will be made overall for the tour. Full class discussion should continue to center on the use of the document camera so student generated strategies to analyze the systems can be critiqued by their peers and so students can construct arguments about their work.

In this task, students will:

- construct tables, graphs and equations to model linear relationships between independent and dependent variables
- solve problems involving various rates of change
- apply the attributes of a line plot/scatter plot

This task directly targets the following standards: 6.RP.A.3B, 6.EE.6, 6.EE.7, & 6.EE.9
Timeline: 6 days
Key vocabulary: variable, coordinate graph, dependent variable, independent variable, x-axis, y-axis, scale, coordinate pair, continuous, discrete, rule, equation,
Resources: CMP2 Variables and Patterns INV 3

Common learning experiences:

A good problem to use to model a continuous verses discrete relationship is found on Pg. 17 #4. In this problem a child's height has been recorded from birth to age 18 and the class can have a discussion on how this would be a continuous relationship where the points on the graph would be connected.

For students who have difficulty graphing on the coordinate plane, use various Pizzazz connect-the-dots graphs for additional practice.

On Pg. 42 there is a step-graph shown. This would be good exposure in a warm-up or homework assignment.

Common assessments including the end of unit summative assessment:

Mathematical Reflection 1 (Pg. 29)

Mathematical Reflection 2 (Pg. 48)

Mathematical Reflection 3 (Pg. 63)

Common summative Assessment: *Algebraic Reasoning*

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, use appropriate tools strategically, and look for and make use of structure.
- Some students will have difficulty contrasting continuous relationships and discrete relationships. Class discussions should highlight this throughout Significant Task 1 and 2. See common learning box for a suggested additional activity.
- There is quite a bit of new vocabulary in this unit. It is suggested that students build a vocabulary sheet and the class develop a work wall to aid in the use of vocabulary in class discussions and group work.
- Some students will forget to label their axis and title their graphs. This unit provides multiple times for class discussions where students will display their work. Select work that has these pieces missing and allow peers to point out why it is important to include these labels.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 6

Purpose of the Course (from CCSS): In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Name of the Unit: Unit 8 Data Distributions (Math 6)	Length of the unit: 4 weeks

Purpose of the Unit: This unit will lay the foundation for data and statistical analysis. Students will develop understanding of data distribution to answer statistical questions, summarize the data using measures of center and display numerical data in in their context. This unit connects directly to what students will expand upon in the 7th grade in the unit Samples and Populations.

Common Core State Standards Addressed in the unit:

6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.5. Summarize numerical data sets in relation to their context, such as by:
a. Reporting the number of observations.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the

question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Big Ideas:	Essential Questions:
1. Measures of center summarize a numerical data set. 2. Measure of variation describes how the data varies. 3. Data displays are used to understand shape of distribution to be able to answer statistical questions. 4. There are strengths and weaknesses to different data representations and summary statistics.	1. What does the distribution tell me? 2. Which measure of center best describes data distribution? 3. What representation of the data will help you answer a statistical question?
Students will know: 1. measures of central tendency (mean, median, mode) 2. measures of variation (range, mean absolute deviation, IQR) 3. data can be summarized to answer statistical questions 4. attributes of dot plots, histograms and box plots	Students will be able to: 1. find measures of central tendency 2. find measures of variation 3. summarize and describe distributions by shape, center and variability 4. display numerical data on number lines, dot plots, histograms and box plots 5. solve problems and make predictions using summary statistics and displays of data as evidence

Significant task 1: Measures of central tendency and variation

This significant task will be spread across three investigations in the Data About Us book. In the first investigation students will examine data of students’ name lengths in line plots/dot plots compared to bar graphs. Using this data the students will find median, mode and range to describe the distribution. Students will then explore multiple strategies for finding the median and also create data sets that will fit determined values of both median and mode. Next, students will understand how they can use the mean to describe a set of data using information from the US Census. Students will find the mean of their class household size and compare it to the US Census average. The end of this task will have students use different data displays to answer questions about mean, median, mode and range to examine how to summarize the data using this found information. Throughout these tasks students will work in cooperative groups to solve the problems. Class discussions will focus on strategies to find the measures of central tendency and variability.

In this task, students will be able to:

- find measures of central tendency
- find measures of variation
- summarize and describe data sets using shape, patterns, center and variability
- display and analyze numerical data with dot plots

CCSS targeted in this task: 6.SP.1, 6.SP.2, **6.SP.3**, 6.SP.4, **6.SP.5**

Timeline: 8 days

Key vocabulary: mode, median, mean, outlier, range, line plot/dot plot
Resources: CMP Data About Us: Inv 1.1, 1.2, 3.1, 3.3

Significant task 2: Box plots and Histograms

This task is an investigation where students construct histograms and box plots to display and analyze numerical data. Students begin by understanding that a box plot is comprised of a five number summary (minimum, maximum, median, lower quartile and upper quartile), interquartile range, and how to construct a box plot given a specific set of data values through direct instruction. Students are then asked to construct a new box plot if values are added to the data set and analyze how this affects the mean, median and mode, and the five number summary. Next, students construct a histogram for a given set of data values and analyze what the histogram shows about the data. Again, direct instruction in the construction and attributes of the histogram will be presented. To end the task, students construct several box plots and histograms while describing the distributions. This part of the task will be done in small groups with class discussions focused on the construction of the graphs and peer assessment using the document camera.

In this task, students will:

- construct box plots
- construct histograms
- determine and interpret the five number summary
- determine and interpret the interquartile range
- understand how to find mean absolute deviation and its relationship to the values in a data set

This task directly targets the following standards: **6.SP.4 and 6.SP.5**

Timeline: 8 days

Key Vocabulary: box plot, minimum, maximum, upper quartile, lower quartile, median, interquartile range, mean absolute deviation, histogram and variability

Resources: CMP Common Core Investigation Guide: Investigation 5 Transition Kit

Common learning experiences: Box Plot Tool - http://illuminations.nctm.org/ActivityDetail.aspx?ID=77 Histogram Tool -- http://illuminations.nctm.org/ActivityDetail.aspx?ID=78
Common assessments including the end of unit summative assessment: Check up 1, 2, and 3 in CMP Assessment Resources Check up Inv. 5 Transition Kit

Teacher notes: • Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically. • When constructing and analyzing box plots students get confused about the length of the quartiles. Students think that if a quartile is longer it contains more data points instead of connecting that the length is a measure of the spread of the same number of data points in each quartile.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7 (on level), Grade 6 (honors)

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) **drawing inferences about populations based on samples.**

Name of the Unit: Unit 7 Samples and Populations (Integrated 6 Honors/Math 7)	Length of the unit: 4 weeks
Purpose of the Unit: This unit takes data representation skills developed in grade 6 and expands on the rigor, complexity and analysis in which the students solve problems comparing multiple distributions of data. Students also develop sampling techniques in order to generate samples of data that would be representative of a population and thus be able to generalize findings that describe that population and make predictions. This is the summative unit in grades 7 and in honors 6th grade. Honors 7th grade students (pre-algebra) have thus already completed this unit, and instead have an accelerated 8th grade unit focused on geometry (congruency, similarity and Pythagorean theorem).	
Common Core State Standards Addressed in the unit: **The unit also instructs the grade 6 standards for data analysis (CC.6.SP.1-5); however the target is to instruct to the grade 7 standards.**	

CC.7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CC.7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

CC.7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

CC.7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Big Ideas:	Essential Questions:
1. There are strengths and weaknesses to different data representations and summary statistics. 2. In order to compare two sets of data you must have representations that are developed with the same parameters. 3. In order to generalize your findings to a population from a sample there must be random sampling to generate a representative sample minimizing any bias in the collection process.	1. What does the distribution tell me? 2. How do I compare two sets of data? 3. What are the strengths and weaknesses of sampling techniques?
Students will know:	Students will be able to:
1. measures of center and spread: mean, median (quartile 2), mode, range, quartile 1, quartile 3, minimum, maximum, percentile and inter-quartile range 2. attributes and effects of outliers on measures of center and spread 3. attributes of representations of data: box plots, histograms, dot plots, bar graphs 4. types of sampling and their pros and cons: random, systematic, convenience and voluntary response	1. describe a distribution in terms of shape, center and spread 2. create histograms and boxplots with and without technology 3. compare distributions of data using visual representations and summary statistics 4. analyze and describe the effect of an outlier on summary statistics and visual representations 5. evaluate sampling techniques for bias 6. conduct simulations to gather data to

5. types of bias present in sampling: voluntary response, leading questions, and convenience 6. simple Probability and simulations 7. proportions and percent	solve problems 7. conduct a study in which a hypothesis is developed, data is gathered, and then representations and analysis are used to form a conclusion

Significant task 1: Measures of central tendency and variation

This significant task will be spread across three investigations in the Data About Us book. In the first investigation students will examine data of students' name lengths in line plots/dot plots compared to bar graphs. Using this data the students will find median, mode and range to describe the distribution. Students will then explore multiple strategies for finding the median and also create data sets that will fit determined values of both median and mode. Next, students will understand how they can use the mean to describe a set of data using information from the US Census. Students will find the mean of their class household size and compare it to the US Census average. The end of this task will have students use different data displays to answer questions about mean, median, mode and range to examine how to summarize the data using this found information. Throughout these tasks students will work in cooperative groups to solve the problems. Class discussions will focus on strategies to find the measures of central tendency and variability.

In this task, students will be able to:

- find measures of central tendency
- find measures of variation
- summarize and describe data sets using shape, patterns, center and variability
- display and analyze numerical data with dot plots

CCSS targeted in this task: 6.SP.1, 6.SP.2, **6.SP.3**, 6.SP.4, **6.SP.5**

Timeline: 4 days

Key vocabulary: mode, median, mean, outlier, range, line plot/dot plot
Resources: CMP Data About Us: Inv 1.1, 1.2, 3.1, 3.3

Significant task 2: Which Peanut Butter is Better?

This significant task is grounded in investigation 1 of the Samples and Population book. Students are introduced to a large data set from Consumer Reports on the attributes of 37 varieties of peanut butter. The students are presented with the task of identifying those attributes which would lead to the selection of the best peanut butter as measured by the consumer's overall quality ratings. Over the course of the week students will be working in collaborative groups to create various visual representations including box plots and histograms both by hand and in with the graphing calculator. The focus is on taking the graphing skills developed in grade 6 and expanding students' capacity to compare distributions and explore the effects of outliers within the context of the peanut butter's attributes (regular/natural, creamy/chunky, salted/unsalted, name brand/store brand). By the end of the week, each group would have developed the necessary visual representations and summary descriptions of all of the attributes to create an argument to present to the class for the best type of peanut butter to choose. During the investigation students will also develop additional skills to create side by side comparison graphs, use the graphing calculator to construct box plots and histograms, and

the correct number of categories to use when creating a histogram.

CCSS targeted in this task: CC.7.SP.1, CC.7.SP.4

Timeline: 6 days
Key vocabulary: box plot, histogram, outlier, mean, median (quartile 2), mode, range, quartile 1, quartile, minimum, maximum, percentile and inter-quartile range
Resources: CMP2 Samples and Populations Investigation 1

Significant task 3: What Sample is Best?

This significant task is grounded in investigation 2 & 3 of the Samples and Population book. This investigation has portions that would most likely be introduced as a whole class with then either turn and talk moments or small group collaboration. Throughout the first half of the investigation the context is various surveys (honesty, hours of sleep, movie watching etc.) while developing an understanding of different types of sampling and bias. Students are also applying their percent, proportion and graphing skills developed earlier in the year. In the second half of the investigation, students will be in collaborative groups conducting two simulations which will demonstrate that without some type of randomization in your survey/sampling design you will tend to over represent a particular group. This will lead them to the final problem in the investigation where they will collaboratively develop a randomized simulation design to determine the number of chocolate chips needed for a recipe in order for a bakery to confidently market "five giant chocolate chips in every cookie!"

CCSS targeted in this task: CC.7.SP.1, CC.7.SP.2, & CC.7.SP.4

Timeline: 6 days
Key vocabulary: random, systematic, convenience and voluntary response samples, sample, population, simulation
Resources: CMP2 Samples and Populations Investigation 2.1, 2.2, 2.3, & 3.2

Common learning experiences:

Extra practice for both tasks can be found in the CMP Common Core Transition Kit – Investigation 5

Common assessments including the end of unit summative assessment:

Mathematical Reflections for Investigation 2 & 3 after Significant task 2 (Pg. 46 & 61).

Performance Assessment: Research 101 In this end of year assessment students will be working collaboratively to research and defend a question or issue of interest to them. Given a wide latitude of choice in topics, students will need to generate a question or series of questions that can be answered with data analysis of one variable (two variable study begin in grade 8), formulate a hypothesis, generate a sampling design that is sound, conduct analysis of the data including a visual representation

and come to some conclusion to their question with reflection of their hypothesis. Teachers will serve as a general expert available to consult with student groups. Student will generate a final defense and presentation of their issue/questions and will have choice in presentation options (video, poster, report etc). The final product will be assessed using the department rubric for performance based assessments with the audience being defined as the students on their interdisciplinary team. (Cross curriculum possibility here)

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically.
- When constructing and analyzing box plots students get confused about the length of the quartiles. Students think that if a quartile is longer it contains more data points instead of connecting that the length is a measure of the spread of the same number of data points in each quartile.
- For this unit, do not post the big ideas unless you post after the big idea is developed. Otherwise you will let the cat out of the bag so to speak.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 1 Transformations & the Introduction of Construction	Length of the unit: 15 blocks

Purpose of the Unit:
This is a foundational unit designed to reactive prior knowledge and introduce new vocabulary unique to this course. It has been a year and a half since students have worked formally with geometry concepts. In this unit students will to create and describe rigid transformations such as combinations of rotations, reflections and translations. The unit will also introduce the tools used in geometry: protractor, compass, straight edge and patty paper. The unit also defines angle relationships, including those formed by parallel lines and transversals.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G.CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G.CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G.CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G.CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G.CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Big Ideas:	Essential Questions:
1. Shapes are constructed using points, lines, and planes. 2. Angles within triangles or angles created by intersecting, parallel, or perpendicular lines have special relationships 3. Transformations produce similar figures, congruent figures, and in application produce symmetry in design.	1. How are points, lines and planes used to build shapes? 2. How does knowing the measure of one angle help determine the measure of another angle? 3. How are geometric transformations related to congruence, similarity, and symmetry?
Students will know:	Students will be able to:
1. definitions of basic geometry terms 2. angle relationship names and meanings 3. construction techniques 4. difference between parallel and perpendicular 5. coordinate rules for reflection, rotation, and translation	1. use proper notation to name, draw and classify figures (lines, angles, plane figures) 2. make calculations using angle relationships 3. construct angles, segments, angle bisectors and perpendicular bisectors 4. calculate slopes to determine if lines are parallel, perpendicular or neither 5. identify transformations given a coordinate rule 6. construct compositions of transformations

Significant task 1: Composition of Transformations

Students will begin this task by analyzing each individual transformation on a coordinate plane. They will investigate each transformation to discover the coordinate rules for translation, rotation, and reflection. This will be conducted through power point presentations, individual class work with transformed figures on a coordinate plane, and conclude with full class discussions. As a result, students will also be able to identify the type of transformation applied to a figure based on the coordinate rule. Following this development the students will use these rules and create a composition of transformations project (see Performance Task).

This task directly targets the following standards: G.CO.2, G.CO.4, G.CO.3, G.CO.5.

Timeline: 4 blocks

Key Vocabulary: translation, reflection, rotation, isometry, composition, transformation, coordinate plane, image, pre-image, rigid, non-rigid, horizontal, vertical, counter-clockwise, clockwise

Resource Activities: Geometry-C transformation power points, 5.2 coordinate rules for translation, 5.1 coordinate rules for reflection, 5.3 coordinate rules for rotation, Transformation Project Rubric, Transformation Project Outline

Significant task 2: Geometric Reasoning and basic geometric definitions

This task is grounded in investigations from Chapter 1 of Discovering Geometry with a focus on inductive reasoning. The investigations will focus on the concepts of defining and classifying angles, triangles, polygons and parts of circles. Additionally students will be introduced to constructing angles and line segments building on their understanding gained in significant task 1. Students should work in small groups or with partners during the investigations. Full class discussions following the discovery task should focus on the inductive reasoning used in each investigation.

This task directly targets standards: G.CO.1, G.CO.4., G.CO.12.

Timeline: 5 blocks

Key vocabulary: line, line segment, plane, point, ray, collinear, coplanar, midpoint, bisect, angle, vertex, degree, measure, protractor, compass, congruent, angle bisector, adjacent angles, linear pair, vertical angles, complementary, supplementary, counterexample, inductive reasoning, deductive reasoning, right angle, acute angle, obtuse angle, skew, parallel, perpendicular, convex polygons, concave polygons, diagonal, perimeter, equilateral polygon, equiangular polygon, regular polygon, scalene, isosceles, equilateral triangle, base, base angles, vertex angle, right triangle, obtuse triangle, acute triangle, trapezoid, kite, parallelogram, square, rectangle, rhombus, circle, radius, center, chord, diameter, tangent, endpoints, concentric circles, arc, semicircle, minor arc, major arc, central angle

Resources: Discovering Geometry chapter 1 investigations (virtual pool, defining angles, special polygons, triangles, special quadrilaterals, circle terms), Discovering Geometry chapter 2 investigations (shape shifters, overlapping segments), Prentice Hall Practice and Problem solving work book 1-6, Discovering Geometry chapter 3 investigations (duplicating a segment, duplicating an angle, constructing a perpendicular bisector, constructing angle bisectors)

Significant task 3: Distance and Midpoint

The main focus of this task will be using a coordinate geometry approach to calculate midpoint and distance. Students will be reintroduced to the Pythagorean Theorem to help them discover the distance formula. In partners, students will be given line segments on a coordinate plane and asked to calculate the distance. Students will use the line segment as the hypotenuse of a right triangle and be guided through an informal proof to develop the distance formula. Next, students will apply this new formula to calculate the distance between two given coordinate points and identify its midpoint.

This task directly targets standards: G.CO.9., G.CO.12.

Timeline: 3 blocks

Key vocabulary: midpoint, distance, Pythagorean theorem, hypotenuse, leg, triangle, right triangle, coordinate, ordered pair, line segment

Resources: Discovering Geometry 9.5 investigation the distance formula or On Core 1-2 The Distance Formula, Prentice Hall Practice and Problem Solving workbook 1-7

Significant Task 4: Parallel Lines and Transversals

The last task focuses on linear relationship exploration that will continue within the context of slope relations. After viewing parallel and perpendicular lines through this algebraic lens, students will discover the special angle relationships that are formed by two parallel lines crossed by a transversal. This will be done through a student directed investigation with a partner. Each pair will use a straightedge to create two parallel lines and a transversal line and label the resulting angles 1-8. Students will use their protractor and measure each angle. They will then compare the angles in pairs and will discover which angles are congruent or supplementary. A full class discussion will follow so students can learn the proper conjectures to the comparisons they uncovered. These concepts of angles and line segments will be extended using perpendicular, angle bisector, and parallel line constructions.

This task directly targets the following standards: G.CO.9.

Timeline: 3 blocks

Key vocabulary: parallel lines, perpendicular lines, negative reciprocal, transversal, alternate interior angles, alternate exterior angles, corresponding angles, same-side interior angles, same-side exterior angles.

Resources: Discovering Geometry chapter 2 investigations (linear pair/vertical angles conjectures, which angles are congruent)

Common learning experiences:

- Journals 1.1-2.5
- Warm ups focused on introducing a topic
- Drop box geometry college unit 1 basics
- Drop box geometry honors chapter 1 Geometry Basics
- Prentice Hall Gold Geometry-practice and problem solving workbook chapter 1
- McDougal Littell Geometry Practice workbook chapter 1
- Geometry Study Guide for Reteaching and Practice chapters 1-3

Common assessments including the end of unit summative assessment:

- **Performance Task: Transformation Project** (after significant task 1) Students will create their own composition of transformations. Students will work individually to create their own figure to be placed in one of the four quadrants on a coordinate plane which will then be translated, rotated, and reflected into the other 3 quadrants. Students will go through peer assessment

during class to ensure their figure and coordinate rules follow the project directions. The project will be completed on a poster board along with a typed description of their project. Students will be presented to the class allowing students to reflect on their knowledge of the different isometries in the coordinate plane. For this task the mathematics will be graded using a task specific rubric. Students will also be graded using the problem solving rubric (school wide).

- End of Unit Test

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, use appropriate tools strategically, and attend precision.
- Some students will confuse midpoint formula and distance formula. (Add strategies to assist this problem)
- Students should make study aids to facilitate learning vocabulary such as a word wall, vocabulary notebook, or flash cards.
- Blocks for all units are defined as 90 minute periods.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 2 Triangle Congruence & Proof	Length of the unit: 12 blocks

Purpose of the Unit:

This unit is designed to develop the concept of congruent triangles through the use of rigid transformations. In the course of the unit, we will explore triangle properties through constructions to determine how and why angles and segments of triangles are related, and prove that triangles are congruent.

Common Core State Standards Addressed in the unit:

G.CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of

a triangle meet at a point

G.CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G.CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G.CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Big Ideas:	Essential Questions:
1. Characteristics allow us to name and categorize shapes. 2. Angles within triangles or angles created by intersecting, parallel, or perpendicular lines have special relationships. 3. Formulas and theorems in mathematics are proven.	1. How can two dimensional objects be described? 2. Will any three sides form a triangle? 3. How does knowing the measure of one angle help determine the measure of another angle? 4. How do you know that a formula or theorem is valid?
Students will know:	Students will be able to:
1. isosceles triangle properties 2. triangle inequalities 3. triangle congruence triplets 4. the differences among constructions, sketches and drawings of geometric figures	1. discover properties of an isosceles triangles 2. prove triangles are congruent using ASA, SAS, SSS and AAS 3. solve problems using triangle properties 4. construct triangles by duplicating segments and angles 5. discover the triangle sum conjecture

Significant task 1: Properties of Triangles

In the first task of this unit students will discover the triangle sum conjecture by completing an investigation in class with partners. The investigation will involve a pre-constructed triangle and its correlation to a straight angle. This discovery will help facilitate the solving of missing angles. Students will also test the triangle sum conjecture on their own constructions of triangles based on a segment

and angle they duplicate using a compass and straightedge. The properties of isosceles triangles will be studied. Students will gain the knowledge of the isosceles triangle conjecture and explore the attendant results of splitting an isosceles triangle along its line of symmetry.

Students will then discover the triangle inequality conjecture. Individually, students will get 4 sets of 3 line segments of different lengths and be told to construct a triangle with each set of sides. Students will learn the relationship of the sides of a triangle to one another and how a triangle's side length relates to its opposite interior angle. A full class discussion to form higher order cognitive connections will conclude this activity to ensure understanding of the inequality properties of triangles.

This task directly targets the following standards: G.CO.10, G.CO.13

Time line: 6 blocks

Key vocabulary: perpendicular bisector, vertex angle, base angle, legs, isosceles triangle, triangle sum conjecture, isosceles triangle conjecture, equilateral triangles, median, altitude, triangle inequality conjecture, side-angle inequality conjecture, triangle exterior angle conjecture, exterior angle, adjacent angle,

Resource Activities: Discovering Geometry chapter 3 investigations (construction of triangles, Discovering Geometry chapter 4 investigations (triangle sum, isosceles triangle conjecture, what is the shortest path from A to B, Where are the largest and smallest angles, Exterior angles of a triangle), On Core Mathematics: Triangle Sum Theorem 3-5

Significant Task 2: Establishing triangle congruence

Students will ascertain the triangle congruence shortcuts (SSS, SAS, ASA, and AAS) through construction based investigation. The class will be broken into 6 different groups. Each group will be given 3 parts of a triangle they must use to construct two different triangles using a compass and straightedge. A full class discussion will follow allowing students to share their results. Students will conclude that out of the 6 ideas tested (SSS, SAS, ASA, SAA, SSA, and AAA) there were only 2 (AAA, SSA) that allowed for the construction of different triangles. Following this class activity students will practice identifying if two marked triangles are congruent or if not enough information is provided.

This task directly targets the following standards: G.CO.6, G.CO.7, G.CO.8., G.CO.13

Timeline: 2 blocks

Key vocabulary: AAS, ASA, SSS, SAS, flow chart, paragraph proof, two column proof, CPCTC, corresponding, congruent

Resources: Discovering Geometry chapter 4.4 and 4.5 investigations, Prentice Hall Gold Geometry

Practice and Problem Solving workbook 4.2-4.3

Significant Task 3: Proving Triangle Congruence Properties

In the last task of this unit students will build on their logical structure of a deductive argument through the exploration of flow charts, paragraph and two column proofs. To begin, students will be placed in to small groups. Each group will be given a different proof with a list of reasons and statements that are not in order. They will cut out the statements and reasons and as a group restructure the order and paste the correctly completed proof on to a post it paper to share with the class. Each group will share their findings with the class.

Students will gradually be exposed to solving proofs starting with matching statements with their corresponding reasons and concluding with completing open ended proofs. A key definition students will use is CPCTC (corresponding parts of congruent triangles are congruent). This will allow students to establish pairs of angles or pairs of sides are congruent by proving two triangles are congruent and applying CPCTC.

This task directly targets the following standards: G.CO.6, G.CO.7, G.CO.8., G.CO.13

Timeline: 4 blocks

Key vocabulary: AAS, ASA, SSS, SAS, flow chart, paragraph proof, two column proof, CPCTC, corresponding, congruent

Resources: Drop box Geometry Honors chapter 4.7 and 4.8 notebook, Prentice Hall Gold Geometry Practice and Problem Solving Workbook 4.4, 4.7, On Core Mathematics Using Congruence 3-4, Study Guide Reteaching and Practice 4-2 and 4-3

Common learning experiences:

- Warm up should focus on the triangle properties
- Construction activities from Discovering Geometry chapter 3.7
- Journals 4.1-4.7
- Study Guide Reteaching and Practice chapter 4
- Prentice Hall Gold Geometry chapter 4
- Littell Geometry Practice workbook chapter 4
- Drop box Geometry honors chapter 4
- Drop box Geometry college unit 2

Common assessments including the end of unit summative assessment:

- End of unit Test

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, and attend to precision.
- Students find constructions challenging – the use of patty paper helps to address this issue.
- Students will develop at a different pace in regards to solving proofs. Differentiate this process by using fill in the blank proofs, proofs that need to be arranged in order, and open ended proofs.
- Students will need to develop their understanding of triangle properties. Help students see the connections between the triangle properties and proving triangles are congruent.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 3 Polygon Properties & Proofs	Length of the unit: 13 blocks

Purpose of the Unit:

This unit is designed to develop and apply properties of all polygons. The development of quadrilateral properties will be done using constructions and through proofs involving properties of parallelograms. Also, the angle sum property of triangles is extended to polygons in general

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
G-CO Experiment with transformations in the plane

- **G.CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals**
- G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Big Ideas:	Essential Questions:

1. What makes polygons alike or different can be determined by an array of geometric properties. 2. All polygons can be built using triangles. 3. Angles within triangles or angles created by intersecting, parallel, or perpendicular lines have special relationships. 4. Formulas and theorems in mathematics are proven.	1. How can triangles be used to build all other polygons? 2. How does knowing the measure of one angle help determine the measure of another angle? 3. How do you know that a formula or theorem is valid?
Students will know: 1. polygon angle sums 2. parallelogram properties including properties of square, rectangles, and rhombi 3. trapezoid and kite properties	Students will be able to: 1. calculate missing angle measure 2. develop hierarchy of parallelograms 3. identify quadrilaterals based on given properties 4. differentiate between isosceles and non-isosceles trapezoids 5. construct polygons given a specified set of properties

Significant task 1: Polygon Sum Conjecture and its Exterior Angles

Students will develop the polygon sum formula working in small groups. Each group will be assigned a certain polygon (pentagon, hexagon, etc.). Within the group, each member will construct their own version of their polygon and measure its interior angles using a protractor. Each group will share their findings with the class that will be recorded in a chart. At the conclusion of the activity students will have discovered the polygon sum formula. Students will apply this formula to calculate the measure of missing angles, determine the number of sides of a polygon given the total angle measurement, and determine individual angles in any regular polygon.

Students will also discover the exterior sum of any polygon is 360 degrees. This will be done using the jigsaw method. Four or five groups will be formed, each assigned with a different polygon. Each group will extend each side of their polygon for form exterior angles. Students will measure each angle using their protractor to determine the sum of the exterior angles. After the students complete the jigsaw the class will conclude with a whole group discussion making connections between the interior sum conjecture and the exterior sum conjecture.

This task directly targets standards: G.CO.11

Timeline: 3 blocks

Key vocabulary: interior, exterior, quadrilateral, pentagon, hexagon, heptagon, octagon, nonagon, decagon, dodecagon, polygon sum conjecture, equiangular, equilateral, regular, exterior angle sum conjecture, supplementary

Resources: Discovering Geometry chapter 5 investigations (is there a polygon sum formula, is there an exterior angle sum)

Significant task 2: Properties of Parallelograms, Rectangles, Squares, and Rhombi

Through a teacher lead discussion, students will learn the properties of parallelograms, rectangles, squares, and rhombi. Students will be given graphic organizers to help differentiate among the special parallelograms. Students will further their understanding of these properties by comparing and contrasting different quadrilaterals in a small group setting. The activity involves a variety of quadrilaterals some with markings and some without. The students are to classify the quadrilaterals based on the distinguished markings or will need to add in the markings given then name of a specific quadrilateral. Understanding these properties is vital when we prove quadrilateral properties at the end of this unit and when students work on their mystery quadrilateral project.

Students will also complete a task on the construction of a square and rectangle by applying their previous knowledge of copying a line segment and perpendicular bisectors. They will then explain the similarities and differences between their constructions.

This task directly targets standards: G.CO.11, G.CO.13

Timeline: 4 days

Key vocabulary: parallelogram, opposite, diagonal, bisect, perpendicular bisector, congruent, rhombus, square, rectangle, equiangular, equilateral, supplementary

Resources: Prentice Hall Geometry Practice and Problem Solving workbook 6-3, 6-4, 6-5, and 6-7, McDougal Littell Geometry Practice workbook 8.6, Mystery Quadrilateral Rubric, Mystery Quadrilateral Project

Significant Task 3: Kites and Trapezoid Properties

This task consists of two activities. In this first activity students will investigate the diagonals and angles of kites using patty paper in small groups. They start by drawing two connected segments of different lengths on the piece of patty paper. Student will continue this activity through individual guided instructions to develop the properties of kite.

Following this activity, students will break into partners to discover the properties of trapezoids. Students will use a straightedge to draw two parallel lines of different lengths. The students will use their protractors to find the sum of measures of each pair of consecutive angles between the parallel lines. This activity will be extended to investigate isosceles trapezoids. A full class discussion will follow these investigations allowing students to share their new properties and also apply them to practice problems provided by the teacher.

This task directly targets the following standards: G.CO.11

Timeline: 2 days

Key vocabulary: trapezoid, midsegment, isosceles trapezoid, kite, vertex, nonvertex perpendicular bisector, diagonal, base angles, consecutive, supplementary, average

Resources: Discovery Geometry chapter 5 investigations (what are some properties of kites, what are some properties of trapezoids), Study Guide for Reteaching and Practice 5-5

Significant Task 4: Proving Quadrilateral Properties

In the last task of this unit students will continue to build on their logical structure of a deductive argument through the exploration of flow charts, paragraph and two column proofs on quadrilateral properties. To begin, students will be placed in to small groups. Each group will be given a different proof with a list of reasons and statements that are not in order. They will cut out the statements and reasons and as a group restructure the order and paste the correctly completed proof on to a post it paper to share with the class. Each group will share their findings with the class.

Their analysis will include finding errors in completed proofs, filling in missing reasons or statements, or arranging a list of reasons and statements in the proper sequence. This will conclude with students having the ability to create their own proofs on the end of the unit Test.

This task directly targets the following standards: G.CO.11

Timeline: 4 days

Key vocabulary: two column proofs, flow charts, paragraph proofs, ASA, SAS, SSS, AAS, CPCTC

Resources: Study Guide for Reteaching and Practice 5-1 and 5-2, On Core Mathematics 4-2, 4-3, 4-4

Common learning experiences:

- Warm ups should focus on quadrilateral properties, polygon sum conjectures, and proving quadrilateral properties
- Journals 5.1-5.7
- On-Core Mathematics- Geometry http://www.sascurriculumpathways.com/portal/ lessons, presentations, interactives
- Drop box geometry college unit 4 polygons
- Drop box geometry honors chapter 5
- Prentice Hall Gold Geometry-practice and problem solving workbook chapter 6
- McDougal Littell Geometry Practice workbook chapter 8
- Geometry Study Guide for Reteaching and Practice chapters 5

Common assessments including the end of unit summative assessment:

- **Performance Task: Mystery quadrilateral** Students will conclude this unit by completing a performance assessment called Mystery Quadrilaterals. Students will be broken up into small groups and given a rubric instructing the breakdown of the project. Each group will be given the same introduction about a crime committed by a quadrilateral but a different list of suspects (ordered pairs) to ensure each group works independently from the class. Each suspect contains

4 ordered pairs that are to be graphed and analyzed using slope and distance. Once the group classifies that polygon, that suspect is cleared. In the end each group will have narrowed down their list and identify the criminal. Each group will turn in a completed packet with all of their calculations and explanations. Students will also be graded using the problem solving rubric (school wide)

- End of Unit Test

Teacher Notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, and attend precision.
- The mystery quadrilateral activity can be differentiated by assigning each group only one quadrilateral (different than each other group) to investigate and the culprit can be identified as a class.
- Students will commonly interchange rectangle and square. Students should have a graphic organizer displaying the progression of parallelograms and its subcategories.
- Students will develop at a different pace in regards to solving proofs. Differentiate this process by using fill in the blank proofs, proofs that need to be arranged in order, and open ended proofs.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 4 Dilations and Similarity	Length of the unit: 10 blocks

Purpose of the Unit:

This unit is designed to develop the concept of similar figures through the use of non-rigid transformations (dilation). Students will cultivate criteria that can be used to show two triangles are similar. This concept of similarity will be applied to real world problems and mathematical theorems.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **G-SRT.5. Use triangle congruence and similarity criteria to solve problems and to prove**

relationships in geometric figures.

- G-SRT.1. Verify experimentally the properties of dilations:
- G-SRT.1a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- G-SRT.1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.
- G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for similarity of triangles.
- G-SRT.4. Prove theorems about triangles using similarity transformations.
- G.C.1. Prove that all circles are similar.

Big Ideas:	Essential Questions:
1. Transformations produce similar figures, congruent figures, and in application produce symmetry in design. 2. Similar shapes have the same general shape, congruent corresponding angle measures, and have corresponding sides scaled proportionally. 3. Formulas and theorems in mathematics are proven.	1. How are geometric transformations related to congruence, similarity, and symmetry? 2. How do you know if shapes are similar or congruent? 3. How do you know that a formula or theorem is valid?
Students will know:	Students will be able to:
1. the definition of similarity 2. the Pythagorean Theorem 3. strategies to prove triangles are similar	1. write and solve proportions 2. construct similar figures 3. find the center of dilations and perform dilations 4. calculate scale factor from a dilation 5. prove triangles are similar

Significant task 1: Constructing Dilations and Similarity

Students will start off this task by investigating the characteristics of similar polygons created by dilation. Students will be broken into partners where they will analyze two similar hexagons. Through guided

steps students will measure the angles and sides to discover similar polygons have corresponding congruent angles and proportional sides. After a brief class discussion on their discovery students will move on to creating their own dilations.
Continuing with their partners, students will use their compass and straightedge to complete two packets on drawing dilations that focus on student directed investigations. Students will create dilations given scale factors and also determine scale factors given a set of similar figures.

This task directly targets the following standards: G-SRT.1, G-SRT.1a, G-SRT.1b, G-SRT.2, G.C.1.

Timeline: 4 blocks

Key vocabulary: dilation, scale factor, center of dilation, non-rigid transformation, similarity, corresponding, proportional, ratio

Resources: Discovering Geometry chapter 11 investigations (what makes polygons similar, dilations on the coordinate plane), On Core Mathematics 5-2 and 5-4

Significant task 2: Triangle Similarity shortcuts and Indirect measurement

Students will investigate triangle similarity and determine how much information is sufficient to prove triangles are similar. This ties into unit 2 where students investigated triangle congruency using a very similar format of testing all the possible shortcuts. This task will be conducted individually. The first shortcut students will try to prove is AA (starting with AA will eliminate ASA and SAA to be conducted). Everyone will draw a triangle on a piece of paper. The class will then try to construct a second triangle making sure 2 of their corresponding angles are congruent. After evaluating corresponding sides and angles the class will discuss their findings. The same concept will be done with SSS and SAS.

Students will use their new conjectures to determine missing sides and angles in triangles. They will also be able to determine if two triangles are similar given certain pieces of information. Students will use their knowledge of similar triangles to calculate the height of objects through indirect measure.

This task directly targets the following standards: G-SRT.2, G-SRT.3, G-SRT.4, G-SRT.5

Timeline: 4 blocks

Key vocabulary: AA, SSS, SAS, proportional parts, corresponding, indirect measure,

Resources: Discovering Geometry chapter 11 investigations (Are AA SSS SAS similarity shortcuts, Mirror Mirror), On Core Mathematics 5-5

Significant Task 3: Proportions with Area and Volume

Students will conduct an investigation on the relationship between areas of similar figures. This activity will be done in class with a partner. Through a series of steps students will compare similar polygons dimensions with their resulting areas. In the end each partnership will discover the proportional areas conjecture. Students will then move on to proportions with volume. Through a comparable sequence each partnership will discover the proportional volume conjecture. At the conclusion of these activities

a full class discussion will be held to examine how to properly interchange scale factor, area proportions, and volume proportions.

This task directly targets the following standards: G-SRT.5, G-SRT.2.

Timeline: 2 blocks

Key vocabulary: proportional parts, corresponding, indirect measure, proportional areas conjecture, ratios, surface area, volume, cone, cylinder, prism, pyramid, proportional volume conjecture, height, slant height

Resources: Discovering Geometry chapter 11 investigations (Area Ratios, Surface area ratios, volume ratios), McDougal Littell practice workbook 6.4 and 6.5

Common learning experiences:

- Warm ups related to similar figures
- Students need to review writing and solving proportions as an introduction of this unit
- Journals
- Drop box geometry college unit 3
- Drop box geometry honors chapter 11
- Prentice Hall Gold Geometry-practice and problem solving workbook chapter 7
- McDougal Littell Geometry Practice workbook chapter 6
- Geometry Study Guide for Reteaching and Practice chapters 7
- On Core Mathematics chapter 5

Common assessments including the end of unit summative assessment:

- End of Unit assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, and look for and express regularity in repeated reasoning.
- Students might need a refresher on proportions and the cross product before you begin the unit.
- Students might need to use a formula sheet when dealing with area and volume proportions.
- Students struggle with proof – suggestions are eagerly accepted, but scaffolding is needed.

Geometry

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Name of the Unit: Unit 5 Circle Properties	Length of the unit: 8 blocks
Purpose of the Unit: This unit is designed to guide the understanding of how circle properties are developed using triangle and angle properties. Constructions with inscribed polygons are used to verify the interconnected nature of polygon and circle properties.	

Common Core State Standards Addressed in the unit:

- **G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.**
- **G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.**
- **G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.**
- G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Big Ideas:	Essential Questions:
1. The constant pi is defined as the ratio of the circumference of a circle to its diameter. 2. Arc length and circumference of a circle can be calculated and applied to real life	1. How are chords, arcs, angles, and tangents of a circle related? 2. How can the properties of a circle be used in real world situations?

situations.	
Students will know: 1. properties of circles 2. relationships between arcs and angles 3. difference between arc length and arc measure	Students will be able to: 1. name and draw parts of circles 2. make calculations using angle relationships 3. calculate arc length and arc measure

Significant task 1: Tangent and Chord Properties

Students will investigate tangent properties in partners. Each partner will use their compass, straightedge, and protractor to discover the tangent conjecture and tangent segment conjecture. A full class discussion will immediately follow allowing students to make the connection of kites to the tangent segment conjecture.

Students will then move on to chord properties and work on them with their partner. The information on central angles, minor arcs, major arcs, semicircles, chord properties will be given in a classroom lecture. Once students have recorded these properties they will explore inscribed angles in small groups and discover the inscribed angles theorem using a compass, straightedge, and protractor.

This task directly targets the following standards: G.CO.1, G.C.2, G.C.3

Timeline: 4 days

Key vocabulary: tangent, chord, central angle, arc, minor arc, major arc, inscribed angle, concentric circles, radius, diameter, semicircle, tangent conjecture, tangent segment conjecture, center,

Resources: Discovering Geometry chapter 6 investigations (going off a tangent, tangent segments, defining angles in a circle, chords and their central angles, chords and the center of the circle, perpendicular bisector of a chord), Geometry Teachers Activities Kit 4-11

Significant task 2: Proving circle conjectures

Students will build on task 1 of this unit and develop a deeper understanding of inscribed angle relationships and cyclic quadrilateral properties. In partners students will construct circles, chords, and inscribed angles to discover two more conjectures involving inscribed angles, the cyclic quadrilateral conjecture, and parallel lines intercepted arc conjecture. Following this activity students will be given an in class assignment to be completed individually where they will apply tangent and chord properties to calculate missing central angles, inscribed angles, minor arcs, major arcs, chord lengths and be able to justify their solution by explaining which conjecture or definition they used and why.

This task directly targets the following standards: G.CO.1, G.C.2, G.C.3,

Timeline: 2 days

Key vocabulary: inscribed angle, cyclic quadrilateral, inscribed angles intercepting arcs conjecture, angles inscribed in a semicircle conjecture, parallel lines intercepted arcs conjecture,

Resources: Discovering Geometry chapter 6 investigations (inscribed angle properties, inscribed angles intercepting the same arc, cyclic quadrilaterals, arcs by parallel lines), Discovering Geometry chapter 6.4, Geometry Teachers Activities Kit 4-8 and 4-9A, Littell Geometry Practice Work book 10.3,

Significant Task 3: Arc Length and the Equation of a Circle

Through a whole class discussion, arc length will be explored. Students will learn how to differentiate between arc length and arc measure. By comparing a variety of circles with different central angles, the class will discover that arc length is a proportional part of the circumference.

Lastly the equation of a circle will briefly be examined by utilizing the Pythagorean Theorem. Students will get into small groups and work on a student directed activity provided by the common core on deriving the equation of a circle. Students will be responsible for understanding the parts of the equation of a circle and be able to construct a circle given a specific equation.

This task directly targets the following standards: G.CO.1, G.C.2, G.C.5, G.GPE.1

Timeline: 2 days

Key vocabulary: circumference, arc length, arc measure, π, equation of a circle, Pythagorean theorem. Center, radii, revolutions, velocity, diameter, ratio,

Resources: Discover Geometry chapter 6 investigations (a taste of pi), Discovering Geometry Condensed lessons 6.7 Arc Length, Drop Box power point Geometry Honors 6.7, On Core Mathematics 8.1

Common learning experiences:

- In preparation for the next unit, warm ups need to focus on calculating the area of shapes students have seen prior to this year (triangles, rectangles, parallelograms, trapezoids, and circles)
- Journals 6.1-6.7
- Study Guide Reteaching and Practice chapter 9
- Prentice Hall Gold Geometry chapter 10.6-10.8, chapter 12
- Littell Geometry Practice workbook chapter 10
- Drop box Geometry honors chapter 6
- Drop box Geometry college unit 6 circles and conics
- On Core Mathematics chapter 7

Common assessments including the end of unit summative assessment
• End of Unit Test

Teacher notes:
• Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, and attend to precision • Before starting the significant tasks of this unit, review basic circle vocabulary from unit 1 • Students should make study aids to facilitate learning vocabulary • Students attend to precision • Students should be strongly advised to use proportions to calculate arc length. • Students are prone to confuse arc length and arc measure

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 6 Areas and Volumes	Length of the unit: 11 blocks
Purpose of the Unit: In this unit students will explore and define two dimensional and three dimensional objects. Students will discover formulas for finding area and surface area and use them to solve real world applications. The comparison and contrast of surface area and volume will deepen student understanding of solids.	

Common Core State Standards Addressed in the unit:
C.9-12.G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
CC.9-12.G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional

objects.

CC.9-12.G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

CC.9-12.G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

Big Ideas:	Essential Questions:
1. All formulas for volume are built upon the idea that the area of the base is multiplied by the number of layers in the object (the height. 2. Volume is the amount of space inside a three-dimensional object measured in unit cubes 3. Formulas and theorems in mathematics are proven.	1. What does volume measure? 2. Where in the real world will you need to measure volume? 3. How do time, mass, volume, and density relate to each other? 4. How do you know that a formula or theorem is valid?
Students will know:	Students will be able to:
1. names of three dimensional and two dimensional shapes 2. the formulas for finding surface area and volume of cylinders, pyramids, cones, spheres, and prisms.	1. derive the volume formulas from area formulas 2. use volume to make calculations of cylinders, pyramids, cones, and spheres 3. differentiate between surface area and volume

Significant task 1: Area Formulas Reviewed and Applied

There are two formulas that will be new to the class. One formula will be finding the area of a regular polygon. Students will derive this formula with a partner. By investigating polygons and the isosceles triangles formed within the shapes, students will acquire the formula that produces the total area. A full class discussion will follow to make sure students understand all of the properties of the apothem.

The second formula that will be new is the sector of a circle. This will be investigated as a whole class. Students will compare and contrast the sector of a circle formula to the arc length formula.

This task directly targets the following standards: CC.9-12.G.GMD, CC.9-12.G.MG.1

Timeline: 2 blocks

Key vocabulary: base, height, apothem, perimeter, triangle, diagonal, regular, arc length, sector, circle, radius, diameter,

Resources: Littell Geometry Practice workbook 11.1 practice, Littell Geometry Practice workbook 11.5 practice, Prentice Hall Geoemtry Practice and Problem solving 10-1 and 10-7, Discovering Geometry chapter 8 investigations (area formula for regular polygon)

Significant task 2: Surface Area

Students will extend their knowledge of two dimensional areas to three dimensions in finding surface area of cylinders, prisms, cones, and spheres and other complex 3D figures. A brief class discussion on the differences among the solid figures will take place before surface area calculations begin. This will allow students to recall previous knowledge of 3D figures and key vocabulary words such as base, lateral face, height, and slant height.

In the first task students will be assigned is to calculate the surface area of a shoe box using any method they choose. The class will be broken into small groups. Each group will record their calculations on post it paper and will share their findings with the class. As a class, students will derive the surface area formula for a prism. Following this activity the other SA formulas will be introduced. In their small groups, students will find the surface area of a variety of solids provided by the teacher. This activity will extend to students comparing the surface area of different solids in real world situations (some examples would include soup cans, tents, basketballs, and books).

This task directly targets the following standards: CC.9-12.G.GMD.4, CC.9-12.G.MG.

Timeline: 4 blocks

Key vocabulary: surface area, solid, lateral surface area, faces, base, lateral face, cylinder, cone, prism, pyramid, slant height, height

Resources: Geometry Teacher Activities Kit 6-7, Drop Box geometry honors 8.7 power point, Discovering Geometry Condensed lessons 8.7

Significant Task 3: Volume and Density

Students will keep building on this unit and will develop volume formulas and use them to solve modeled real world problems. First students will be introduced to new vocabulary. This will be done through a power point presentation to allow students to visually see the difference between oblique solids and right solids. Students will develop the volume formulas working backwards. Students will be broken into small groups. Each group will be assigned a different solid with its measurements and volume. (2 different prisms, 2 different pyramids, a cone, a cylinder, and a sphere). The groups will analyze their 3D image and justify how the volume was calculated and record it on post it paper. Each group will present their findings to the class and leave their posters scattered around the room to be used as references. Real world problems involving solids such as ice cream cones, doorstops, pools, and ice trays will be investigated using their knowledge of volume. The unit will conclude with a Performance Task focused on maximizing volume and minimizing surface area using any solid of their

choosing.

Students will learn about displacement through a hands on activity involving a container of water and an irregular shaped solid. Each group will have a container of water and a rock and will attempt to calculate their rocks volume without a scale. This activity will lead to a class discussion about density that will tie in to real world application problems.

Timeline: 5 blocks

Keywords: density, displacement slant height, prism, pyramid, cylinder, cone, sphere, hemisphere, lateral area, total surface area, polyhedron, face, edges, vertex, tetrahedron, oblique prism, right prism, altitude,

Resources: Drop Box Geometry Honors 10.1 power point, Prentice Hall Geometry Practice and Problem solving workbook 11-4, Geometry Teachers Activity Kit 6-8, Cereal Box Rubric, Cereal Box Activity: Maximizing Area while Minimizing Surface Area

Common learning experiences:

- Warm ups should focus on area, surface area, volume, and density
- Journals 8.1-8.7 and 10.1-10.6
- Drop box geometry college unit 7 area, and unit 8 surface area/volume
- Drop box geometry honors chapter 8 and chapter 10
- Prentice Hall Gold Geometry-practice and problem solving workbook chapter 10 and 11
- McDougal Littell Geometry Practice workbook chapter 11 and 12
- Geometry Study Guide for Reteaching and Practice chapters 11 and 12
- On Core Mathematics chapter 9 and 10

Common assessments including the end of the unit summative assessment:

- End of Unit Test
- **Performance Task: Maximizing Container Activity** Students will be assigned a task to design a cereal box container that maximizes volume while minimizing surface area given certain parameters. Students will take an ordinary box of cereal of their choosing, but it must be brand new. They will calculate the dimensions of the box and then calculate the surface area and the volume of the box. In manufacturing, the cardboard used in a cereal box costs the company profits. The students' goal is to re-design the cereal box such that we have the same volume but a more efficient (smaller) surface area (we want to minimize the surface area of the box while keeping the same volume of cereal). Once the students find the smallest surface area with the same volume, they will construct a new box for their cereal using the original package, cut and tape. For this task the mathematics will be graded using a task specific rubric. Students will also be graded using the problem solving rubric (school wide)

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, and look for and make use of structure
- Students confuse surface area and volume of pyramids and cones because they interchange slant height and height. Emphasize height must always be perpendicular with the base.
- Students confuse height of the base with the height of the solid. Emphasize the "h" in the solid formulas always represents the distance between the bases.
- Students should be strongly advised to use proportions to calculate sector area.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 7 Trigonometric Ratios & Pythagorean Theorem	Length of the unit: 10 blocks
Purpose of the Unit: This unit is designed to build on prior knowledge of the Pythagorean Theorem and right triangle properties. As an extension, students will develop the basic trigonometric ratios as well as get introduced to the unit circle.	

Common Core State Standards Addressed in the unit:

CC.9-12.G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

CC.9-12.G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles

CC.9-12.G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

Big Ideas:	Essential Questions:
1. Trigonometric ratios are used to find	1. How can trigonometric ratios determine

missing angles in right triangles. 2. Formulas and theorems in mathematics are proven.	angle measures? 2. How do you know that a formula or theorem is valid?
Students will know: 1. if a triangle is a right triangle, acute, or obtuse based on its side lengths 2. how to use special right triangles to determine angle measurement 3. definitions of basic trig ratios 4. how to write trig ratios and use them to determine side length or angle measure	Students will be able to: 1. solve problems using special right triangles 2. explain how special right triangle relationships and trig relationships derive from Pythagorean theorem 3. solve problems using trig ratios

Significant task 1: Pythagorean Theorems application to all triangles

There are two activities involved with significant task 1. In the first task students will re-discover the Pythagorean Theorem using a construction activity. Students will work in partners. Each partner will be given a work sheet with a right triangle and three squares attached to each side of the triangle. Through guided instructions students will use scissors, a compass, and a straightedge to confirm the validity of the Pythagorean Theorem. Following this activity students will apply the Pythagorean Theorem to solve real world problems involving baseball fields, ladders, and carpets as well as finding unknown lengths in polygons and solids.

The second task students will be applying the Pythagorean theorem to all triangles. Students will be working in partners and will need string, rulers, paper clips and protractors. The class will be given 10 different groups of triangle side lengths. Each group of side lengths will be made into a triangle. Using the protractor the students will determine if the triangle is obtuse, acute, or right. They will also apply the side lengths into the Pythagorean Theorem. A full class discussion will conclude this activity to ensure that students will be able to recognize obtuse, acute, and right triangles based on side lengths.

This task directly targets the following standards: **CC.9-12.G.SRT.8**

Timeline: 2 blocks

Key vocabulary: special right triangle, radical, square root, converse, Pythagorean Theorem, acute, obtuse, right, leg, hypotenuse,

Resources: Discovering Geometry chapter 9 investigations (the three sides of a right triangle, is the converse true), Study Guide for Reteaching and Practice 8-3, Prentice Hall Geometry Practice and Problem solving workbook 8-1

Significant task 2: Special Right Triangles

Collaboratively, students will work in small groups to investigate and discuss 30-60-90 and 45-45-90

triangle relationships. This will be done in two activities. The first activity will have students investigate isosceles right triangles (45-45-90). Students will draw 8 different isosceles right triangles starting with the legs being 1cm, then 2cm, and so on. Using the Pythagorean theorem students will calculate the hypotenuse of each triangle. Using a table, students will derive the relationship between the leg and the hypotenuse of all isosceles right triangles.

In the second task students will be investigating 30-60-90 triangles in their small groups. This activity will being with a full class introduction. Students will dissect an equilateral triangle into two congruent triangles by constructing a perpendicular bisector. Students will use a protractor and ruler to confirm they have created a 30-60-90 triangle and will discover the shorter leg is half the length of the hypotenuse. Once this is established students will continue in their small groups. They will draw more 30-60-90 triangles, record their lengths in a chart, and in the end discover the 20-60-90 triangle conjecture.

Students will complete a performance assessment project called The Pythagorean Spiral to display their understanding of special right triangles.

This task directly targets the following standards: CC.9-12.G.SRT.8 , CC.9-12.G.SRT.6

Timeline: 4 blocks

Key vocabulary: isosceles right triangles, leg, hypotenuse, 30-60-90 triangle conjecture, radicals, radicand, simplify, square root

Resources: Discovering Geometry chapter 9 investigations (isosceles right triangles, 30-60-90 triangles), Pythagorean Spiral Rubric, Pythagorean Spiral Project

Significant Task 3: Trigonometric Ratios

A teacher led discussion of sine, cosine, and tangent relationships will begin this task. Students will be given graphic organizers that include information of SohCahToa, angle of elevation, and angle of depression. This graphic organizer will include the definitions of sine, cosine, and tangent, their ratios and how they pertain to a right triangle, and an example of each completely done out.

After this introduction students will break up into small groups. Each group will be given a different set of problems involving sailboats, light houses, ladders, and buildings. Using trigonometric ratios the groups will be able to figure out angle of elevation, angle of depression, building heights, and ocean distance.

This task directly targets the following standards: CC.9-12.G.SRT.8, CC.9-12.G.SRT.6, CC.9-12.G.SRT.7

Timeline: 2 blocks

Key Vocabulary: sine, cosine, tangent, SOHCAHTOA, inverse functions, angle of elevation, angle of depression

Resources: Discovering Geometry Condensed Lessons 12.1 and 12.2, Study Guide for Reteaching and Practice (8-5, 8-6 and 8-7), Prentice Hall Geometry Practice and Problem solving workbook 8-4 practice

Significant Task 4: The Unit Circle

In the last task students will get introduced to the Unit Circle. The activity will be done in small groups. Students will be given a mini lab activity where they will create the unit circle by following a series of steps and applying their knowledge of special right triangles. While they construct the unit circle they will record their sine, cosine, and tangent values in the table provided in the packet. At the conclusions of this activity a full class discussion will be held. This will allow the class to share their discoveries of the unit circle and how it relates to the previous topics we learned about throughout this chapter. This is only a brief introduction. Students will work on application problems when they take Pre-Calculus.

This task directly targets the following standards: CC.9-12.G.SRT.8, CC.9-12.G.SRT.6, CC.9-12.G.SRT.7.

Timeline: 2 blocks

Key Vocabulary: tangent, cosine, sine, unit circle, radical, x-value, y-value, ordered pair, Pythagorean theorem

Resources: Drop Box Geometry Honors Unit 12 (unit circle lab packet)

Common Learning experiences:

- In preparation for the probability in unit 8, warm ups need to include calculating simple probability
- Journals 9.1-9.5 and 12.1-12..3
- Drop box geometry college unit 9 trig
- Drop box geometry honors chapter 9 and chapter 12
- Prentice Hall Gold Geometry-practice and problem solving workbook chapter 8
- McDougal Littell Geometry Practice workbook chapter 7
- Geometry Study Guide for Reteaching and Practice chapters 8
- On Core Mathematics chapter 6
- Geometry Teachers Activities Kit 4-15

Common Assessments including the end of the unit summative assessment:

- End of Unit Test
- **Performance Task: The Pythagorean Spiral** Students will work in partners and use their creativity to make a spiral pattern involving the Pythagorean Theorem and special right triangles. Students will use poster board, markers, color pencils, rulers, compasses, and protractors. To begin students will create a right triangle based on dimensions designated by the teacher. Using the Pythagorean Theorem they will calculate the length of the hypotenuse. Using the hypotenuse of the original triangle and having that represent a leg now, a new right triangle will be created. This will start the spiral affect. At least 18 triangles must be constructed. Students will be responsible for having all calculations neatly recorded on a separate sheet of paper to be turned in with their final poster. The students will be graded

using a task specific rubric as well as the problem solving rubric (school wide).

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, and look for and make use of structure.
- Students are not careful about legs vs hypotenuse in Pythagorean thm
- Briefly review simplifying radicals before significant task 2
- Students need to learn how to use sin, cos, tan as well as inverse functions on their calculators.
- Students struggle to identify angle of depression since the line of sight is not normally drawn in.

Windsor Public Schools
Curriculum Map for the Secondary Level
Geometry

Purpose of the Course: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes inductive and deductive thinking skills used in problem solving real world situations. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Algebra is used throughout the course.

Name of the Unit: Unit 8 Probability	Length of the unit: 8 blocks

Purpose of the Unit:

This unit is designed to have students use set theory to help calculate basic probabilities and investigate the role of permutations and combinations in probability. Students will also learn how to determine the probability of mutually exclusive events, overlapping events, independent events, and dependent events. Previously, students studied simple probability and independent compound events in grade 7 through the construction of samples spaces, tree diagrams and area models.

Common Core State Standards Addressed in the unit:

S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S.CP.3 Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.

Big Ideas:	Essential Questions:
1. As you perform more trials, the experimental probability of a situation will converge with the theoretical probability 2. Probabilities can be used to make predictions	1. When will the theoretical and experimental probabilities be the same? 2. How can you represent a situation to find all possible outcomes? 3. Does the probability of one event affect the probability of another? How?
Students will know:	Students will be able to:
1. formula to calculate conditional probability 2. difference between experimental and theoretical probability 3. difference between independent and dependent events	1. express probabilities as ratios, percent's or decimals 2. determine when events are independent or dependent 3. distinguish between experimental and theoretical probability

Significant task 1: Theoretical verse Experimental Probability

Before students break into partners, the whole class will review theoretical probability. Theoretical probability is the likelihood an event will occur and what most students think of when they hear probability. The class will come up with the theoretical probability of rolling a dice and getting each number once, even numbers, and odd numbers. This information will be written on the board.

Next, students will break into partners and test the theoretical probability we came up with by rolling a dice. Each group will roll a dice 20 times and record their results in a frequency table. Each group will share their results with the rest of the class by recording their results on post it paper. Students will learn that the probability they calculated is experimental probability. There will be a whole class discussion to ensure students understand that theoretical probability is what happens in an ideal situation and experimental probability is what happens when you actually perform an event.

Students will have the ability to test out the theoretical probability of getting heads or tails when flipping a quarter. This activity can be found in the Discovering Geometry Probability Supplement book located in lesson 10.1 on Randomness. As a result of students understanding the difference between theoretical probability and experimental probability, students will calculate probabilities of real life events.

This task directly targets standards: S.CP.1, S.CP.5

Timeline: 3 blocks

Key vocabulary: random processes, fair, event, outcomes, simple event, compound, conditional probability, probability, theoretical probability, experimental probability, set, element, empty set, universal set

Significant task 2: Independent verse Dependent Events

Students will start the class by being introduced to tree diagrams. Students will break up into partners and complete a student directed investigation on finding the probability of getting a toy in a box of cereal. Students will complete tree diagrams that represent an option of getting one of 2 toys, one of 3 toys, and one of 4 toys. Through the investigation students will discover how to apply the multiplication rule and how to calculate probability of independent events.

Next each group will be given a deck of cards. Their task is to calculate the probability of picking a diamond with the first card and a black suit with the second card. Each time they choose a card it is not allowed to go back into the deck. They will complete 10 trials and record their results in a chart. Each group will share their results with the class. Through a class discussion students will learn that each trial affected the outcome of the following trial because the total changed which means they are dependent events. Following this activity students will get back with their partners and apply the multiplication rule to a similar dependent event provided by the teacher. The example can be found in lesson 10.2 in Discovering Geometry Probability Supplement.

Lastly, students will be introduced to mutually exclusive events and the addition rule. In partners, students will investigate the addition rule by creating Venn diagrams that compare a student's choice to take math, science, neither, or both. Students will be able to derive the general addition rule at the conclusions of this activity.

This task directly targets standards: S.CP.1, S.CP.3, S.CP.6, S.CP.2, S.CP.7

Timeline: 4 blocks

Key vocabulary: tree diagram, independent event, dependent event, multiplication rule, addition rule, complement, conditional probability, mutually exclusive, Venn diagrams, tree diagram

Common learning experiences:

- warm ups that focus on simple probability, theoretical probability, experimental probability, conditional probability, independent events, and dependent events
- drop box Geometry College unit 5 Probability
- Discovering Geometry Probability Supplement
- Essentials for High School Mathematics chapter 19
- On Core Mathematics Probability unit

Common assessments including the end of unit summative assessment:

- End of Unit Test

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, and look for and express regularity in repeated reasoning.
- Students will might need to begin the unit by reviewing that probability is a ratio
- Graphic organizers showing sets, subsets, unions, complements, and intersections will be help students differentiate the terms
- Refer to Basic Probability in the Discovering Geometry Probability Supplement book for helping students be re-introduced to probability

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will include operations with functions and their inverses, linear functions, systems of linear equations and inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 1 Functions and Linear Programming	Length of the unit: 16 blocks
Purpose of the Unit: This unit is designed to do a comprehensive review of functions to set up the rest of the units on specialized functions. Concepts with linear functions will be reviewed and expanded upon to include piecewise functions containing linear pieces and linear programming. Inverse functions will be introduced, in addition to working with the absolute value function.	

Common Core State Standards Addressed in the unit:

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.F.BF.1c (+) Compose functions.

CC.9-12.F.BF.4 Find inverse functions

CC.9-12.F.BF.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems.

CC.9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

CC.9-12.F.BF.1b Combine standard function types using arithmetic operations.

CC.9-12.F.BF.4b (+) Verify by composition that one function is the inverse of another.

CC.9-12.F.BF.4d (+) Produce an invertible function from a non-invertible function by restricting the domain.

CC.9-12.F.BF.4c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

CC.9-12.A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

CC.9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Big Ideas:	Essential Questions:
1. Relationships can be represented as tables, graphs, and equations. 2. Properties of equality and inverse operations are used to solve equations. 3. Functions describe relationships between two quantities that vary.	1. What are the advantages and disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. What defines a function?
Students will know:	Students will be able to:
1. properties of linear inequalities 2. properties of linear systems/inequalities 3. properties of piecewise functions 4. function notation 5. function operations; including composition 6. strategies to identify function inverses 7. properties of absolute value equations, inequalities, and functions	1. write, solve, and graph linear inequalities 2. solve and graph compound inequalities 3. solve systems using a graphing calculator 4. use function notation 5. add, subtract, multiply, divide, and compose functions 6. find and use properties of inverse functions 7. solve absolute value equations 8. solve and graph absolute value inequalities 9. graph and analyze absolute value functions

	10. graph piecewise functions with linear pieces

Significant task 1: Functions and Their Inverses

In significant task 1, students will participate in small group discussions where they will be using a variety of contexts to review what they have already learned on functions, including what is a function, function notation, and function representations. As a whole class, domain and range will be discussed through various applications, such as the height of a ball versus time.

As a whole class, students will review combining functions using addition, subtraction, multiplication and division. The students will be introduced to function composition using the concept of an off shore oil well leak. In order to solidify the concept of composition, students will perform an investigation In small groups, called looking up, where they will determine how much of an image they can see in a mirror as they walk towards and away from it.

Next, using a graphing calculator activity, students will individually discover the properties of inverse functions. In addition, using the context of distance and time for an airplane flight, as a whole class discussion students will compare (time, distance) data points to (distance, time) data points to enhance the properties they discovered with the graphing calculator. Through an algebraic discovery activity, in pairs students will be given an equation and the partner will hold the equation's inverse. Students will need to find their correct partner and use composition to discover the Inverse Composition Theorem. Students will then practice individually proving that functions are inverses of each other using the theorem discovered in the partner activity.

In this task, students will:

- discuss what a function is and the representations of a function
- use function notation to model different contexts
- add, subtract, multiply, divide, and compose functions
- find and prove inverse functions

This significant task targets the following CCSS Standards: F.BF.1, F.BF.4

Timeline: 4-5 blocks
Key vocabulary: function, inverse, composition, domain, range, verbal representation, algebraic representation, graphic representation, table representation, function notation, vertical line test, horizontal line test, one – to – one , inverse composition theorem
Resources: Discovering Advanced Algebra – lesson 4.8 "Looking Up", lesson 5.5 "Airplane Flight", Holt Sections – 2.3 – 2.5 teacher created resources
Materials: mirrors, measuring tapes

Significant task 2: Piecewise Functions

In this significant task, students will be seeing a piecewise function and restricted domain for the first

time. This task will be done as whole class instruction. The teacher will demonstrate how to decipher a restricted domain and relate each domain to a graphical representation of each linear piece. Students will use their previous knowledge of linear functions to create tables of values based on the restricted domain and then graph line segments correlating to these tables. The concept of varying water usage to determine the cost of a water bill will be investigated in relation to piecewise functions.

In this task, students will:

- discuss restricted domain
- use tables of values to graph piecewise functions
- determine if the inverse of a piecewise function is a function

This significant task targets the following CCSS Standards: F.IF.7b
Timeline: 1- 2 blocks
Key vocabulary: restricted domain, piecewise, included value, excluded value, line segment, line, table of values, horizontal line test
Resources: Holt Section 2.6, Water Bill Problem

Significant task 3: Linear Programming

This significant task will begin with students reviewing how to graph linear inequalities as a whole class. This will segue into graphing systems of linear inequalities and finding a feasible region and the vertices that bound the feasible region. Systems of inequalities as word problems will be introduced through linear programming where students will be writing constraints and using objective functions to find maxima and/or minima. Students will work in cooperative groups to solve increasingly more challenging systems problems involving business applications. Teachers could differentiate giving different groups different problems with varying complexity and then have each group present their analysis to the class.

In this task, students will:

- graph linear inequalities
- graph systems of linear inequalities
- write constraints
- identify the feasible region
- identify the vertices (by hand and with graphing calculators)
- write objective functions
- use vertices to determine maxima and/or minima of the objective function

This significant task targets the following CCSS Standards: F.IF.7, A.CED.1, A.REI.11, A.CED.3

Timeline: 4 – 5 blocks
Key Vocabulary: linear inequality, system of linear inequalities, feasible region, vertices, vertex, minimum, maximum, objective function, constraints
Resources: common teacher created resources in the Algebra 2 drop box, Holt Section – 3.5

Significant task 4: Absolute Value Functions, Equations, and Inequalities

This significant task is for the most part procedural in nature. As a whole class, students will solve compound inequalities and graph the solutions on a number line. To introduce the concept students will be presented with a bag of chips and scale and determine the weight which will segway into a discussion about tolerance in manufacturing. Students will then practice solving compound inequalities

in pairs. Next, students will review the concept of absolute value and apply the definition to solve absolute value equations. Through whole class instruction, students will solve and graph absolute value inequalities.

Using a graphing discovery, students will then develop an understanding of the absolute value parent function, f(x) = |x|. Domain and range will be discussed using the graph as a model. Students will conduct a transformation activity in pairs to investigate how transformations look in an equation and how they affect the graph.

In this task, students will:

- Solve absolute value equations and inequalities
- Graph absolute value functions
- Investigate transformations from the parent function of absolute value
- Sketch functions by identifying transformations from the parent function

This significant task targets the following CCSS Standards: F.IF.7b, F.BF.3

Timeline: 3-4 blocks
Key vocabulary: absolute value, domain, range, transformation, translation, reflection, vertical stretch/shrink
Resources: teacher created resources in Algebra 2 Drop Box, Holt Section 1.7-1.8

Common learning experiences:

- Holt: Algebra 2 – sections 1.1 – 1.3, 1.7 – 1.8, 2.3 – 2.5, 3.1 – 3.5 for homework options

Common assessments including the end of unit summative assessment:

- Assess water bill problem from significant task 2 (should be graded as class work)
- Mid-Unit Test after significant task 2.
- **Performance Assessment: Linear Programming** – Students will work individually to determine which combination of products a small company should produce to earn the most profit. Students will need to use the linear programming process they learned in significant task 3 to complete the task. The product is a business portfolio that contains a detailed letter explaining the process used, a professional graph, and detailed mathematical work. The task should take 1-2 class days. Teachers may want to take the class to a computer lab to use EXCEL when making the graphs for the product. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.
- Unit Test after significant task 4 – to include all concepts from unit with an emphasis on significant tasks 3 and 4.

Teacher notes:

- Process standards to highlight through instruction: create viable arguments and critique the reasoning of others, modeling with mathematics, attend to precision, and look for and express regularity in repeated reasoning.

- In this course all of the significant tasks have a range of number of blocks. Teachers need to be mindful of the overall number of blocks for the unit when planning otherwise if you use the high range for each task you will run out of time to complete the unit.
- Some students will have difficulty determining an appropriate domain and range for a function.
- Some students will have difficulty with function composition, especially when quadratic functions are used.
- Some students will forget to check both parts of the Inverse Composition Theorem.
- Some students will not use the "starting point" in the given domain, when graphing piecewise functions. (Example: for a domain of x<2, students will start the graph with 1 instead of an open circle on 2.)
- Students will extend their graphs beyond the restricted domain of a piecewise function.
- Some students may need an extensive review of graphing linear functions and inequalities, as well as finding solutions to systems of equations.
- Students will be seeing absolute value equations for the first time.
- Some students will forget to find the second solution of an absolute value equation or inequality.

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will include operations with functions and their inverses, linear functions, systems of linear equations and inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 2 Quadratic Functions	Length of the unit: 16 blocks

Purpose of the Unit: This unit is designed to deepen the student's knowledge of quadratic functions. This is the first specialized function of the course. The graph of a quadratic function will be analyzed by finding the key characteristics. Algebraic techniques will be reviewed and expanded upon to solve quadratic equations. Complex numbers will also be introduced.

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CC.9-12.N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.

CC.9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

CC.9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a

graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

CC.9-12.N.CN.1 Know there is a complex number i such that $i^2 = \sqrt{-1}$, and every complex number has the form $a + bi$ with a and b real.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.A.REI.4 Solve quadratic equations in one variable

CC.9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b

Big Ideas:	Essential Questions:
1 Relationships can be represented as tables, graphs, and equations. 2 Properties of equality and inverse operations are used to solve equations. 3 Not all rates of change between two variables are constant. 4 An imaginary number represents the square root of a negative number.	1. What are the advantages and disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. How can you represent a relationship in an algebraic rule? 4. What is an imaginary number?
Students will know:	Students will be able to:
1. key characteristics of graphs-domain, range, end behavior, intercepts, & intervals (increasing/decreasing & positive/negative, minima/maxima) 2. transformations of parent functions 3. forms of a quadratic equation 4. strategies for solving quadratics: completing the square, factoring and zero product property, quadratic formula 5. attributes of complex numbers 6. how to use the discriminant and what it tells	1. graph, identify, and show key characteristics (by hand and/or with technology) 2. identify transformations and sketch 3. apply complete the square to transform from standard form to vertex form 4. determine the number and type of solutions 5. find the roots of a quadratic equation using Zero Product Property or quadratic formula 6. combine complex numbers with addition, subtraction, multiplication, and use of the complex conjugate

Significant task 1: The Graph of a Quadratic Function

This significant task will introduce students to standard and vertex forms of a quadratic function. This significant task is based on the model of a flight of a baseball after it is hit, where students analyze the shape of the graph to determine if the baseball player can hit a home run in certain ball parks. As a whole class and through the use of graphing calculators, students will identify the key characteristics of the graph; vertex as maxima/minima, intercepts, axis of symmetry, increasing/decreasing intervals, positive/negative intervals, domain and range. In this significant task, students will build a foundation of identifying and writing key characteristics for later units. In addition, students will work with a partner and use their previous knowledge of transformations from Unit 1 to identify and sketch graphs of quadratic functions.

In this task, students will:

- Determine when a function is quadratic and why it is different than a linear function and similar to an absolute value function.
- Graph quadratic functions with graphing calculator and identify all the key characteristics.
- Use vertex form to identify transformations from the parent function.

This significant task targets the following CCSS Standards: F.IF.7, F.IF.5

Timeline: 4-6 blocks
Key vocabulary: quadratic function, parabola, vertex, minimum, maximum, axis of symmetry, increasing/decreasing intervals, positive/negative intervals, domain, range, standard form, vertex form, vertical stretch or shrink, vertical shift, horizontal shift, reflection
Resources: teacher created resources – Algebra 2 Dropbox

Significant task 2: What's the Best Method?

In this significant task, students will solve quadratic equations using the properties of equality and inverses, factoring and the zero product property, completing the square, and the quadratic formula. Students need to be able to understand when each method is more efficient in finding the solutions/roots. In small groups, students will discover when each method of solving is the most efficient. Afterwards, a full class discussion will be held to focus on the various methods and what types of equations lend themselves to particular methods as well as the pros and cons of each method.

In this task, students will:

- Solve quadratic equations using properties of equality and inverses.
- Factor quadratic expressions.
- Use the zero product property to solve factored quadratic equations.
- Complete the square to find solutions to quadratic equations in standard form.
- Use the quadratic formula to solve any quadratic equation.
- Understand when each method is the most efficient when solving a quadratic equation.

This significant task targets the following CCSS Standards**:** A.REI.4

Timeline: 6-8 blocks
Key vocabulary: square root, inverse operations, factor, zero product property, greatest common factor, root, completing the square, discriminant, quadratic formula
Resources: teacher created resources – in Algebra 2 Drop Box, you-tube video for quadratic formula song, Holt Sections 5.1 – 5.5

Significant task 3: Quadratic Functions with Complex Roots

In this significant task, students will first be introduced to imaginary numbers by solving a quadratic equation that requires taking a square root of a negative number. Students will connect the properties of the discriminant to the types of solutions that exist for the equation. Individually, students will generate the cycles of *i*, using the graphing calculator, to help them determine that i^2 is -1. Students will be introduced to complex numbers by solving a quadratic equation by either completing the square or the quadratic formula. This will tie back to the most efficient method from significant task 2. Students will then be introduced to combining complex numbers using addition, subtraction, multiplication, and the use of complex conjugates. Students will practice in partners combining complex numbers to become proficient in the computation.

In this task, students will:

- Try to solve a quadratic equation where it is necessary to take the square root of a negative number.
- Use the discriminant to determine the type of solutions/roots that exist.
- Generate the cycle of *i*.
- Combine complex numbers with addition, subtraction, multiplication, and the use of complex conjugates.

This significant task targets the following CCSS Standards: : N.CN.7, N.CN.1,

Timeline: 2 blocks
Key vocabulary: imaginary number, complex number, complex conjugate, discriminant, complex root
Resources: teacher created resources – Algebra 2 Dropbox, Holt Section 5.6

Common learning experiences:

- Holt sections 5.1-5.6 for homework options
- You-Tube videos for quadratic formula songs

Common assessments including the end of unit summative assessment:

- Unit Test
- **Performance Assessment: Spotlight** – Students will work in small groups to gather data, using cardboard tubes and their eyes to represent a spotlight and will model the spotlights projection on the wall. They will vary the distance of the spotlight which will affect the diameter of the spotlight projection. This data will be used to form a relationship between distance vs. diameter and distance vs. area of the spotlight. The relationships found will help students determine

where a spotlight should be placed for a performance at the Bushnell by solving the quadratic model developed with their data. Students will develop a visual presentation that explains the solution to the problem. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, make sense and use of structure, and look for and express regularity in repeated reasoning.
- Some students may be inexperienced with a graphing calculator, so class time may be spent on how to use calculation features on the graphing calculator.
- This is the first time students will see and use interval notation. Teachers need to be sure to thoroughly explain what the notation means.
- Increasing/decreasing and positive/negative intervals are difficult for some students to understand and may require using different colored pencils to highlight these intervals on the graph.
- Some students forget to read graphs from left to right.
- Some students forget there are sometimes two solutions to a quadratic equation.
- Students have trouble factoring, especially when the leading coefficient is not 1.
- This is the first time students are exposed to imaginary numbers.
- Students forget to change i^2 into -1 when simplifying expressions.
- Students forget to change the sign in the complex conjugate.

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will include operations with functions and their inverses, linear functions, systems of linear equations and inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 3 Polynomial Functions	Length of the unit: 10 blocks
Purpose of the Unit: The purpose of the unit is to expand upon students' knowledge of polynomials beyond linear and quadratic functions. Graphs of higher degree polynomials will be analyzed by finding the key characteristics, in addition to introducing the concept of end behavior. Algebraic techniques and the graphing calculator will be used to find solutions to any polynomial equation. Students will find	

polynomial models of real world data sets by running regressions with the graphing calculator.

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CC.9-12.F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CC.9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

CC.9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

CC.9-12.A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials

CC.9-12.A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

CC.9-12.A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

CC.9-12.A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial

CC.9-12.A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples (Honors and High Honors levels only)
CC.9-12.A.APR.5 (+) Know and apply that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. (The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.) (Honors and High Honors levels only)

CC.9-12.A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$. (Honors and High Honors levels only)

Big Ideas:	Essential Questions:
1 Relationships can be represented as tables, graphs, and equations. 2 Properties of equality and inverse operations are used to solve equations. 3 The degree of the polynomial indicates the number of solutions or roots for a given function.	1. What are the advantages and disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. What does the degree of a polynomial tell you about the equation and graph of the function?
Students will know: 1. key Characteristics of Graph: domain, range, end behavior, intercepts, & intervals (increasing/decreasing, positive/negative), local minima and maxima 2. transformations of parent functions 3. The Fundamental Theorem of Algebra 4. attributes of polynomial equations 5. attributes of systems of polynomials 6. types of polynomial regression 7. The Binomial Theorem	Students will be able to: 1. graph, identify, and show key characteristics (by hand and/or with technology) 2. identify transformations and sketch 3. identify the types of solutions and find the zeros graphically. 4. solve equations using roots and factoring techniques. 5. solve systems graphically using technology. 6. determine an appropriate polynomial model and interpolate/extrapolate. 7. expand polynomials in the form $(x + y)^n$

Significant task 1: Graphing Polynomials Functions

This significant task will introduce students to polynomial functions and the key characteristics of their graphs. Students are only familiar with linear and quadratic functions at this point, teachers will have to introduce students of degree 3 polynomials and higher, making a point of identifying even and odd functions. As a whole class, students will be introduced to the concept of end behavior of a function.

Through a graphing calculator investigation, small groups of students will identify the effect on the graph when changing the parameters of the function, focusing on the leading coefficient and the degree to determine the effect on the shape of the graph, number of turning points, and end behavior. Next, students will expand on their knowledge of transformations to be able to sketch the transformed graphs from the cubic and Quartic parent functions.

In this task, students will:

- Name polynomial functions by degree and number of terms.
- Describe the shape of a graph based on the degree (number of turning points).
- Identify the end behavior of polynomial functions (same direction or opposite directions).
- Locate the turning points and classify as local minima/maxima.
- Identify domain and range.
- Write increasing and decreasing intervals in interval notation.
- Find x-intercepts and write positive and negative intervals.
- Graph polynomials with an emphasis on quadratic, cubic, and quartic and identify all of the key characteristics of the graph.
- Identify transformations from the appropriate parent function and sketch.

This significant task targets the following CCSS Standards: F.IF.7, F.IF.7c

Timeline: 2-3 blocks
Key vocabulary: linear, quadratic, cubic, quartic, quintic, monomial, binomial, trinomial, polynomial, turning point, local minimum, local maximum, (absolute min/max), end behavior, domain, range, interval notation, increasing/decreasing interval, zero, positive/negative intervals, even/odd function, vertical stretch or shrink, vertical shift, horizontal shift, reflection.
Resources: LTF – interval notation investigation, teacher created resources – Algebra 2 Dropbox , Holt Sections 7.1-7.2

Significant task 2: “What’s the Best Method to Solve a Polynomial Equation?”

In this significant task, students will find solutions of a variety of polynomial equations with a focus on precision of procedure and connecting the solutions to the graph of the function. As a whole class, students will first use the root feature on their calculators to solve simple polynomial equations, with a focus on taking even/odd roots and the number of solutions. Students will expand on their knowledge of factoring quadratics to now solve higher degree polynomials with greatest common factors (GCF) and factoring by grouping, then applying the zero product property. Students will also solve by “grouping.”

Individually, students will connect the degree of a polynomial to the number of x-intercepts on the graph. Students will then be introduced to the Fundamental Theorem of Algebra as a whole class. Using the Fundamental Theorem of Algebra, students will determine when double roots and complex roots occur. In addition, students will find the real solutions by locating the x-intercepts using the graphing calculator. Lastly, in small groups, students will determine when to use the most efficient method in solving any polynomial equation.

In this task, students will:

- Use the root feature on calculator to solve simple polynomial equations
- Solve using GCF and zero product property higher degree polynomial equations

- Solve by grouping
- Solve by graphing and locating x-intercepts by applying the Fundamental Theorem of Algebra

This significant task targets the following CCSS Standards: F.IF.7, F.IF.8, N.CN.9, A.APR.3

Timeline: 3 blocks
Key vocabulary: root, square root, cubed root, nth root, grouping, greatest common factor, zero product property, Fundamental Theorem of Algebra, double root, complex root, real solution
Resources: teacher created resources – Algebra 2 Dropbox, Holt Sections 7.3 – 7.5

Significant Task 3: Modeling with Polynomials

Students have been introduced to creating scatterplots and linear regressions in Algebra 1. In this significant task, students will expand on their prior knowledge of scatterplots and regression equations to include fitting the best polynomial model to a variety of real world data sets. Students will compare the shape of the scatterplot and the correlation coefficient from the calculator to help determine the most appropriate model. Students will complete an analysis of real world problems (study time and class grades, deer populations, chlorine in pools, funeral costs, mortgage debt) in small groups, including interpolation and extrapolation.

In this task, students will:

- Use the graphing calculator to create scatterplots of data
- Use the graphing calculator to run regression equations
- Analyze regression equations to determine the best model for the data

This significant task targets the following CCSS Standards: F.BF.1

Timeline: 2 blocks
Key vocabulary: regression equation, correlation coefficient, scatterplot, linear regression, quadratic regression, cubic regression, quartic regression, interpolation, extrapolation
Resources: teacher created resources – Algebra 2 Dropbox, Holt Sections 5.7 and 7.2

Common learning experiences:

- Holt Sections 5.7 and 7.1-7.5 for homework options

Common assessments including the end of unit summative assessment:

- Unit Test
- Midterm Exam

Teacher notes:

- Process standards to highlight through instruction: reasoning abstractly and quantitatively, model with mathematics, use appropriate tools strategically, and make sense and use of

structure.

- Some students still may have difficulty determining domain and range.
- Some students have some difficulty understanding and determining end behavior.
- Students have difficulty with factoring and factoring by grouping.
- A teacher led demonstration may be needed to review with students how to create scatterplots and find regression equations using the graphing calculator.

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will include operations with functions and their inverses, linear functions, systems of linear equations and inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 4 Radical Functions	Length of the unit: 14 blocks

Purpose of the Unit:

The purpose of the unit is to expand upon the students' knowledge of functions to include radical functions. Students only have a basic understanding of the properties of square roots from previous math courses. The graphs of radical functions will be analyzed by finding key characteristics, as in previous units. Students will use algebraic techniques to simplify expressions with integer and rational exponents, and then use those concepts to simplify radical expressions. Students will solve radical equations, where some equations will have extraneous solutions.

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

CC.9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

CC.9-12.A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CC.9-12.F.BF.4c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

CC.9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

CC.9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Big Ideas:	Essential Questions:
1 Relationships can be represented as tables, graphs, and equations. 2 Properties of equality and inverse operations are used to solve equations. 3 Radicals and exponents are inverse operations.	1. What are the advantages and disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. How are radicals and exponents related?
Students will know:	Students will be able to:
1. key characteristics of graph: domain, range, end behavior, intercepts, & intervals (increasing/decreasing & positive/negative) 2. transformations of parent functions 3. radicals are inverses of quadratic and cubic functions 4. radical expressions 5. radical equations (leads or quadratic equations)	1. graph, identify, and show key characteristics (by hand and/or with technology) 2. identify transformations and sketch 3. write the inverse (radical) equation given a polynomial. 4. simplify radical expression 5. solve radical equations (including equations with extraneous solutions)

Significant task 1: Graphing Radical Functions

This significant task will introduce students to square root and cubed root functions by finding the inverse of quadratic or cubic functions. With a partner students will explore the graphs of both square root and cubed root functions and identify each graph's key characteristics as they have done with previous functions. Students should use the table feature of their graphing calculator to assist them with their graphs. Through a graphing calculator investigation students should apply their knowledge of transformation to include radical functions. A full class discussion should follow the partner investigation to summarize their findings and refer back to previous functions and compare.

In this task, students will:

- Use the properties of inverse functions to develop graphs of radical functions.
- Graph radical functions and identify the key characteristics including domain and range, end behavior, increasing and decreasing intervals, and positive and negative intervals.
- Investigate the transformations from the parent function of radical functions
- Identify transformations from the appropriate parent function and sketch.

This significant task targets the following CCSS Standards: F.IF.7, F.IF.7b, F.BF.3, F.BF.4c

Timeline: 2 blocks
Key vocabulary: square root function, cubed root function, domain and range
Resources: Teacher created resources – Algebra 2 Dropbox, Holt Section 8.6, On Core Mathematics – Algebra 2 Sections 5-1 – 5-3

Significant task 2: Simplifying Radical Expressions

In this significant task, the teacher will demonstrate properties of exponents to simplify expressions. When discussing the properties, exponents should be introduced with integers and students should be allowed practice time. Once the students are proficient with integer exponents, rational exponents can be introduced. Rational exponents should then be connected to radical expressions for the students. Students will then simplify radical expressions. Students will combine radical expressions with addition, subtraction, multiplication, and rationalize the denominator.

This significant task is mainly procedural in nature. Teachers should introduce new concepts to small groups of students as they master earlier procedures as a way to differentiate and allow students to move at their own pace.

In this task, students will:
- Simplify expressions using exponent properties
- Simplify radical expressions using rational exponents
- Combine radical expressions with addition, subtraction, multiplication, and rationalizing the denominator

This significant task targets the following CCSS Standards: F.IF.8

Timeline: 5 – 6 blocks
Key vocabulary: Base, Exponent, Product Rule, Quotient Rule, Negative Exponent Property, Power Rule, Power of a Product, Power of a Quotient, Rational Exponent, rationalize the denominator, conjugate
Resources: Teacher created resources– Algebra 2 Dropbox, Holt Sections 2.2, 8.7

Significant task 3: Solving Radical Equations

The teacher will demonstrate to the class how to solve a radical equation. Students will be introduced to extraneous solutions and there will be an emphasis on checking solutions to determine if a solution is extraneous. Students will then apply inverse operations to remove the radical from the equation. A variety of real world problems will be used to add context to radical equations.

This significant task is mainly procedural in nature. Again, teachers should introduce new concepts to small groups of students as they master earlier procedures as a way to differentiate and allow students

to move at their own pace.

In this task, students will:

- Solve radical equations
- Check for extraneous solutions
- Apply radical equations to real world problems

This significant task targets the following CCSS Standards: A.REI.2

Timeline: 2 – 3 blocks
Key vocabulary: extraneous solutions
Resources: Teacher created resources– Algebra 2 Dropbox, Holt 8.8, On Core Mathematics – Algebra 2 Section 5-7

Common learning experiences:

- Holt 2.2, 8.7, 8.8 homework options

Common assessments including the end of unit summative assessment:

- Unit Test

Teacher notes:

- Process standards to highlight through instruction: reasoning abstractly and quantitatively, model with mathematics, use appropriate tools strategically, attend to precision, and make sense and use of structure.
- Teachers may have to review properties of inverse equations as a whole class.
- This is the students' first encounter with exponent properties so extra practice may be necessary.
- Some students confuse the Product Property for simplifying exponent expressions and the Power Property when they try to multiply numerical bases instead of just combining the exponents appropriately.
- Students try to distribute exponents to sums and differences.
- Students forget to distribute the exponent to lead coefficients.
- Students may try to add lead coefficients when using the Product Property and subtract lead coefficients when using the Quotient Property when simplifying expressions.
- Students struggle with simplifying radical expressions where the lead coefficient isn't a perfect power.
- Even though a strong emphasis is put on checking for an extraneous solutions, students may forget to check their solutions.

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will

include operations with functions and their inverses, linear functions, systems of linear equations and inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 5 Exponential and Logarithmic Functions	Length of the unit: 16 blocks

Purpose of the Unit: The purpose of the unit is to expand upon functions and their inverses to include exponential and logarithmic functions. Students will explore, analyze and compare exponential and logarithmic graphs by finding the key characteristics of each. Students will use a variety of algebraic techniques to solve exponential and logarithmic equations, where some equations may have extraneous solutions. Students will expand on their work in Algebra 1 to apply exponential functions to growth and decay situations to include compound and continuous interest and effective yield.

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CC.9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CC.9-12.F.LE.4 For exponential models, express as a logarithm the solution to $ab^{(ct)} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

CC.9-12.F.IF.8b Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential growth or decay

CC.9-12.F.BF.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2(x^3)$ for $x > 0$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$ (x not equal to 1).

CC.9-12.F.BF.4c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

CC.9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

CC.9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*

CC.9-12.F.BF.5 (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

CC.9-12.A.REI.11 Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

Big Ideas:	Essential Questions:
1 Relationships can be represented as tables, graphs, and equations. 2 Properties of equality and inverse operations are used to solve equations. 3 Linear functions have a constant difference whereas exponential functions have a constant ratio. 4 Logarithms are the inverse functions of Exponential functions.	1. What are the advantages and disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. How can one differentiate an exponential model from a linear model? 4. What is a logarithm?
Students will know:	Students will be able to:
1. key characteristics of graph: domain, range, asymptotes, end behavior, intercepts, & intervals (increasing/decreasing & positive/negative) 2. exponential growth and decay 3. base e and natural log 4. transformations from a parent function 5. exponential/logarithmic forms 6. change of base formula 7. logarithmic properties 8. compound interest 9. effective yield 10. systems of equations	1. graph, identify, and show key characteristics (by hand and/or with technology) 2. interpret, classify, and graph any exponential or log function 3. identify transformations and sketch 4. evaluate a logarithm 5. solve exponential/log equations 6. apply properties to solve log equations 7. solve using compound interest formulas 8. interpret exponential growth or decay equations 9. solve systems of equations by hand and with technology

Significant task 1: Graphing Exponential and Logarithmic Functions

This significant task will expand upon students' prior knowledge of exponential functions as well as introduce logarithmic functions. Teachers should present logarithmic functions as the inverse of

exponential functions to the whole class, highlighting the properties of inverse relationships. This will be the first time students are exposed to asymptotes. In small groups or pairs, students will explore the graphs of both exponential and logarithmic functions and identify each graph's key characteristics as they have done with previous functions and including growth or decay. Students should use the table feature of their graphing calculator to understand what an asymptote is and its location on the graph.

Next, students will complete an investigation in small groups on the natural base "e" and its graph to include inverse properties to graph the inverse of "e" which is the natural log, *ln*. Finally, through a graphing calculator investigation, students will apply their knowledge of transformation to include exponential and logarithmic functions. In both investigations, a full class discussion should follow the partner investigation to summarize their findings and refer back to previous functions and compare.

In this task, students will:

- Graph exponential functions and identify the key characteristics including; asymptotes, end behavior, increasing and decreasing intervals, and positive and negative intervals, growth or decay.
- Use the properties of inverse functions to develop graphs of logarithmic functions and then identify key characteristics including; asymptotes, end behavior, increasing and decreasing intervals, and positive and negative intervals, growth or decay.
- Investigate base *e* and its graph.
- Use inverse properties to graph the inverse of *e*, the natural log *ln*.
- Investigate the transformations from the parent function of both exponential and logarithmic functions.
- Identify transformations from the appropriate parent function and sketch.

This significant task targets the following CCSs Standards: F.IF.4, F.IF.7, F.IF.7e, F.BF.3, F.BF.5

Timeline: 4 - 6 blocks
Key vocabulary: horizontal asymptote, vertical asymptote, logarithm, e, natural logarithm
Resources: Teacher created resources – Algebra 2 Dropbox, Holt 6.2, 6.3, and 6.6, On Core Mathematics – Algebra 2 "The Base *e*"

Significant task 2: Solving Exponential and Logarithmic Equations

In this significant task, a whole class discussion should be used to develop the definition of a logarithm. Students will use this definition to evaluate logarithmic expressions on their own. Students will be introduced to the Change of Base formula to evaluate logarithms when the base is not 10.

Students will simplify expressions using the Properties of Logarithms, students struggle with this concept extra practice may be needed. This will transition into solving logarithmic equations using the One – to – One Property. Students will solve logarithmic and exponential equations when different positions are missing using the appropriate method.

This significant task is mainly procedural in nature. Teachers should introduce new concepts to small groups of students as they master earlier procedures as a way to differentiate and allow students to move at their own pace.

In this task, students will:

- Write exponential equations as logarithms and vice versa.
- Use the Change of Base formula to evaluate logarithms.
- Simplify expressions using The Properties of Logarithms.
- Solve logarithmic equations when either the base or exponent is missing.
- Solve exponential equations when the exponent is missing.
- Solve logarithmic and exponential equations when the solution is missing.
- Solve systems of equations with exponential and logarithmic functions. (Honor and High Honors – required, College – optional based on time)

This significant task targets the following CCSS Standards: F.IF.8, F.LE.4, F.BF.4a

Timeline: 6 – 8 blocks
Key vocabulary: Exponential Form, Logarithmic Form, base 10, base, exponent, solution, Change of Base Formula, Product Property, Quotient Property, Power Property, Exponential – Logarithmic Inverse Property, One – to – One Property
Resources: Teacher created resources Algebra 2 – Dropbox, Holt Sections 6.4 and 6.7

Significant task 3: Applications and Modeling

In this significant task students will apply all of the skills learned previously in this unit to real world problems. Small groups of students will discover how to write an exponential model based on the initial value and its growth/decay rate. Students will make predictions based on their discovery and analyze them against actual values. Students will then be introduced to the Compound Interest Formula and will work in small groups to practice evaluating finance problems. Next, students will be introduced to the Continuous Compounding Formula and in small groups or pairs will make comparisons about predictions using both the Compound Interest Formula and the Continuous Compounding Formula. Finally, students will calculate exponential regressions to find rates of effective yield or inflation and students will model real world situations with exponential regressions. Other applications include population growth or decay, weight gain/loss, bacteria growth etc.

In this task, students will:

- Write and evaluate exponential growth and decay models to make predictions.
- Use the Compound Interest Formula to calculate finance problems.
- Use the Continuous Compounding Formula to calculate finance problems.
- Analyze exponential models to calculate effective yield.
- Determine exponential models that best fit the data by calculating an exponential regression.

This significant task targets the following CCSS Standards: F.IF.8b, A.CED.1

Timeline: 4 blocks
Key vocabulary: Growth/Decay Rate, Compound Interest Formula, Continuous Compounding Formula, Effective yield, inflation rate, exponential regression
Resources: Teacher created resources Algebra 2 – Dropbox, Holt Sections 6.1, 6.2, and 6.7

Common learning experiences:

- On Core Mathematics – Algebra 2 Units 6 and 7

- Homework Options: Holt Chapter 6

Common assessments including the end of unit summative assessment:

- Unit Test
- Performance Task – The Importance of Sunscreen: In small groups, students will simulate the reproduction of cancerous cells using M&M candies. Each group will start with 2 candies in a cup, shake and pour out the candies. For every candy with an "M" face up, 2 more candies will be added to the cup, simulating how quickly cancerous cells reproduce. After 15 trials, students will develop a graph and an equation both by hand and with the graphing calculator, and use these equations to answer a variety of questions. The product of the task is to develop a script for a commercial or public service announcement discussing why sunscreen is so important and use some of the ideas they learned from the simulation and questions. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, and look for and express regularity in repeated reasoning.
- Some students struggle to understand the meaning of an asymptote on the graph. When graphing by hand some students may cross the asymptote and extend the graph beyond its domain or range.
- When exponential functions are reflected over the x – axis some students struggle to identify whether the function represents exponential growth or decay.
- Some students may struggle to identify the missing pieces of an exponential and logarithmic equation.
- Students may struggle with solving exponential and logarithmic equations.
- Some students forget to rewrite a log equation into an exponential equation before solving for the missing "piece."
- Some students will forget to check for extraneous solutions to a logarithmic equation.
- Some students struggle with writing exponential functions; they forget how to write the growth factors if the function is doubling, tripling, etc.
- Some students struggle with using the compound interest formulas and determining when to use the continuous compounding formula.

Windsor Public Schools
Curriculum Map
Algebra 2

Purpose of the Course: This course is a study of functions and their applications. Topics covered will include operations with functions and their inverses, linear functions, systems of linear equations and

inequalities. The course will focus on linear, quadratic, exponential, logarithmic, polynomial, rational, and radical functions. This class will prepare students for Pre-Calculus and other advanced courses.

Name of the Unit: Unit 6 Rational Functions	Length of the unit: 12 blocks
Purpose of the Unit: The purpose of this unit is to expand upon the students' knowledge of functions to include rational functions. Students have developed an understanding of vertical and horizontal asymptotes from the previous unit that will assist students in graphing rational functions. Graphs of rational functions will be analyzed by finding the key characteristics. Students will use previously learned factoring techniques to simplify rational expressions. Students will solve rational equations and check for domain restrictions.	

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

CC.9-12.F.IF.7d (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

CC.9-12.A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

CC.9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

CC.9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

CC.9-12.A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

CC.9-12.A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Big Ideas:	Essential Questions:
1 Relationships can be represented as	1. What are the advantages and

tables, graphs, and equations. 2 Properties of equality and inverse operations are used to solve equations. 3 The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	disadvantages of different representations of functions? 2. What's happening in the equation and how do you "undo" that? 3. How does computation with fractions compare to computations with whole numbers?
Students will know: 1. key characteristics of graph: domain, range, asymptotes, holes, end behavior, intercepts, & intervals (increasing/decreasing & positive/negative) 2. transformations from the parent function 3. rational expressions – sums, differences, products, & quotients 4. simple rational equations	Students will be able to: 1. graph, identify, and show key characteristics (by hand and/or with technology) 2. identify transformations and sketch 3. simplify rational expressions 4. solve rational equations

Significant task 1: Graphing Rational Functions

In this significant task, students will first develop a basis for graphs of rational functions using the context of a breaking point. Engineers need to know the weight that a beam can safely support. In small groups students will investigate this concept through experiment using spaghetti and pennies to determine the breaking point of the spaghetti at different lengths hanging off of a table. By graphing the data points, the students develop the shape of a rational function.

Next, a whole class discussion will be used to explore the graph of the parent function, $y = 1/x$ where they will identify key characteristics of the graph to include horizontal and vertical asymptotes. Transformations will be used to discover other rational functions that contain asymptotes that have been translated from its parent function. Lastly, in pairs, students will perform a graphing calculator investigation to develop a deeper understanding of asymptotes and discover holes on the graph of a rational function.

In this task, students will:

- Graph rational functions and identify the key characteristics including; asymptotes, holes, end behavior, increasing and decreasing intervals, and positive and negative intervals.
- Investigate the transformations from the parent function of rational functions.
- Sketch functions by identifying transformations from the parent function and using key characteristics of the graph.

This significant task targets the following CCSS Standards: F.IF.7, F.IF.7d

Timeline: 3 – 4 blocks

Key vocabulary: rational function, horizontal asymptote, vertical asymptote, holes
Resources: Teacher created resources Algebra 2 – Dropbox, Discovering Advanced Algebra sections 9.6 and 9.7, Holt Section 8.2
Materials: pennies, spaghetti, string, tape, canisters

Significant task 2: Operations with Rational Expressions

In this significant task, students will add, subtract, multiply, and divide two rational expressions to produce one rational function to graph and analyze as in significant task 1. Students will use their understanding of operations with fractions to simplify the rational expressions. The focus of this task is procedural in nature and is a time to differentiate in terms of complexity of content. Students can be challenged to work with more complex rational expressions that utilize the skills outlined below.

In this task, students will:

- Add, subtract, multiply, and divide rational expressions
- Review factoring
- Simplify rational expressions in order to find x-intercepts, asymptotes, and holes
- Graph resulting rational functions and identify the key characteristics including; asymptotes, holes, end behavior, increasing and decreasing intervals, and positive and negative intervals.

This significant task targets the following CCSS Standards: A.APR.6, A.APR.7

Timeline: 3-5 blocks
Key vocabulary: common denominator, reciprocal
Resources: Discovering Advanced Algebra section 9.8, Holt Sections 8.3 and 8.4

Significant task 3: Solving Rational Equations

Significant task 3 is focused around how a flight across the United States takes longer east to west than it does west to east because of wind speed. Students will set up a rational equation to solve and determine the wind speed of a round trip from San Francisco to Chicago. Students will use algebraic techniques, such as “fraction busting” from Algebra 1, and the graphing calculator to solve different rational equations that turn into quadratic or linear equations. Full class discussion will focus on checking for extraneous solutions.

In this task, students will:

- Solve rational equations and check for extraneous solutions.

This significant task targets the following CCSS Standards: A.REI.2

Timeline: 2-3 blocks
Key vocabulary: extraneous solutions
Resources: Pearson Algebra 2 (common core) – page 544 problem 2, Holt Section 8.5

Common learning experiences:

- On Core Mathematics – Algebra 2 Sections 4.1 – 4.3
- Homework option: Holt Sections 8.2 – 8.5

Common assessments including the end of unit summative assessment:

- Unit Test
- Final Exam

Teacher notes:

- Process standards to highlight through instruction: reasoning abstractly and quantitatively, model with mathematics, create viable arguments and critique the reasoning of others, and make sense and use of structure.
- Before starting this unit, spend a class devoted to reviewing factoring of quadratic and cubic equations; GCF, coefficient of x^2 other than 1, grouping techniques.
- This will be the first time students will work with rational functions.
- Some students may struggle with graphing a complete rational function, that includes holes and asymptotes.
- Some students confuse holes and asymptotes and how to find them algebraically.
- Some students have difficulties with factoring.
- Some students will struggle with solving rational equations.
- Some students will forget to check for extraneous solutions.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared By: Mary Anne Butler

Presented By: Tom Baird, Tracie Peterson
Bonnie Fineman, Christine Tedisky

Attachments: Grades 1, 3, 4, 5 Mathematics Curriculum, Grades 6, 9, 10, 11 Language Arts Curriculum, Forensic Science Curriculum

Subject: Grades 1, 3, 4, 5 Mathematics Curriculum, Grades 6, 9, 10, 11 Language Arts Curriculum, Forensic Science Curriculum, 2nd Reading

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Background:

Grades 1, 3, 4, and 5 Mathematics curriculums are aligned to the CCSS and represent a balance between authentic application and computational fluency.

Grade 6 Language Arts curriculum is aligned to Common Core, but emphasizes the need for smooth transitions between elementary and middle school and high levels of achievement through relevant engagement.

Grades 9, 10 and 11 Language Arts curriculums have an overarching vision for development using the "C.L.I.M.B." acronym which is to cultivate learners through inquiry, measurement, and core beliefs.

The Forensic Science curriculum, which is based on Sheldon's gamification research to instruct curriculum is a self-progress course where students will level up and gain badges for each completion stage. This elective course is a semester-long, and no text is required at this point.

Status:

Grades 1, 3, 4, and 5 Mathematics Curriculums, Grades 6, 9, 10, and 11 Language Arts Curriculums and the Forensic Science Curriculum were presented at May 21, 2013 Regular BOE Meeting as first reading.

Recommendation:

The Board approves Grades 1, 3, 4 and 5 Mathematics curriculums, Grades 6, 9, 10 and 11 Language Arts curriculums and the Forensic Science Curriculum as a second reading.

Recommended by the Superintendent: JAV

Agenda Item # 6d.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 1 Fluency with Addition and Subtraction within 10	Length of the unit: 5 weeks
Purpose of the Unit: This unit is the first of three involving adding and subtraction during this grade level. This unit focuses on fluency with addition and subtraction within 10. Fluency within 5 and exploration within 10 was done in the previous grade level. In addition, this unit addresses counting, reading and writing numerals in the 0-120 range.	
Common Core State Standards Addressed in the unit: **1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.** **1.OA.3: Apply properties of operations as strategies to add and subtract. Two examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.).** **1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).** **1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*** **1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.** 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.4: Understand subtraction as an unknown-addend problem. For example subtract 10 − 8 by finding the number that makes 10 when added to 8.	

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Big Ideas:	Essential Questions:
1. Numerals and symbols can be used to model problems. 2. Knowing properties of operations allow us to be flexible when working with numbers. 3. Addition is putting together or adding to and subtraction is taking apart or taking from. 4. Addition and subtraction are inverse operations; that is they undo each other.	1. How are numerals and symbols used? 2. What strategies can we use to make solving addition and subtraction problems easier? 3. What types of questions does adding and subtracting answer? 4. How are addition and subtraction the same or different?
Students will know: 1. addition and subtraction • Equations • Word problems • Unknowns • Symbols 2. strategies using properties of operations for addition and subtraction within twenty 3. strategies of counting on, making ten, decomposing a number leading to a ten, and creating equivalent but easier or known sums 3. subtraction as an unknown-addend problem 5. the meaning of the equal sign 6. written numerals 0-120	Students will be able to: 1. use addition and subtraction within 20 to solve word problems with unknowns in all positions. 2. apply properties of operations, counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums as strategies to add and subtract 3. demonstrate fluency for addition and subtraction within 10 4. determine if equations involving addition and subtraction are true or false 5. count to 120, starting at any number less than 120 6. read and write numerals and represent a number of objects with a written numeral within the range 0-120, 7. solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20

	8. use an equation with a symbol for the unknown to represent a word problem 9. understand subtraction as an unknown-addend problem 10. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 11. determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?) 12. organize, represent, and interpret data with up to three categories 13. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: *Adding and Subtracting 1, 2, and 0*

The activities in this task are grounded in Chapters 2 and 3 of *Mastering the Basic Math Facts in Addition and Subtraction*. In these lessons, students transition from counting all, to beginning with one addend and counting on (or counting back for subtraction) to find the sum (or difference) by building on previous experiences with number lines and counting. As the task begins, students listen to the story, *Mouse Count*, by Ellen Stoll Walsh. Here, a context for exploring *counting on* as a strategy for *adding one* or *adding two* is set as 10 clever mice escape a greedy snake that is planning to eat them for dinner.

Following the story, students work with partners to count the number of mouse manipulatives in a bag, then find the totals as first one, then two mice are added to the bag. Students record the new numbers, write corresponding addition sentences, and draw pictures to show the process. After repeating this process several times, the class creates an organized list and discusses the patterns that emerge and the idea that the order of the addends does not affect the sum (the commutative property).

To enhance the concepts, partnerships move counters along number strips (enlarged versions of number lines) to solve story problems involving *adding one* and *adding two* and record the addition equations on the board as a class. Next, students play a spinner and number strip game for *adding one* and *adding two*, and writing corresponding number sentences.

For additional experiences as needed, the whole class or small groups may listen to *Fish Eyes* by Lois

Elhert. Here, students use goldfish crackers or counters to continually *add one* as each fish in the story adds himself to a new group of fish. Students may also may clap, jump or wiggle to kinesthetically represent *adding one* and *adding two* situations, or use pennies on a piggy bank work mat to solve piggy bank story problems. Finally, students play one or more games designed to provide practice for fluency with *adding one* and *adding two*.

Students make the connection between addition and subtraction facts as the story *Mouse Counts* is revisited throughout this task. Additionally, students listen to the story *Counting Crocodiles* by Judy Sierra, make predictions, then work as a class and in partnerships to create related *subtracting one* and *subtracting two* story problems. Finally, students share these problems for the class to solve.

Students next explore the sum of numbers when zero is an addend as they listen to the story *Gray Rabbit's 1, 2, 3* by Alan Baker, a story of a rabbit who falls asleep while he is making animals out of clay. Working in pairs, students write number sentences to show the total amount of each type of animal made while Gray Rabbit was awake, and asleep. Students share their findings with the class and discuss their observations, then act out a number of related story problems involving *adding zero* or *subtracting zero*.

Students having difficulty with the concept of adding zero may also use part-part-whole mats to visualize the facts. Here, students use the two upper sections to represent addends (the *parts*) and a larger section on the bottom to represent the sum (the *whole* or *total*). When exploring 6 + 0, students place 6 counters in one of the top sections, 0 counters in the other top section, and move all of the counters to the bottom section to show the sum. With this tool, students will quickly see that the sum is always the same as the non-zero addend because one part of their mat is always empty. Finally, students participate in one or more games or activities to practice for fluency with adding or subtracting 0, 1, or 2.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapters 2 *(pp. 31- 50)* and 3 (pp. 51-62)
Walsh, Ellen Stoll, *Mouse Count*
Elhert, Lois, *Fish Eyes*
Sierra, Judy, *Counting Crocodiles*
Baker, Alan, *Gray Rabbit's 1, 2, 3*

Significant task 2: *Doubles*

This task is grounded in Chapter 5 of *Mastering the Basic Math Facts in Addition and Subtraction.*
In these lessons, students build on the knowledge from the previous task to develop strategies for *doubles*. Students listen to the story, *Double the Ducks* by Stuart J. Murphy, where a boy with 5 ducks is followed back to his farm by 5 more ducks, and make predictions about what the boy will need in order to take care of double the original number of ducks. As a class, students solve related story problems, then turn to a partner and share the *doubles* facts discovered.

In partnerships, students play a spinner game and use counters to find the *doubles* sums for sets of farm animals. As one student finds the totals, the partner records addition number sentences on a recording sheet. The roles are then switched and play continues until pairs have determined doubles for each set of animals. Students then share the *doubles* facts with the class and respond to the prompt, "What does it mean to double a number?" These responses are shared with a partner, or presented during Math Meeting/ Circle Time to summarize the concept that doubling is the process of joining two groups of the same quantity.

In another activity to enhance the concepts, students use manipulatives and part-part-whole mats to help them solve story problems involving the addition of doubles facts. Students place a group of counters in the top left section of the mat, and create an equal-sized group in the top right section. Students then record an addition equation to show the two parts, pull the parts together to make one whole group, and record the sum.

As a class, or in small groups as needed, students revisit the story *Double the Ducks* and use manipulatives to double each item in the story. Students may also play games that use manipulatives to find the doubles of numbers to help reinforce the strategy of doubling. Additionally, students may create pages for a class book of doubles facts.

Students make the connection between addition and subtraction for *doubles* (and *halves*) as they listen to *Martha Blah Blah* by Susan Meddaugh, a story of a dog who gains the ability to speak when eating alphabet soup but encounters problems when half of the letters are removed from the soup. Students work in pairs or groups to count "letters" (manipulatives) and remove half as in the story. Students find out how many letters are left and record subtraction sentences on a recording sheet. Students then discuss their findings and relate them to *doubles* addition sentences. Through this activity, students learn that halving is the opposite of doubling.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 1 week
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole, double(s), halves
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 5 (pp.77-91)
Murphy, Stuart J., *Double the Ducks*
Meddaugh, Susan*, Martha Blah Blah*

Significant task 3: *Making-Ten*

This task is grounded in Chapter 6 of *Mastering the Basic Math Facts in Addition and Subtraction.* To begin an investigation of *making-ten* facts, students listen to the story *Ten Apples up on Top!* By Dr. Seuss, about animals trying to balance ten apples on their heads. Through this story, students explore different combinations that make ten. In partnerships, students use two-color counters to represent the apples and record corresponding number sentences. Partners then share results with the class and, as a class, generate an organized list of possible combinations and number sentences.

In the next lesson, students use ten-frames to solve related story problems. Students work with partners to find and record corresponding number sentences by placing red counters in sections of the ten-frame and then filling the remaining sections with yellow counters. As students share results with the class, the number sentences are recorded on the board and students look for patterns. Insights are then discussed, to include an understanding of the commutative property and the flexibility of numbers- that there are multiple ways to make ten.

Students explore subtraction using the making-ten strategy by revisiting *Ten Apples up on Top!* Here, students investigate what might happen if some apples fall from the animals' heads as they are balancing ten. Students use 10 linked cubes, in two different colored groups of five, to visualize how many apples are left, and record a corresponding subtraction sentence. After several repetitions, students share their findings with the class and tell a partner how thinking about *making-ten* can help someone subtract from 10.

As needed, students may further explore the concepts, either as a whole class or in small groups. Boys and girls may line up to create sums of ten students, or make bead counters, a hands-on tool for visualizing tens. Students then use the bead counters as manipulatives for interactive games that focus on the making-ten strategy. Additionally, one or more games designed to promote fluency with *doubles* and *making-ten* addition and subtraction facts may be played. (Several game options are described in *Mastering the Basic Math Facts in Addition and Subtraction*).

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole, double(s), halves
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 6 (pp. 93-110)
Seuss, Dr. (Theo LeSieg), *Ten Apples up on Top!*
Math Trailbazers Unit 3, Lessons 4-7 and CCSS Activities 3-5
Windsor Binder: *Grade One Math*

Common learning experiences:

- Math Meeting/ Circle Time: As described in the Teacher Notes section, Math Meeting/Circle Time occurs daily, for about ten minutes at the beginning of each math period. While the activities are described in general terms within the Teacher Notes section, following are a few specific suggested activities for Math Meeting/ Circle Time:

  120 Chart: In this unit, students are introduced to the 120 chart, a visual tool used throughout the year during this time for practice of counting by ones and tens, numeral identification and recognizing number patterns. As the year progresses, students also use the 120 Chart for learning about one and ten more/less, and other addition and subtraction concepts during the Math Meeting/Circle Time.

  Count Around the Circle: To practice sequences of 5-10 numbers within 120, children

stand in a circle and count from a given number to the designated target number within the sequence, one number per student. When the target number comes up, that student claps and sits down. The next student starts the sequence again. The game continues in this way until there is one person standing. (It may also be played non-competitively if students are allowed to remain standing).

Daily Ten-Frames and Hundred-Frame: Students use ten-frames to keep track of the number of days in school by placing one adhesive dot on the ten-frame each day, filling in the top row of 5 first, and moving from left to right. Once a ten-frame is filled, the next one is begun, and so on, until the number 100 is reached. The count then continues on a new set of ten-frames until 120 is reached (or the last day of school if interest is high). Students use this visual organizer to see five, ten and 100 emerge as natural benchmarks for thinking about relationships among numbers. During this time, students may also use individual white boards to write the number of days shown by the ten-frames and consider such questions as, *How many more days do we need to complete this ten-frame? How can we figure it out? Do we have more than five days? How do we know? What number story is the ten-frame telling?*

Graphing Activities: Once or twice a month throughout the year, students organize, represent, and interpret data with up to three categories on topics of interest to the class. During this time, students ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. Often the topic may pertain to read-alouds the class has shared, or to events that occur in the students' day. For example, since the read-alouds during this task are all about animals, students may create a class graph about some pets that students have at home.

- Read/Alouds/Literature Connections: Students may benefit from listening to one or more of the following stories during Math Meeting/Circle Time, prior to the *Math Trailblazers, Pennies, Pockets, Parts* Lessons (below). These stories may be used as springboards for discussion of the making-ten concept, the flexibility of numbers, and problem solving:

  Payne, Emmy, *Katy No-Pocket*
  Freeman, Don, *A Pocket for Cordoroy*
  Langstaff, John, *Over in the Meadow*

- *Math Trailblazers, Pennies, Pockets, Parts, Lessons 4-7 and CCSS Activities 3-5:* In these lessons, students explore part-whole relationships as they work with pennies and work mats showing pockets on clothing. In the first two lessons, students add two, then three whole numbers by adding the pockets on three items of clothing. Students then arrange ten pennies in a variety of ways on three pockets to learn about the associative property of addition. In the final lesson, students solve addition and subtraction word problems using pennies.

- *Giant Story Problems:* Students work as a class to read a story problem, discuss the essential points, draw a picture on the SMARTBoard or chart paper showing the details, and write both an equation and a sentence to represent the problem. Students then repeat the process with new problems, working in small groups or partnerships.

- *Math Links:*
  Addition and Subtraction within 10:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/1__Addition_and_Subtraction_wi
  1. A Day at the Beach Subtraction: Complete the subtraction sentence to tell how many are left.
  2. Addition Arrays: Use an array like a ten-frame, select the number range, and print out reports of success
  3. Build A Train: Add or subtract cars to build a train.

Common assessments including the end of unit summative assessment:
Unit 1: Fluency with Addition and Subtraction within 10 Assessment
Selected Facts Assessments, found in *Mastering the Basic Math Facts in Addition and Subtraction*

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and model with mathematics

- Throughout the year, the math period is generally broken into 4 sections as follows:

  Daily Math Meeting/Circle Time (about 10 minutes) is an active time for students, to include such activities as games for counting within 120, ten-frame counting, problem solving, graphing, review/practice of skills, and an introduction to the lesson of the day. During this time, students generally gather around the teacher at a class meeting area of the room. Students participate by carrying out meaningful routines, by explaining their reasoning to partners and/or the class, by asking clarifying questions of other students, and often by showing work on individual whiteboards, the SMARTBoard, or clipboards with paper. Students may also contribute by using a variety of strategies for solving story problems, such as acting them out, drawing a picture, and/or using manipulatives and visual tools. (A few suggested activities may be found in the Common Learning Experiences section of each unit).

  Direct Instruction (about 15 minutes) is generally introduced at the class meeting area following the Math Meeting/Circle Time. Here, the students usually work as a class, listening and participating in the instruction, asking and answering questions, discussing mathematical thinking, and/or practicing together. This time may alternately be devoted to small group instruction, where some students participate in lessons for re-teaching or enrichment while others work independently or in partnerships on differentiated games and activities that provide needed practice or enrichment of concepts.

  Investigation, Application and/or Practice (about 30 minutes): Students work independently, in partnerships, and/or small groups to investigate, apply, and/or practice the activity upon which the direct instruction is based. At this time, students may also be involved workstations, math fact activities, and/or computer-based review/practice.

Lesson Wrap-Up (about 5 minutes): Student reflections, essential questions, and lesson objectives are discussed during this time.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students on grade level work toward fact fluency and mastery of concepts. These students may use flash cards and number lines to solve story problems, and play games designed for differentiated practice and promoting fluency of *adding* and *subtracting 0, 1, and 2* facts, *doubles* facts, and *making-ten* facts. (Several suggestions and options for such practice are provided in Chapters 2, 3, 5, and 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. At the same time, students who have already mastered the facts through ten can work toward developing fluency for facts to twenty by extending the numbers in the above activities.

- Differentiation: Opportunities for differentiation frequently arise through the use of a spectrum of resources available for students, from concrete, to visual or abstract. As students are introduced to concepts, it is often at a concrete level, where hands-on manipulatives, and/or acting out situations are employed to help with mathematical reasoning. At a higher level, students use visual aids, such as number lines, charts, or drawings to help solve problems. At the highest levels, students reason abstractly, relying solely on numerals and symbols. Therefore, one way lessons are differentiated is by having a variety of manipulatives and resources readily available for students to use. In this task, these opportunities are built into each lesson.

- Predictable misconceptions: While addition and subtraction with zero are easy for automaticity, thinking about part of a quantity when that part consists of nothing is confusing. Thus, students learn the facts for 1 and 2 first, in order to develop a firmer understanding of addition and subtraction processes before thinking about how to separate or take away nothing. Once the processes are understood, the zero facts are easier for students to comprehend.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 2 Exploring Addition and Subtraction within 20	Length of the unit: 5 weeks

Purpose of the Unit: This unit is the second of three involving adding and subtraction during this grade level. This unit focuses on exploring addition and subtraction within 20 in a similar way exploration was done in the previous grade within 10.

Common Core State Standards Addressed in the unit:

1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3: Apply properties of operations as strategies to add and subtract. Two examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.4: Understand subtraction as an unknown-addend problem. For example subtract 10 − 8 by finding the number that makes 10 when added to 8.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Big Ideas:	Essential Questions:
5. Numerals and operation symbol can be used to model problems. 6. Knowing properties of operations allow us to be flexible when working with numbers. 7. Addition is putting together or adding to and subtraction is taking apart or taking from. 8. Addition and subtraction are inverse operations; that is they undo each other.	5. How are numerals and symbols used? 6. What strategies can we use to make solving addition and subtraction problems easier? 7. What types of questions does adding and subtracting answer? 8. How are addition and subtraction the same or different?
Students will know: 1. addition and subtraction • Equations • Word problems • Unknowns • Symbols 2. strategies using properties of operations for addition and subtraction within twenty 3. strategies of counting on, making ten, decomposing a number leading to a ten, and creating equivalent but easier or known sums 4. subtraction as an unknown-addend problem 5. meaning of the equal sign 6. written numerals 0-120	Students will be able to: 1. use addition and subtraction within 20 to solve word problems with unknowns in all positions 2. apply properties of operations, counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums as strategies to add and subtract within 20 3. determine if equations involving addition and subtraction are true or false 4. count to 120, starting at any number less than 120 5. read and write numerals and represent a number of objects with a written numeral within the range 0-120 6. solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 7. use an equation with a symbol for the unknown to represent a word problem 8. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 9. determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?) 10. organize, represent, and interpret data with up to three categories 11. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: *Adding Ten*

The activities in this task are grounded in Chapter 4 of *Mastering the Basic Math Facts in Addition and Subtraction*. In these lessons, students explore the facts for adding and subtracting 10 to extend the understanding of the flexibility of numbers and build upon previously known facts. First, students participate in a survey of preferred cookies, create a graph, and read the story, *If you Give a Mouse a Cookie* by Laura Numeroff about a Mouse whose favorite kind of cookie is chocolate chip. Students explore adding ten more chips to a number of chocolate chips in a picture of a cookie, then draw or use counters to find the answer in a concrete or visual way. Students record number sentences to represent adding 10 chips to the cookie, and start again with a new cookie. A class chart of number sentences is created as students discuss the findings. Students then turn to a partner and talk about any patterns observed, including such comments as, *It is just counting 10 more*, or *You just write 1 and then the number you already had.*

In another activity to promote understanding, the students use double ten-frames as a visual tool to represent the number ten, plus some more. Students place ten dots, or counters, in the first ten-frame and record *10* below it. Next to it, students place 1 dot, or counter on the ten-frame and record 1 below it. Students then place an addition sign between the numbers and tell a partner the sum for the two frames. Students work together to find sums when beginning with 10 and adding 2-9 more, then write about these observations and share the ideas with the class.

For additional experiences as needed, the whole class or small groups may use *1-20 Charts* and counters to show sums of + 10 facts, discuss patterns and predict the next sums, or tell the sum of a double ten-frame that is quickly flashed. The class may also demonstrate *Finger Facts*, using one student as the ten-finger student and another student showing any number from 0-9. Others in the group are challenged to tell the total number of fingers.

Students explore subtracting 10 after listening to *Don't Eat the Teacher!* By Nick Ward. Students solve problems involving subtracting ten, and discuss the patterns that occur. The students' insights are recorded on chart paper to summarize the thinking about these patterns, such as *The 1 goes away when you subtract 10* (place value understanding- subtract 1 ten) or *If you change it around and add it, you use the same numbers* (fact families). Finally, students may participate in a variety of games and activities as needed, for focused practice of *adding ten* and *subtracting ten* facts (found in Chapter 4 of *Mastering the Basic Math Facts in Addition and Subtraction).*

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), double, ten-frame, addend
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 4 *(pp. 63-75)*

Significant task 2: *Using Tens*

The activities in this task are grounded in Chapter 7 of *Mastering the Basic Math Facts in Addition and Subtraction*. The lessons help students use their understanding of the flexibility of numbers and knowledge of the foundation facts (+0, +1, +2, +10, *doubles facts*, *making-ten* facts) to find sums for the *using tens* facts. First, students explore different combinations of addends that make ten as the story *Diary of a Worm* by Doreen Cronin is read aloud. Students are then given 20 pieces of uncooked macaroni to represent 20 worms and a set of double ten-frames for solving story problems in which one of the addends is 8 or 9. As students work, the strategy of moving worms from one of the ten-frames to the other to make a ten is discussed. Students then record both equations, (such as 9 + 3 = 12) and a simpler equation by making ten (10 + 2 = 12) on recording sheets. Here, students learn to recognize that when a worm is moved to one ten-frame, it is coming away from the other, so the total number of worms never changes.

Another way students visualize the process of using tens is by using a single ten-frame and some two-color counters. Students pull a fact card to solve (e.g., 8 + 4), then place 8 yellow counters in the ten-frame and 4 red counters outside the ten-frame. Students determine whether it is difficult to solve the problem without counting each counter. Then students move 2 red counters into the frame to fill it, leaving 2 outside the frame. This way, students are able to quickly know the sum, without having to count.

For additional support as needed, students may represent facts using the bead counters from the *making-ten* strategy. (The *using ten* strategy focuses on sums greater than ten, so students add ten beads for a total of twenty). Students may also flip two-color counters to show a group of ten and some more for the *using ten* facts. Finally, students may use counters and egg cartons (with two sections removed) to solve related story problems, one step at a time, with a teacher's guidance.

Students revisit *Diary of a Worm* to make the connection between using ten addition facts and the subtraction facts. Again, students use a double ten-frame as a tool to help them visualize the process. Students explore a problem and discuss strategies as the teacher or another student models. Using the strategy, it is easy to subtract 9 by removing all but one of the counters from a full ten-frame, then move the remaining counter next to the ones on the other ten-frame to show the difference. As this task ends, students may participate in a variety of games and activities (found in Chapter 7 of *Mastering the Basic Math Facts in Addition and Subtraction)* as needed, for focused practice of *using tens* for addition and subtraction.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks

Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, addend

Resources:

O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 7 *(pp. 111-126)*

Windsor Binder, *Grade One Math*, Unit 1, *Find the Missing Number*

On Core Mathematics, Lesson 42, *Equal and not Equal*

Significant task 3: *Using Doubles*

The activities in this task are grounded in Chapter 8 of *Mastering the Basic Math Facts in Addition and*

Subtraction. In this task, students use prior knowledge of *doubles* facts to explore *doubles-plus-one more*. The students listen to the story *Fish Eyes* by Lois Elhert to set the context for exploring fishy problems, and work with partners to solve the problems. Students share their thinking about how to solve each problem using the *doubles-plus-one* strategy. For example to solve a problem with the number sentence 3 + 4 = 7, a student may know that 3 + 3 = 6, then count one more, which is 7.

Prior to exploring *using doubles* to find unknown facts, it is suggested that students revisit the activities from Chapter 5, of *Mastering the Basic Math Facts in Addition and Subtraction* if students do not have quick recall of doubles facts. Once students have reviewed the *doubles* facts, students may be shown the facts 6 + 6 and 6 + 7 and asked to turn to a partner to tell how the two fact cards are alike and how they are different. Addends may then be reversed for students to see that the order of the addends does not make a difference. To complete this activity, students make a list of *doubles-plus-one* facts and work with partners to share a tip for someone just learning these facts.

For additional experiences with *doubles-plus-one* facts as needed, the whole class or small groups may create *near-doubles* trains using linking cubes of two colors, or revisit Fish Eyes to act out the problems using goldfish crackers or manipulatives. Students predict the sum before lining up the goldfish in two rows to show the doubles-plus-one more. Another activity has students sort doubles and near-doubles fact cards into two categories then match each *doubles* fact with a *near-doubles* partner.

The concept of half simplifies finding the difference for *doubles* subtraction for students. Similarly, as students explore the *near-doubles* facts, the addends are about half. Students are supported in developing this number sense as a *near-doubles* sum (e.g., 15) is flashed and students are asked to identify about half (i.e., 7 or 8 would make sense). Recognizing about half helps students determine whether a math fact computation is reasonable. Again, students may revisit *Fish Eyes,* this time to explore subtraction problems using *near-doubles* facts. Finally, there are several games and activities that students may participate in as needed, for focused practice of adding and subtracting *near-doubles* facts (found in Chapter 8 of *Mastering the Basic Math Facts in Addition and Subtraction).*

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 1 week
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), doubles, near-doubles, addend
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter *8 (pp. 127-142)*

Common learning experiences:

- Math Meeting/ Circle Time: As described in unit 1, Math Meeting/Circle Time occurs for ten minutes at the beginning of each lesson and continues to be comprised of tasks and routines to help develop, review, and introduce concepts to students. While the activities are described in

general terms in unit 1, topics that are specific to this unit include problem solving and graphing opportunities with familiar contexts. For example, to relate to the story, *If you give a Mouse a Cookie*, story problems may focus on mice or cookies, while worms may serve as the theme near the end of the unit. In addition, a topic for graphing during the Math Meeting/Circle Time might include a student survey of responses to the following question: *Do you prefer to eat chocolate chip, sugar, or oatmeal cookies?*

- Read/Alouds/Literature Connections: Students may benefit from listening to one or more of the following stories during Math Meeting/Circle Time, as they relate to the lessons outlined below. These stories may be used as springboards for discussion of the flexibility of numbers (the associative property), and problem-solving:
  Merriam, Eve, *12 Ways to get to 11*
  Hong, Lily Toy, *Two of Everything*
  Long, Lynette, *Domino Addition*

- Additional Lessons: In this unit, students participate in the following additional whole-group lessons:
  On Core Mathematics, Lesson 42: *Equal and not Equal:* Children use and discuss the equal sign, and determine if equations involving addition and subtraction are true or false.
  Math Trailblazers, Unit 13, Lesson5, *Problem Solving and CCSS Activity 17:* Children use a variety of strategies to solve story problems. Additionally, they are provided with an opportunity to understand subtraction as an unknown-addend problem and complete CCSS Activity 17: *Using Addition to Subtract.*
  Windsor Math, Grade One Math Binder, Unit 1, *Find the Missing Number:* Students apply their knowledge of addition and subtraction facts and strategies to solve a variety of problems, including some with missing addends.

- Math Links: Exploring Addition and Subtraction within 20:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/2__Exploring_Addition_and_Subt
  Addition or Subtraction Arrays: Use an array like a ten-frame, select the range of 1 to 10, and print out reports of success.
  Addition Hidden Pictures: Find the sums to uncover hidden pictures.
  Bowling Subtraction: Subtract the number of pins that fall each time the ball rolls.
  Build A Train: Add or subtract cars to build a train.
  A Day at the Beach Subtraction: Choose the correct subtraction sentence and find the difference.
  High Rise Math: Play a game to add and subtract all the way to the top.
  Subtraction Hidden Pictures: Find the differences to uncover hidden pictures.
  Ladybug Subtraction: Choose the correct number of ladybug dots to complete the problem.
  Line Jumper: Use a number line to practice addition and subtraction. Choose "Medium" level for facts to 20.
  Sum Sense: Drag the numbers to make "sum" sense.
  Ten Frame Game: Use ten frames to help count and add.
  Test the Toad: Help Toad by adding or subtracting the given amount.

That's a Fact! Adjust the amount of time needed for practicing math facts.
Story Problems (One-Step): Set A , Set B , Set C , Set D , Set E , Set F , Set G , Set H , Set I , Set J

Common assessments including the end of unit summative assessment:
Unit 2 Exploring Addition and Subtraction within 20 Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, attend to precision.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students on grade level work toward fact fluency of facts through ten and further exploration of addition and subtraction facts within 20. These students may work with particular groups of fact flash cards, or play a linking cube addition game, spinner, or card game to practice *adding ten*, *using tens*, or *using doubles*, while students who have already mastered the strategies work toward developing fluency for facts to twenty. (Several suggestions and options for such practice are provided in Chapters 4, 7, and 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: As described in unit 1, opportunities for differentiation frequently arise through the use of a variety of resources available for students, from concrete, to visual or abstract. In this task, these opportunities are built into each lesson. As students are introduced to concepts, students use hands-on (concrete) manipulatives, and/or act out situations to help with mathematical reasoning. At a higher level, students use visual aids, such as drawings to help solve problems. At the highest levels, students reason abstractly, relying solely on numerals and symbols. Throughout these lessons, students are provided with many strategies for solving problems and are encouraged to use the tools that work best for their level of development.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

<table>
<tr><td>Name of the Unit: Unit 3 Counting and Place Value</td><td>Length of the unit: 6 weeks</td></tr>
<tr><td colspan="2">Purpose of the Unit: This unit has a focus on place value and building on the counting and introduction to place value in the previous grade.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed in the unit:

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a: 10 can be thought of as a bundle of ten ones—called a “ten.”

1.NBT.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</td></tr>
<tr><td>Big Ideas:
9. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted.
10. Numerals and operation symbol can be used to model problems.
11. Our number system is a system of patterns.</td><td>Essential Questions:
9. How are numerals and symbols used?
10. How can two quantities be related?
11. What patterns do you see in counting?
12. How does organizing data help us?</td></tr>
<tr><td>Students will know:
1. numbers to 120
2. written Numerals to 120
3. that the two digits of a two-digit number represent amounts of tens and ones</td><td>Students will be able to:
1. count to 120, starting at any number less than 120
2. read and write numerals to 120
3. represent a number of objects with a written</td></tr>
</table>

4. that 10 can be thought of as a bundle of ten ones—called a "ten" 5. that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones 6. the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) 7. symbols <, =, and > for comparisons of two two-digit numbers 8. attributes of data graphs and tables	numeral 4. compose numbers using tens and ones 5. compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < 6. organize, represent, and interpret data with up to three categories 7. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: Grouping By Tens

The activities in this task are grounded in the following Math Trailblazers Lessons:
Unit 9 (*Grouping by Tens*), Lessons 1-4, Lesson 5 (Part 2 only), and Lesson 6, with *CCSS Activity 10*
Unit 11 (*Looking at 100*), Lessons 1 and 4
Unit 17 (*Tensland*), Lesson 1 (*Adventure Book* pp. 77-92)

In this task, students explore number relationships, and number patterns on the hundred chart and extend partitioning work to multiples of ten. To create a context for this task, students may first listen to the story *From One to One Hundred* by Teri Sloat. As the task begins, student partnerships group and count objects by tens and ones as they play a game called *Spill the Beans.* Next, students predict the total number of letters in the first names of all of the students, estimate whether there are more or less than 100, and use connecting cubes to represent and count the total number of letters. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 ten, 3 tens…). This activity continues the focus on grouping and counting, and emphasizes the concept that 100 represents 10 tens. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

The game *Spin for Beans*, played independently, in pairs, or in small groups, provides additional practice. In this game, players use ten-frames to keep an ongoing count of the number of beans collected until a total of 50 is reached. In the next lesson, students build models of numbers by sorting connecting cubes into groups of tens and ones. Students lay each model on a *50 Chart* to illustrate the relationship of the groupings to the sequence of two digit numbers on the chart. As a class, students identify number patterns and discuss some of the number relationships represented in the activity. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

Next, students are introduced to the 100 Chart, focusing on number patterns and number relationships to reinforce familiarity with the counting sequence to 100. Individually and through class discussion, students identify numbers on the hundred chart given clues such as *one less than 25* (24), *one more than 25* (26), *ten less than 25* (15) and *ten more than 25* (35). Further practice includes finding numbers that are *between*, *more than*, or *less than* other numbers.

Students continue to explore two-digit numbers in the lesson *Measuring with Connecting Links*. First, students make 80-link chains that alternate colors in groups of ten links. Students then measure an object and break off the chain to the length of the object. Students count the links, then place them in order from least to greatest on a chart. For practice of mentally finding ten more and ten less of a number, students are asked find ten more and ten less than each of the numbers of links. Students then explain the strategies used, which may include using the *100 Chart* or thinking of tens and ones.

Math Trailblazers, Unit 11, helps students build number sense by focusing on the quantity of 100 and partitioning 100 into two and three parts. Here, groups of 2-4 students use connecting links and number charts as concrete and visual representations of two-digit numbers and grouping by tens. First, students make chains of 100 links that alternate colors in groups of ten links and separate the links between the colors to make two or three parts. Each group of students then creates a corresponding number sentences and shares it with the class. A class discussion focuses on such questions as, *What is the same about these number sentences?*; and *What is the same about all our partitions?*

This activity is followed by a game called Arrow Dynamics, where students use spinner clues (-1, +1, -10, +10) to locate numbers on a hundred chart and write corresponding number sentences using the clues. Finally, to summarize the task, students listen to the *Math Trailblazers Adventure Book* story *Tensland.* Here, students use experiences with grouping tens and ones to join in the counting as two characters count a variety of math manipulatives and other objects. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

This task directly targets the following Common Core Standards: 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, *1.NBT.3, 1.NBT.5*

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal, between, partition
Resources:
Math Trailblazers: Unit 9 (*Grouping by Tens*), Lessons 1-6; Unit 11 (*Looking at 100*), Lessons 1 and 4; *Unit 17 Lesson 1* (*Adventure Book, Tensland, pp. 77-92)*
Read-Alouds/Literature Connections:
Sloat, Teri, *From One to One Hundred*

Math Trailblazers CCSS Activity 10: \\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\CCSS_Activity_10_Lesson_6_Unit_9.pdf
100-Link Chain-More Partitioning into Two Parts:\\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\100-Link Chain(Two Parts) MTB Unit 11 Lesson 1.docx

Significant task 2: Exploring Place Value Concepts
The activities in this task are grounded in
On Core Mathematics, Lessons 54-60.

In these lessons, students explore place value concepts by using connecting cubes as base ten models, with a train of 10 cubes representing *10 ones*, or *1 ten*, and single cubes representing *ones.*
First, students use the models and write numerals and number sentences to represent equivalent forms of tens and ones within the teen numbers (11-19). Next, students use the connecting cube models to

show numbers and draw corresponding pictures of the models, starting with teen numbers and moving to larger two-digit numbers within 100.

To explore the concepts of *greater than* and *less than*, students compare 2 two-digit numbers by building a model of each number with connecting cubes and matching the groups of tens, then ones, to see which number has more (or less). At this time, students are introduced to the symbols for *greater than* (>) and *less than* (<) and use the symbols to show comparisons between two numbers.

Finally, students apply this experience with comparing numbers by solving problems that give clues for determining a mystery number. For example given several numbers to choose from, students solve such problems as, *Anthony has the number cards shown (32, 33, 35, 37, 39). He gives away the cards with numbers less than 34 and greater than 38. Which cards does Anthony have now?*

This task directly targets the following Common Core Standards: 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, *1.NBT.3*

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
On Core Mathematics, Lessons 54-60
Windsor Binders: *Grade One Math; Windsor Math Protocols Binders # 1 and #2; Problem Solving Protocols*
Selected Read-Alouds/Literature Connections, listed above

Common learning experiences:

- *Missing Numbers 20-50:* *\\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\missingnumbers20-50.pdf*

- Missing numbers 50-120 (TBD)

- Windsor Binder: *Grade One Math:*
  Place Value Mini Ten Frames Lesson: Students show given numbers with ten-frame cards and groupable manipluatives (connecting cubes) and write numbers in standard form.
  Roll to 100 (or to 120): Students play a game to count their way to 100 (or 120) on a *100* (or *120*) *Chart*.
  I have Who Has? Children build a given number (0-100) using connecting cubes and name their number two ways (e.g., 17; 1 ten and 7 ones)
  Greater, Less, Equal Cover Up Given a number and the clues, *greater*, less and *equal*, students take turns covering numbers on a 100 Chart until one player covers up an entire row or column.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of addition, subtraction and problem-solving strategies and reasoning by

students. It continues to be important to provide students with opportunities to experience a variety of different types of problems and to allow sufficient time for students to solve problems in different ways. Now, relevant contexts for meaningful problem-solving situations may include the letters in students' names or a visit to *Tensland*. Additionally in this unit, daily routines of counting the school days on ten frames and using the *120 Chart* to reinforce skills often relate directly to the day's topic, and may be used as springboards for lessons. For example, a discussion of the grouping of dots on ten-frames to track the number of days in school may lead into instruction pertaining to grouping and counting strategies. Finally, counting and place value concepts that are learned during previous lessons (e.g., *greater than* and *less than*) may be extended beyond 100 to include the numbers 101-120 during Math Meeting/Circle Time.

- Math Links: Counting and Place Value:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/3___Counting_and_Place_Value
  Beaded Numbers: Choose the number that matches the number of beads.
  Caterpillar Ordering: Choose *Order* and *1 to 20* or *1 to 100*.
  Count Along to 100: Use the 100 chart to count higher.
  Hundred Chart with Counters: Use the counters to show number patterns.
  Identify 11-30: Use ten frames to help identify the numbers.
  Interactive 100 Chart: Guess which numbers are covered.
  Mend the 100 Chart: Find the missing numbers.
  Race to Find the Number: Find the target number on the 100 chart. The timer shows the time taken to locate the number.
  Splat Square 100 Chart: Interactive 100 chart splats paintballs with optional sound effects. Use different colors to demonstrate counting by tens.
  Ten Frame Game: Use ten frames to help you count and add.

Common assessments including the end of unit summative assessment:
Unit 3 Counting and Place Value Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, look for and make use of structure, and look for and express regularity in repeated reasoning.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students needing support with early first grade skills work to develop strategies and fluency of the foundation facts through ten (+0, +1, +2 *doubles* facts, *making-ten* facts). (Several suggestions and options for such practice are provided in Chapters 2- 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore facts through 20 while students who have already mastered the strategies work toward developing fluency and problem-solving skills. Additionally, these students may work toward extending

counting and place value concepts.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: In this unit, students are introduced to place value through the use of concrete manipulatives. However, by the end of task three, there is a heavier weight placed upon visual representations. It is important to note that while many students are able to make the transition to visual representations at this point, others are not. For those students, the continued provision of additional concrete materials, such as connecting cubes, is necessary.

- Predictable Misconceptions: When students share solutions for partitioning 100 into two parts, questions may arise as to whether two number sentences (e.g., 30 + 70 = 100 and 70 + 30 = 100) are the same or different solutions. It is important to hear student opinions and explanations, and to come to a class agreement.

- Omit Part 1 of *Math Trailblazers* Unit 9, Lesson 5, *Skip Counting by Twos, Fives, and Tens*: With the Common Core, students learn to skip-count by twos and fives in second grade. Since counting by twos and fives is <u>not</u> a focus in first grade, Part 1 of Unit 9, Lesson 5 is not included i this task.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 4 Exploring Addition and Subtraction within 100	Length of the unit: 5 weeks

Purpose of the Unit: This unit is the last of three involving adding and subtraction during this grade level. This unit explores addition and subtraction within 100. Fluency within 5 and exploration within 10 was done in the previous grade level.

Common Core State Standards Addressed in the unit:

1.OA.3: Apply properties of operations as strategies to add and subtract. Two *examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a: 10 can be thought of as a bundle of ten ones—called a "ten."

1.NBT.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.6: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Big Ideas:	Essential Questions:
12. Our number system is a system of patterns. 13. Place value is based on groups of ten. 14. Knowing properties of operations allow us to be flexible when working with numbers. 15. Addition is putting together or adding to and subtraction is taking apart or taking from. 16. Addition and subtraction are inverse operations; that is they undo each other.	13. How are numerals and symbols used? 14. What strategies can we use to make solving addition and subtraction problems easier? 15. What types of questions does adding and subtracting answer? 16. How are addition and subtraction the same or different?
Students will know:	Students will be able to:

1. the meaning of the equal sign 2. that the two digits of a two-digit number represent amounts of tens and ones 3. that 10 can be thought of as a bundle of ten ones—called a "ten" 4. that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones 5. that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	1. apply properties of operations to add and subtract 2. determine if equations involving addition and subtraction are true or false 3. count to 120, starting at any number less than 120 4. within the range 0-120, read and write numerals and represent a number of objects with a written numeral 5. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 6. given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used 7. add a two-digit number to a one-digit number within 100 using concrete models/ drawings, place value strategies, or properties of operations 8. add a two-digit number to a multiple of ten within 100 using concrete models/ drawings, place value strategies, or properties of operations 9. subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10–90 (positive or zero differences) using concrete models or drawings, place value strategies, or properties of operations 10. relate addition and subtraction facts 11. explain strategies for solving problems 12. use an equation with a symbol for the unknown number to represent a word problem

Significant task 1: Adding and Subtracting Ten

This task is grounded in a series of lessons found in the Windsor Binder: *Grade One Math.* The lessons help students develop strategies for adding and subtracting ten (within 100). Here, students use concrete models (i.e., connecting cubes, connecting links), drawings, and strategies based on place value to solve problems. Students may also consider the flexibility of numbers (i.e., the associative property, the commutative property), the relationship between addition and subtraction, and such written methods as number lines to solve the problems. Throughout, students are asked to explain strategies and the reasoning used to determine solutions.

To set the context for adding and subtracting groups of 10, the students may listen to the story *One Hundred Hungry Ants* by Elinor J. Pinczes and discuss the groups of ten found on some of the pages.

Adding sets of Ten: In this activity, students work with a partner to represent a teen number (11-19) with a train of 10 connecting cubes and some ones (single cubes), then add a train of ten and record the new number. Students continue adding one more train of 10 connecting cubes and recording the new numbers until a number in the nineties is reached. Students then look for and discuss patterns. The

process is repeated starting with a new teen number until again, a number in the nineties is reached. Class discussion then focuses on number sentences in which 10 is an addend, and student observations.

Ten More: Using a 5 x 6 grid of random teen numbers (11-19) as a game board, students roll a die, calculate the total of the number rolled plus 10, and cover the total on the game board. Students take turns, using different colored counters to cover the totals, until one player has 4 counters in a row.

What Number is…? : Using a game board showing a space for a two-digit target number in the center, a *10 less* space above, a *10 more* space below, a *1 less* space to the left, and a *1 more* space to the right, students work with partners to identify numbers that relate to the target number. To generate each target number, students take turns drawing from a set of digit cards. Students may then work together, using a number chart, connecting cubes, or a number line to help with each clue and fill in the grid. A class discussion then focuses on patterns that emerge and strategies used for finding the missing numbers in the grid.

Adding and Subtracting Tens, Using Number Lines: To use an open number line as a visual tool to help with adding 10, students roll a die and record the number on the first point of the number line. Students then add 10 to the starting number and record the total at the next point to the right. Students continue adding 10 for each point until ten numbers in the sequence are completed. To Subtract, students record a two-digit number with a 9 in the tens place on the last space of the number line. Students then subtract 10 from the number and record the difference in the next space to the left. Students continue subtracting 10 until ten numbers in the sequence are completed. For each activity, a class discussion focuses on patterns that students observe, and strategies for adding or subtracting 10.

Ten More and Ten Less: To start, students use a 100 Chart to find numbers that are 10 more and 10 less than given two-digit numbers. Following this warm-up, students decorate a blank *100 Chart* by solving number puzzles with such clues as *ten more than 38* and *one less than 43.* For each number identified, the space is colored, until a design emerges.

This task directly targets the following Common Core Standards: 1.OA.3, *1.OA.5,* 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.4, *1.NBT.5,* 1.NBT.6

Timeline: 2 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
Windsor Binder, *Grade One Math*
Read-Alouds/Literature Connection:
Pinczes, Elinor J., *One Hundred Hungry Ants*

Significant task 2: Add within 100 and subtract multiples of 10
The activities in this task are grounded in
On Core Mathematics, Lessons 61-69.

The lessons in this task help students add within 100 and subtract multiples of 10 in the range 10–90 (positive or zero differences). To introduce this task and set a context for adding tens, students may listen to the poem, *Bandaids*, by Shel Silverstein, and discuss the following questions: *If bandaids come in boxes of 40, how many boxes are needed? If each child uses the same amount, how many bandaids do 2 children need?* In the lessons that follow, students use a variety of concrete manipulatives and

visual representations to help solve problems such as these.

To begin, students work in partnerships to count tens in two ways (10, 20, 30…and 1 ten, 2 tens, 3 tens…) as connecting cubes are used to add multiples of ten. Students first create representations of the problems using the connecting cubes as base ten models, then draw pictures to show the work using a line to represent a train of ten connecting cubes and a dot to represent a single cube.

Students also use the *100 Chart* to count on by ones, and models to combine ones with ones or tens with tens. In this task, the students use connecting cubes to reinforce the previously learned strategy of making-ten to add, apply the strategy to larger numbers, and draw corresponding pictures to show the work. To subtract multiples of ten, students complete a chart and draw pictures of base ten models as described above.

This task directly targets the following Common Core Standards: 1.OA.3, *1.OA.5,* 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.4, *1.NBT.5,* 1.NBT.6

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
On Core Mathematics, Lessons 61-69 (See Windsor Binder: *Grade One Math* for revised version)
Windsor Binders: *Grade One Math*
Read-Alouds/Literature Connections:
Silverstein, Shel, *Where the Sidewalk Ends, Bandaids,* p. 140

Common learning experiences:

- Windsor Binder: *Grade One Math, Adding two-digit and One Digit Numbers Game:* To supplement the *On Core Mathematics* lessons in Significant task 2*,* students work in partnerships to play this addition game. Students take turns to draw from a set of digit cards and generate addition sentences involving two-digit and one-digit addends. (These number sentences may be written on individual white board, or clipboards with paper). Both students solve each problem that is generated during the game, then work together to check solutions and discuss the strategies used.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). In this unit, review of content from the previous units continues to include the sharing of addition, subtraction and problem-solving strategies and reasoning by students. Additionally, grouping and counting concepts are reviewed, to include numbers that extend beyond 100 (101-120). Again daily routines of counting the school days on ten frames and using the *120 Chart* often relate directly to the day's topic, and may be used as springboards for lessons. For example, a discussion of number relationships on the *120 Chart* during Math Meeting/Circle Time may serve as a springboard for a lesson about using the *100 Chart* to count on for addition of ones and tens.

- Math Links: Exploring Addition and Subtraction within 100
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/4__Exploring_Addition_and_Subt
  Glencoe Base Ten Blocks: Use base ten blocks to add a two-digit number and a one-digit number or a two-digit number and a multiple of 10. Subtract multiples of 10 in the range of 10-90.
  Ten Frame Game: Use ten frames to help you count and add.
  Word Problems: Set 1; Set 2; Set 3; Set 4; Set 5Set 6; Set 7; Set 8; Set 9; Set 10

Common assessments including the end of unit summative assessment:
Unit 4 Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.
- Refer to Unit 1 for the structure of the first grade math period.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with early first grade skills work to develop strategies and fluency of the foundation facts through ten (+0, +1, +2 *doubles* facts, *making-ten* facts). (Several suggestions and options for such practice are provided in Chapters 2- 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore facts through 20 and work on the concepts of this unit, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward extending counting and place value concepts.
- Predictable Misconceptions: Children may need to review the *making-ten* and *using ten* strategies for add one-digit numbers (e.g., 8 + 5 = 8 + 2 + 3 = 10 + 3 = 13), before it is possible to relate those strategies to adding a two-digit number and a one-digit number.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating

length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 5 Defining Attributes of 2-D and 3-D Shapes	Length of the unit: 5 weeks
Purpose of the Unit: This unit is the first of three involving geometry during this grade level. This unit focuses on defining attributes of 2-D and 3-D shapes and is a continuation of the unit on 2-D and 3-D shapes from Kindergarten.	
Common Core State Standards Addressed in the unit: **1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.** **1.G.2 (2-D): Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	
Big Ideas: 17. Characteristics allow us to name and categorize shapes. 18. Shapes can be combined or broken apart to create new shapes.	Essential Questions: 17. How are shapes the same and how are shapes different? 18. How can shapes be combined or broken apart to create new shapes?
Students will know: 1. defining attributes of shapes (e.g., triangles are closed and three-sided) 2. non-defining attributes of shapes (e.g., color, orientation, overall size)	Students will be able to: 1. distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) of a shape 2. compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Significant task 1: Two-Dimensional Shapes

The activities in this task are grounded in
Math Trailblazers, Unit 2, *Exploring Shapes, Lessons 1-5*
On Core Mathematics, Lessons 88-89 and lesson 93

In this task, identifying, comparing, and describing shapes in nature helps students focus on the attributes of two-dimensional geometric shapes. In the first lesson, students listen to the book *Shapes, Shapes, Shapes*, by Tana Hoban, which depicts a variety of shapes in the real world and serves as an introduction to searching for two-dimensional shapes within the classroom. Next, students describe shapes found in the classroom and individually sketch a classroom object that resembles a particular shape. As a class, students then discuss how some of the drawings are the same or different from shapes drawn by other students.

In the next lesson, children identify pattern block shapes that are hidden in a bag, described according to each shape's properties. In addition, sets of two shapes, such as squares and rectangles, are compared and contrasted. A "shapes walk' in this lesson involves having students sketch the shapes they see around the school. (Here, a page of shapes may be given as a reference for students who have difficulty remembering shapes and names). These drawings may then be used in a class shapes book that may also include photographs of the shapes.

Next, as a class students create rectangles, squares, trapezoids, and triangles on the SMARTBoard using Geoboard virtual manipulatives (see Common Learning Experiences section for links). Here, students stretch virtual rubber bands around pegs on a pegboard to form shapes. The characteristics of each shape are discussed, to determine whether it meets the description of a given shape. For example, if a shape with four sides is shown on the Geoboard, then it cannot be a triangle since a triangle has three sides. Additionally, the Geoboard allows for making different lengths of sides to show the various types (e.g., right triangles and equilateral triangles). A question for the students' consideration might be: *Can we use the Geoboard for making a circle? Explain your reasoning.*

As a class, students may listen to *Shape Capers* by Cathryn Falwell to set the stage for using shapes to compose new shapes. Students then find as many ways as possible to compose a hexagon, using pattern blocks. For example, a student may use 6 triangles, or a trapezoid and 3 triangles. In the fourth lesson, children find three different ways to use pattern blocks for composing larger shapes, such as snakes, turtles, and rockets. Students then view the outlines of composite shapes and determine which pattern block shapes are used to create them.

Next, students determine rules that can be used for sorting, and select drawings of shapes that fit into such categories (e.g., *curved and closed*; *more than 3 sides)*. Students then describe shapes according to the number of sides and vertices. Finally, students use pattern blocks to make composite shapes, and turn to a partner to explain how each shape is made, compare solutions, and discuss the results.

This task directly targets the following Common Core Standards: 1.G.1, 1.G.2 (2-D)

Timeline: 3 weeks
Key vocabulary: rectangle, square, trapezoid, triangle, circle, curved, not curved, sides, vertices (corners or points), closed, flat, solid, shape, size
Resources:
Math Trailblazers, Unit 2, *Exploring Shapes, Lessons 1-5*
On Core Mathematics, Lessons 88-89 and lesson 93
Read-Alouds/Literature Connections:
Hoban, Tana, *Shapes, Shapes, Shapes*
Falwell, Cathryn, *Shape Capers*
Elhert, Lois, *Color Zoo*

Blackstone, Bella, *Bear in a Square*

Significant task 2: Three-Dimensional Shapes

The activities in this task are grounded in:
Math Trailblazers, Unit 15, *Exploring3-D Shapes,* Lessons 1, 3, 4, and CCSS Activity 18 with extension
Windsor Binder, *Grade One Mathematics*

In these lessons, students explore three-dimensional shapes and investigate the attributes of those shapes. To start, students play a guessing game with shapes that are collected for this purpose, including tubes, boxes, balls, and cubes. Students are invited to ask questions for clues about a shape hidden in a "mystery bag." Once the shape is revealed, the students discuss the terms and create a class chart showing the best clues for each of the shapes.

Next, students begin an investigation of three-dimensional shapes to find out which shapes can roll, stack, or slide. The lesson is followed with analyzing the pictures in the book *Shapes, Shapes, Shapes*, by Tana Hoban. Students identify examples of spheres, cubes, prisms, and cylinders in the pictures, discuss the characteristics of each, and how the shapes are used in everyday life. After a group discussion, students are encouraged to explore independently for three-dimensional shapes at home.

In partnerships, students next find the numbers of faces, corners and edges of several boxes. Students compare cubes and rectangular prisms looking for similarities and differences in the number of edges, faces, and other properties. A class chart is then created as students share the observations.

After exploring the properties that distinguish cubes from rectangular prisms, students build new three-dimensional shapes from the boxes and find the number of corners, edges, and faces of the new shape. This activity is extended to include comparing real world objects to new shapes that students might build with two or more three-dimensional models (e.g., 3-D blocks, paper tubes, boxes). For example, a rectangular prism with a cube on top may look like a building, or a pencil may look like a cylinder with a cone on top.

Next, students are led through a procedure for outlining all of the faces of a rectangular prism on a large sheet of newsprint. Students then use language to describe a specific box, create a class list of the descriptions, and are challenged to analyze the descriptive statements for accuracy.

To set the stage for the next investigation, students listen to the story *Shapes in the Kitchen* by Tracy Steffora. Students then create books featuring foods and food containers that are various three-dimensional shapes. Finally, students draw conclusions and form generalizations about shapes.

This task directly targets the following Common Core Standards: 1.G.1, 1.G.2 (2-D)

Timeline: 2 weeks
Key vocabulary: cube, rectangular prism, cone, cylinder, corner, edge, face, sphere, three-dimensional (3-D) shapes, curved, not curved, sides, vertices (corners or points), flat, solid, shape, size, closed, flat, solid, shape

Resources:
Math Trailblazers, Unit 15, *Exploring3-D Shapes,* Lessons 1, 3 and 4

On Core Mathematics Lessons 86-87 and 90-92

Windsor Binder, *Grade One Math*
Read-Alouds/Literature Connections:
Hoban, Tana, *Shapes, Shapes, Shapes*
Steffora, Tracy, *Shapes in the Kitchen*
Elhert, Lois, Color Zoo
Blackstone, Bella, *Bear in a Square*

Common learning experiences:

- Windsor Binder, *Grade One Math* (Supplemental Lessons):
  Triangles or Not Triangles? : Defining attributes of triangles are discussed as students learn the difference between shapes that are closed and those that are not. Students first examine pictures of triangles and trace each one. Next, children examine pictures of figures that are not triangles and discuss possible reasons. Students then mark various figures according to whether the figures are triangles or not triangles and explain the reasoning.
  Comparing 3-D Shapes: Students choose, or are assigned, 2 three-dimensional shapes and write about how the shapes are similar and how they are different. (This activity may be adjusted and repeated according to student needs and interests).
  Pattern Block Numbers: Students use pattern blocks to compose numerals, draw a picture showing the shapes that make up each numeral, and tell how many shapes are used.

- *On Core Mathematics,* Lessons 94-97 (Supplemental two-dimensional shape lessons):
  Students may benefit from additional practice with combining and taking apart two-dimensional shapes. Students may trace the pictures in these lessons or use pattern blocks to help determine shapes that are used to make composite shapes.

- *On Core Mathematics,* Lessons 86-87 and 90-92 (Supplemental three-dimensional shape lessons): Students may benefit from additional practice with composing and decomposing three-dimensional shapes.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning related to addition and subtraction problems, counting, and place value concepts for 0-120. Additionally, in this unit teachers may implement new daily routines that include a discussion of shapes and their attributes. For example, a "shape of the day" may be highlighted to help introduce concepts, and to reinforce skills. Now, daily routines involving shapes or books about shapes may relate directly to the day's topic and be used as springboards for lessons. Two such books may include *Bear in a Square* by Bella Blackstone, and *Color Zoo* by Lois Elhert.

Math Links: Defining Attributes of Shapes

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/5___Defining_Attributes_of_Sha

Buzzing With Shapes: Learn shapes and win the game!

Glencoe Virtual Manipulatives: Choose: Manipulatives: Attribute Blocks, Attribute Buttons, Geoboard/Bands, or Pattern Blocks

NLVM Pattern Blocks: Use six common shapes for making designs and problem solving.

NLVM Geoboard: Use virtual manipulatives to form shapes and solve problems.

Common assessments including the end of unit summative assessment:

Unit 5 Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, look for and make use of structure.
- Refer to Unit 1 for the structure of the first grade math period.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.
- Predictable misconceptions: Drawings of three-dimensional objects are difficult for students to identify because these representations are actually two-dimensional. As students are learning to identify three-dimensional shapes, it is necessary to have concrete examples of each three-dimensional shape as well as visual representations. As the lessons progress, many students may continue to rely upon concrete models of three-dimensional shapes, while other students are able to interpret visual representations (drawings).

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens

and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 6 Partitioning Circles and Rectangles	Length of the unit: 3 weeks
Purpose of the Unit: This unit is the second of three involving geometry during this grade level. This unit focuses on circles and rectangles.	
Common Core State Standards Addressed in the unit: **1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.**	
Big Ideas: 19. Fractions refer to equal sized pieces of a whole. 20. Shapes can be partitioned into equal shares (fractions). All of the equal shares of a shape can be combined to create a whole. 21. Breaking apart shapes into more equal shares creates smaller shares.	Essential Questions: 19. How can you break apart shapes to be shared in a fair way? 20. When you break a shape into equal size pieces, what is the relationship between the number of pieces and the size of the pieces?
Students will know: 3. halves, half of circles and rectangles 4. fourths, fourth of, quarters, quarter of circles and rectangles	Students will be able to: 3. partition circles and rectangles into two and four equal shares 4. describe equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of 5. describe the whole as two of, or four of the equal shares 6. understand for these examples that decomposing into more equal shares creates smaller shares

Significant task 1: Partitioning and Describing Halves and Fourths

The activities in this task are grounded in:
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lessons 1-2
On Core Mathematics Lessons 98-100

Students are introduced to the concepts of partitioning and describing halves as they listen to the story,

Give Me Half by Stuart J. Murphy. As a class, students discuss and list various objects that can be cut into halves, and possible reasons for doing so. Students further discuss the characteristics of halves, including that two halves of a whole make "fair shares" that are equal in size.

In the next lesson, students study a rectangular sheet of paper that is folded in half, discuss what they notice about the two sections, and compile a class list of their observations. Next, students cut out rectangles, squares, triangles, and circles, fold one of each into halves, and color one-half of each shape with a crayon. Students then glue the shapes onto a work page and complete sentences using the word *half* and the name of each shape to describe the work.

Students extend this exploration of halves to fourths by listening to the story, *Eating Fractions* by Bruce McMillan and studying a rectangle folded into fourths. Students repeat the process used for the concept of halves. This time, students fold shapes into fourths, color one quarter of each, and write descriptive sentences to describe the work, using the word *quarter* and the name of each shape. (A common formative assessment, *Halves and Fourths,* is administered at this time to determine if students understand that fractional pieces of a whole must be the same size).

Students next fold and color half of one circle, and one of two parts that are not halves of another circle. The process is repeated for triangles, squares and rectangles. Students then post their products onto a class chart with two columns, labeled *Halves* and *Not Halves*. Again, this activity is repeated using *Fourths* and *Not Fourths.* Throughout the lesson, students discuss how the shapes that are not halves (or fourths) have two (or four) unequal parts while the shapes in the halves (or fourths) column have parts that are the same size and shape, or equal parts. The story *Eating Fractions* may be revisited at this point, to see if children notice that not all of the pieces of food in the story are of equal size.

This task directly targets the following Common Core Standards: 1.G.3

Timeline: 2 weeks
Key vocabulary: fraction, halves, half, fourths, quarter, whole, equal share, fair share

Resources:
Selected Read-Alouds/Literature Connections:
Murphy, Stuart J., *Give Me Half*
McMillan, Bruce, *Eating Fractions*
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lessons 1-2
On Core Mathematics Lessons 98-100

Significant task 2: Comparing Halves and Fourths

The activities in this task are grounded in
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lesson 3, *Fraction Puzzles*
Windsor Binder, *Grade 1 Math*, *Fraction Pictures* and *Make a Pizza*

In this task, students work in partnerships to make and solve fraction puzzles. Here, one partner is responsible for making circle and oval puzzles. The other partner is responsible for the square and rectangle puzzles. Once complete, partners trade and assemble one another's puzzle pieces. The class is then guided by the teacher in a discussion to draw conclusions: that all pieces for an individual puzzle

are the same size; each piece represents part of the whole; there are 2 halves in the puzzles and 4 fourths; and quarters are smaller than halves of the same whole.

In *Fraction Pictures*, students are given two identical circles to cut into two halves or four quarters. Students then create a fraction picture using the fraction pieces, adding details with markers or crayons. Students turn to a partner and describe the picture that was made and the fractions used. As a class, students determine how to tell whether a fractional piece of the circle is a half or a fourth (quarter). Answers may include that it takes two (or four) to make a whole, or that the fourths are smaller than the halves. Through the process of cutting halves into fourths, students learn that decomposing ("cutting") into more equal shares creates smaller shares.

In the next activity, Students divide a paper pizza into two equal slices and draw a different topping on each half. Students are asked to answer the following question: If you cut the pizza into four equal slices (quarters) would the pieces be the same size, smaller, or larger than the two slices? Explain your thinking. Here, in addition to a written response, students may draw a picture or cut and glue the pizzas onto writing paper to help explain the reasoning.

This task directly targets the following Common Core Standards: 1.G.3
Timeline: 1 week
Key vocabulary: fraction, halves, half, fourths, quarter, whole, equal share, fair share
Resources:
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lesson 3, *Fraction Puzzles*
Windsor Binder, *Grade 1 Math*, *Fraction Pictures* and *Make a Pizza*

Common learning experiences:

- The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning related to addition and subtraction, counting and place value concepts, and defining attributes of two-dimensional and three-dimensional shapes. A topic for graphing might include a student survey of responses to the following question: *Would you rather have half of a pickle or a quarter of a pickle?*

- *On Core Mathematics, Lessons 98-100:* For extra practice or reinforcement as needed, the whole class, or small groups of students may complete these lessons to distinguish between equal and unequal shares and find shapes that are halves or fourths.

- Math Links: Partitioning Circles and Rectangles
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/6___Partitioning_Circles_and_R
  Geoboard

Common assessments including the end of unit summative assessment:

Common Formative Assessment: Hal*ves and Fourths (Math Trailblazers Student Guide, p. 369)*

Unit 6 Partitioning Circles and Rectangles Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, and attend to precision.
- Refer to Unit 1 for the structure of the first grade math period.
- In Grade 1, students should focus on partitioning shapes and using the phrases "half of", "a fourth of" or "a quarter of." Time need not be spent on writing fraction notation. Thus, where the fraction notation is shown in a lesson, students are to write the word *half* or *quarter* instead of writing the fraction notation.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.
- Predictable misconceptions: Providing pre-drawn circles and rectangles that are partly shaded and/or un-shaded takes away opportunities for students to partition shapes themselves. Therefore, In the activities of this unit, students are provided with opportunities to partition shapes by cutting, folding, and/or drawing a line.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 7 Measuring Length with Non-Standard Units	Length of the unit: 4 weeks
Purpose of the Unit: This unit is the last of three involving geometry during this grade level. This unit focuses on measurement and is a follow up to the unit on measurement in kindergarten.	
Common Core State Standards Addressed in the unit: **1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.** **1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*** *1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another*	
Big Ideas: 22. Measurements can be quantified using standard measures or common objects. 23. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 21. Why do we measure objects? 22. How can we measure objects? 23. How can we compare objects using measurements?
Students will know: 5. that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Students will be able to: 7. order three objects by length 8. compare the lengths of two objects indirectly by using a third object. 9. express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end

Significant task 1: Ordering, Comparing and Measuring Lengths
The activities in this task are grounded in:
On Core Mathematics, Lessons 70-74

In this task, students order lengths of objects and make comparisons without units and numbers, then learn to measure objects using nonstandard units. To begin, the class observes and discusses the different lengths of three objects (e.g., pencils), using such terms as *shortest* and *longest*. After working through several examples with real objects, students draw lines, pencils, and markers to show them in order from shortest to longest or longest to shortest.

Next, students indirectly measure by using similar figures to find a measurement, and use logical reasoning to compare and order the lengths of objects. To start, students solve riddles about objects they can see and hold, based on the lengths of the objects, such as: *I am longer than a crayon. I am shorter than a paintbrush. What am I?* Students then confirm the solutions by aligning and comparing the lengths of the objects. Students also work in partnerships to use clues about questions involving comparisons of lengths, and draw pictures to prove the solutions.

After students have had experience with comparing length, they are ready to measure length using nonstandard units. To set a context for this, students first listen to the story *Inch by Inch* by Leo Lionni, about a clever inchworm that outwits hungry birds by using its measuring ability. Following a class discussion of the story, students are shown how to measure objects using color tiles and practice as a class. Students then work with partners to measure a variety of real objects (e.g., books, markers, glue sticks) by laying multiple color tiles end to end with no gaps or overlaps.

Students continue experiences with measuring by using a different nonstandard measuring tool. Here, students make measuring tools from paper clips or connecting links, then measure and record the lengths a variety of common objects found in the classroom (e.g., shoe, desktop, book). As a class, students discuss observations and make connections between the measuring tools and the measurements yielded. For example, a student may realize that a smaller unit of measure results in a greater number of units for the measurement. Finally, students solve problems involving measurement by using paper clips to show given lengths of ribbon or string and comparing the lengths.

This task directly targets the following Common Core Standards: 1.MD.1, 1.MD.2, 1.MD.4

Timeline: 2 weeks
Key vocabulary: about, close to, length, short, shorter, shortest, long, longer, longest
Resources:
On Core Mathematics, Lessons 70-74
Read-Alouds/Literature Connections:
Lionni, Leo, *Inch by Inch*

Significant task 2: Rolling Along with Links
The activities in this task are grounded in:
Math Trailblazers, Unit 6, *Measurement: Length*, Lessons 1-2, and 4-5

In this task, students continue to focus on concepts involving nonstandard units of measure and comparisons. To start, students make a 50-link chain for measuring, organized into groups of ten links by alternating colors. Students use the chains to review counting by tens and leftovers by ones. As a class, students discuss how to hold the chain taught and line up the end of the chain with the edge of an object to measure. In pairs, students then measure different objects in the classroom and make comparisons between the measurements.

Next, students begin an investigation to study the distances that toy cars travel during a class experiment. This investigation provides a setting for measuring length and presents opportunities for collecting, recording, and analyzing data. Here, students roll five toys cars down a ramp that is set up in the classroom, to see which car is the “best roller.” In planning the experiment, students discuss keeping everything “fair,” including measuring the distance the car rolls the same way each time. Students then post a description of each car on an index card for displaying the length of chain used to measure the

distance of each car's roll.

As a class, students work together to roll each car down the ramp and mark where the car stops with a piece of tape. Next, students make a chain that is the same length as the car's distance and place the chain beneath the appropriate index card. For each chain, students skip count by tens and count leftovers by ones to find how many links the car rolled. Each student then creates a graph to show the data and answer such questions as: *Which car was the best roller? How far did the best roller go*? *How much farther did the best roller go than the worst roller*?

In the next lesson, students measure several objects twice, using chains of links and trains of cubes, and compare the measurements. As a class, observations about the comparisons are discussed, to include that a length of four links is longer than a length of 5 cubes. Students use inferences from this observation to predict which of two objects is longer when measured using a different unit. Finally, in partnerships, student work to verify the predictions by building chains of links and trains of cubes and comparing the lengths.

This task directly targets the following Common Core Standards: 1.MD.1, 1.MD.2, 1.MD.4

Timeline: 2 weeks
Key vocabulary: about, close to, length, short, shorter, shortest, long, longer, longest, length, distance, farther
Resources: *Math Trailblazers,* Unit 6, *Measurement: Length*, Lessons 1-2, and 4-5

Common learning experiences:

- The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning for addition and subtraction, counting and place value concepts (0-120), defining attributes of two-dimensional and three-dimensional shapes, and partitioning circles and rectangles. While activities for the Math Meeting/Circle Time are described in general terms in unit 1, topics that are specific to this unit include problem solving and graphing opportunities with familiar contexts. For example, to relate to the story *Inch By Inch*, story problems may include questions about measurement and have an inchworm as a character. Similarly, a topic for graphing prior to the *Rolling Along with Links* investigation might be: *What is your favorite car color?*

- Math Links:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/Measuring_with_Non-Standard_Un
  Length Strength: Paper Clips: Click and drag paper clips to measure each object.
  Longer/Shorter: Compare objects to see which is longer or shorter.

Common assessments including the end of unit summative assessment:
Unit 7 Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, make sense of problems and persevere in solving them, and look for and make use of structure.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: Students must be able to compare concrete materials and pictorial representations as measurement skills are developed. The tasks in this unit provide many opportunities for using a variety of manipulatives and visual tools to meet the needs of different levels of ability within the classroom as students explore measurement concepts.

- With the Common Core, students learn to count by fives in second grade. Therefore, Math Trailblazers lessons that have students count chains of links by fives are modified to have students count by tens instead.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.

- Predictable misconceptions: When measuring with nonstandard units of measure, it is important for students to understand that the units can be any size or shape, but the units must be identical.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 8 Time to the Hour and Half-Hour	Length of the unit: 3 weeks

Purpose of the Unit: This is the last unit of the year and the first unit on time in the K-5 curriculum. Time gives us a frame of reference for events like cooking, going to school, recess, sporting events, etc. In Grade 1 students tell time to the nearest hour and half-hour. In Grade 2 this is expanded to the nearest five minutes until Grade 3 where students tell time to the nearest minute.

Common Core State Standards Addressed in the unit:

1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.

1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Big Ideas:	Essential Questions:
24. Time can be measured. 25. Fractions refer to equal sized pieces of a whole. 26. Shapes can be partitioned into equal shares (fractions). All of the equal shares of a shape can be combined to create a whole.	24. How do we measure time? 25. Why do we measure time? 26. What are different ways to count?
Students will know: 6. hours and half-hours on digital and analog clocks 7. halves, half, of (circles and rectangles) 8. fourths, forth of, quarters, quarter of (circles and rectangle)	Students will be able to: 1. tell and write time in hours and half-hours using analog and digital clocks 2. partition circles and rectangles into two and four equal shares 3. describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of 4. describe the whole as two of, or four of the shares 5. understand for these examples that decomposing into more equal shares creates smaller shares

Significant task 1: Telling Time with a One-Handed Clock

The activities in this task are grounded in
NCTM Illuminations, *The Grouchy Lessons of Time*
On Core Mathematics, Lessons 75-76

In this task, students learn to tell time to the hour on a one-handed analog clock. To begin this task, students gather in a whole group to share activities they participate in during the morning time, afternoon and night. As students share ideas, a class chart using three columns that correspond to the three times of day is created. Students then listen to the story *The Grouchy Ladybug*, by Eric Carle, about a grouchy ladybug's activities throughout the day. This story documents the ladybug's adventures each

hour of the day and includes a picture of a clock with the indicated hour on each page. As the book is read, students' attention is guided to the clocks, times of day, and activities that the ladybug participates in.

After reading the story, students turn to a partner to share ideas, then discuss (as a class) the kinds of clocks they have at home and where the clocks are found (e.g., on microwaves, televisions, alarm clocks). An analog demonstration clock is then used to model the times pictured in *The Grouchy Ladybug* while the students review the activities that the ladybug did during the morning, afternoon, and evening. To close this lesson, students independently draw pictures of some of the activities children typically do during each period of the day.

The next lesson focuses on telling time to the hour on a one-handed analog clock and writing that time in standard notation (as on a digital clock). To start, students listen to the story *What Time is It, Mr. Crocodile* by Judy Sierra, to set a context for telling time to the hour. The class is then shown how to read a one-handed analog clock to the hour (using a clock with the minute hand removed), which can be read with reasonable accuracy.

To write the time, students are shown as a class that the number to the left of the colon shows the hour, and the number to the right shows how many minutes past the hour. When writing time to the hour, the zeros represent zero minutes past the hour. Next, students practice together, taking turns using the one-handed clock, and writing the times on whiteboards or paper. Students then independently practice reading and writing time to the hour using pictures of a one-handed clock.

Next, as a class, students are shown different times on a one-handed clock and are guided to read the clock using approximate language: *It's about 8 o'clock. It's a little past 9:00. It's halfway between 4 o'clock and 5 o'clock.* In this lesson, students discuss how the hour hand on a clock moves as time passes. When the hour hand moves halfway between two numbers, it is half past the hour. This experience enables students to make sense of the passage of time. Again, students practice together, taking turns using the one-handed clock, and writing the times on whiteboards or paper. Students then independently practice reading and writing time to the half-hour using pictures of a one-handed clock, and writing the times using the term *half past*.

The story *Time to…* by Bruce McMillan, about the two kinds of clocks, may follow this lesson to serve as a transition to the next task.

This task directly targets the following Common Core Standards: 1.MD.3:
Timeline: 1 week
Key vocabulary: analog clock, digital clock, hour, half-hour, minute, o'clock, half past, hour hand, minute hand
Resources:
NCTM Illuminations, *The Grouchy Lessons of Time*
Van De Walle, *Teaching Student-Centered Mathematics, Grades K-3*, p. 244
Read Alouds/ Literature Connections:
Carle, Eric, *The Grouchy Ladybug*
Sierra, Judy*, What Time is It, Mr. Crocodile?*
McMillan, Bruce, *Time To…*

Significant task 2: Analog and Digital Clocks

The activities in this task are grounded in
On Core Mathematics, Lesson 77
Math Trailblazers, CCSS Activities 1 and 7
Windsor Binder, *Grade One Math, Time Concentration; Tick Tock Clock; What Time is it?*

In this task, students learn to read and write the time to the hour and half-hour using a two-handed analog clock and digital clocks. To start, students identify the hour hand and are introduced to the minute hand. As the teacher moves the minute hand around the clock, the class counts the minutes in an hour. Students then turn and talk to a partner to discuss strategies for finding a half-hour. Following, class discussion of the strategies includes dividing the clock in half from top to bottom. Together, students count the minutes as the minute hand is moved halfway around the clock. Here, students see that there are thirty minutes in a half-hour and that the minute hand is on the six when it is half past the hour.

As a class, students discuss approximate times during the day when certain activities take place, such as lunch or recess, and practice showing the times (to the hour or half-hour) on a demonstration clock. As students discuss different times, various terms to describe the times are introduced. For example, 2:30 can be described as "two-thirty" or "half-past three"; 12:00 can be described as "12 o'clock' or "noon" or "midnight". The students then practice independently by labeling pictures of clocks with times to the hour and half-hour.

Next, students listen to the story It's *About Time* by Stuart J. Murphy, about activities that typically occur throughout a child's day. As a class, the students make predictions about activities that may happen during the next school day, creating a class schedule that includes times to the hour or half-hour. (Throughout the day this schedule may be checked to verify predictions.) In partnerships, the students then play the game *Time Concentration* to practice time-telling skills. Here, students match corresponding digital and analog time cards until all of the cards are matched. Depending on the students' abilities, the cards for this game may include times to the hour, times to the half-hour, or a combination of both.

Two additional games for practice may be played in partnerships. In *Tick Tock Clock,* students take turns drawing a time card from a deck and covering the corresponding time on a game board with a marker until one player has three markers in a row. In *What Time Is It* students take turns reading the times shown on cards and moving along a game board to the finish line. Again, the cards in both games may be adjusted according to the needs of the students.

This task directly targets the following Common Core Standards: 1.MD.3, 1.G.3:

Timeline: 2 weeks
Key vocabulary: analog clock, digital clock, hour, half-hour, minute, o'clock, half past, hour hand, minute hand, noon, midnight
Resources:
On Core Mathematics, Lesson 77
Math Trailblazers, CCSS Activities 1 and 7
Windsor Binder, *Grade One Math, Time Concentration; Tick Tock Clock; What Time is it?*
Read-Aloud/Literature Connection:
Murphy, Stuart J., *It's About Time!*

Common learning experiences:

27. Supplemental lessons for enrichment:
    On Core Mathematics, Lesson 78
    Students independently draw the hour or minute hand on analog clocks and label digital clocks with the corresponding time.
    Math Trailblazers, CCSS Activity 13
    Given different terms for expressing times to the hour or half-hour, students independently draw or write the time on each clock.
    My TV Guide
    Students independently write the day, channel, and time, and draw a clock to indicate when favorite shows begin.
    Time Barrier Game: In partnerships, students play a game involving reading, writing, and drawing times on a grid while trying to match one another's directions.

28. The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning for addition and subtraction, counting and place value concepts (0-120), defining attributes of two-dimensional and three-dimensional shapes, partitioning circles and rectangles, and measurement with nonstandard units of measure. Following *The Grouchy Ladybug,* story problems posed during Math Meeting/Circle Time may have ladybugs as subjects to promote interest and provide a meaningful context. Similarly, a topic for graphing to begin this unit may be: *What is your favorite time of day: morning, afternoon, or night?*

29. Math Links:
    http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/8__Time_to_the_Hour_and_Half-H
    Telling Time to the Hour: Choose the correct digital clock to tell the time on the analog clock.
    Stop the Clock:Match digital and analog clocks. Choose level of difficulty.
    Willie the Watchdog:Help Willie the Watchdog tell time all the way to the finish line.

Common assessments including the end of unit summative assessment:

Unit 8 Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategically, attend to precision, and look for and make use of structure.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: During activities requiring students to read clocks shown in pictures, some students may benefit from extra support. Using clock manipulatives with movable or geared hands provides a concrete tool for helping students understand the concept of telling and writing time. Other students may tell time with ease and be capable of drawing clocks to show the time. (Several opportunities for this enrichment are included in the Common Learning Experiences section).

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes or using standard units for measurement.

- Predictable misconceptions: A common error students encounter and struggle with is the hour hand being between two numbers when the minute hand is on the half-hour. If students have difficulty with this, the one-handed clock may be revisited. In addition, often students confuse 12:30 and 6:00. Again, the one-handed clock is a tool for addressing this misconception.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 1: Computing with Whole Numbers	**Length of the unit:** 4 weeks
Purpose of the Unit: This unit is intended to build upon the skills introduced in second grade. Students in second grade used their understanding of addition to develop fluency with addition and subtraction within 100. They utilized strategies based on place value, properties of operations, the relationship between addition and subtraction and/or an algorithm to add up to four two-digit numbers. This third grade unit provides baseline measures about a broad range of students' mathematical understandings and competencies. The activities include opportunities for teachers to assess students' arithmetic skills, mathematical concepts, and abilities to solve problems and communicate solutions.	
Common Core State Standards Addressed in the unit: **3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	
Big Ideas: 1. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 2. Operations can be modeled with a visual representation.	**Essential Questions:** 1. When is it appropriate to round and for what purpose? 2. What strategies can we use to make solving addition and subtraction problems easier? 3. How are addition and subtraction related?
Students will know: 1. strategies for fluently adding and subtracting within 1000 including the standard algorithm	**Students will be able to:** 1. round whole numbers to the nearest 10 or 100 2. use properties to add and subtract numbers based on place value

Significant task 1: "Playing" with Addition and Subtraction This task is comprised of several lessons from Math Trailblazers which review and build upon the addition and subtraction concepts introduced in grade 2. This is done through the introduction of many games which require students to use their skills and strategies to solve problems. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

URG 1, Lesson 2, ***Turn Over,*** engages students in a game where they practice mental computation. As student pairs play, they also begin to investigate which strategies are needed to win the game. After this game has been played once, it should be made available to students to play during Targeted Learning.

In URG 2, Lesson 1, ***Addition Fact Strategies,*** students review addition strategies and work in pairs to solve problems with more than two addends.

Lesson 2, ***Spinning Sums,*** provides an opportunity for students to review the addition facts while conducting an investigation. Students spin two spinners to randomly generate addition fact problems. Students record these facts in a data table and graph the number of times they spin each sum.

Lesson 5, ***Subtraction Fact Strategies,*** reviews and practices subtraction facts. A whole class discussion of strategies helps students verbalize number relationships and encourages them to think about problems in new ways. It is important to emphasize that a strategy that works well for one person may not be helpful to another. Encourage students to develop and share their own strategies as well as the ones introduced in the lesson. Students play the game *Nine, Ten* as a way to practice their strategies.

Lesson 6, ***Spinning Differences,*** is similar to ***Spinning Sums.*** Students spin two spinners to generate random subtraction sentences and work in groups to answer the question, "Which is the most common difference?" Students write descriptions about their solutions and problem-solving strategies.

In these tasks students will:

- Develop mental math skills for addition and subtraction
- Practice and review addition and subtraction facts
- Use strategies to add and subtract
- Use turn-around facts (commutativity) to add
- Use grouping strategies (associativity) to add
- Use patterns in data to make predictions and solve problems
- Collect, organize, graph, and analyze data
- Communicate solutions verbally and in writing

This task directly targets the following Common Core Standards: 3.NBT.2
Timeline: 7 days
Key vocabulary: addend, sum, least common, most common, turn-around facts, difference
Resources

- Math Trailblazers URG 1 – Lessons 2, 4 & 6
- Math Trailblazers URG 2 – Lessons 1, 2, 4, 5, & 6

Significant task 2: More Adding and Subtracting

This task is comprised of several lessons from Math Trailblazers which extend students' work with place value to four-digit numbers and helps them build and understanding of our number system. The first lesson lays the groundwork for adding and subtracting four-digit numbers using paper-and-pencil procedures. Base-ten pieces provide a concrete representation of the relationship between the different digits in our number system. This is done through the introduction of many games which require students to use their skills and strategies to solve problems. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students

to defend and/or present their strategies for solving these problems.

In URG 4, Lesson 3, ***Base-Ten Addition,*** students explore a standard algorithm while developing an understanding of place value. This activity concentrates on understanding two-digit plus two-digit addition.

Students expand their understanding of place value and continue to explore addition with base-ten pieces in URG 6, Lesson 3, ***Adding with Base-Ten Pieces.*** It is important for students to establish links between the base-ten blocks, the shorthand, the symbols and the words that describe the base-ten pieces.

Lesson 4, ***Subtracting with Base-Ten Pieces,*** students subtract using base-ten pieces, *Base-Ten Boards,* and *Base-Ten Recording Sheets.* The standard subtraction algorithm is introduced as a shortcut to working with the recording sheets.

In Lesson 5, ***Close Enough!***, students further their number sense and learn about finding and using "nice" numbers in computational estimation. The lesson has two parts. In Part 1 students use a visual approach to develop a conceptual understanding of rounding numbers to the nearest ten and hundred. In Part 2 students are introduced to strategies for estimating sums.

This task rounds out with Lesson 8, ***Digits Game.*** Cards are drawn one at a time from a deck of ten digit cards. Students attempt to make the largest or smallest answer to addition and subtraction problems by strategically placing the digits on a playing board. After playing the ***Digits Game*** together as a class, it can be played on an on-going basis during Targeted Instruction.

In these tasks students will:

- Understand place value
- Solve addition and subtraction problems and explain their mathematical reasoning
- Represent addition and subtraction problems using base-ten pieces
- Add and subtract multi-digit numbers using manipulatives and drawings
- Translate between representations of addition and subtraction (base-ten pieces and symbols)
- Develop addition and subtraction algorithms
- Add and subtract using paper and pencil
- Develop number sense
- Use convenient numbers to estimate
- Develop mental math skills

This task directly targets the following Common Core Standards: 3.NBT.1, 3.NBT.2

Timeline: 11 days
Key vocabulary: regrouping, Fewest Pieces Rule, estimate, estimation, front-end estimation, nice numbers, rounding, digit
Resources

- Math Trailblazers URG 4 – Lesson 3
- Math Trailblazers URG 6 – Lessons 3, 4, 5, & 8

Common learning experiences:

- **MTB Unit 1, Lesson 4: Line Math Puzzles** – this is an optional activity that would be suitable during Targeted Learning. Much arithmetic practice and reasoning is required in the creation and solution of these puzzles. Students can also use the guess-and-check approach by cutting out all the digits and moving them about until the specified sum is obtained.
- **MTB Unit 2, Lesson 4: Magic Squares -** this is an optional activity that would be suitable during Targeted Learning. In this activity, students are introduced to magic squares by working on an easier, nontraditional type of magic square. These activities help develop problem-solving and addition skills.
- **MTB Unit 4, Lesson 3: *Base-Ten Addition*** If students show a thorough understanding of working with base-ten pieces from grade 2, you may move quickly through the addition practice problems. It is, however, important to thoroughly cover the meaning of the columns and trading.
- **MTB Unit 10, Lesson 2: Problem Game -** this is an optional activity that would be suitable during Targeted Learning. Students review the subtraction facts by studying their subtraction flash cards and then playing a review game.
- **MTB Unit 15, Lesson 5: Nothing to It! -** this is an optional activity that would be suitable during Targeted Learning. Players have four cards for each round and must use those cards in a number sentence to get the smallest possible result.

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment – Unit 1: Computing with Whole Numbers
Unit 1 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others,** and **model with mathematics.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Since addition and subtraction facts should have been mastered by the end of second grade, during this instruction block students who have not mastered their addition and subtraction facts coming in to third grade will be focused on. Using an addition and subtraction pre-assessment, group students for instruction based on the results.
- **Predictable misconceptions:** Strategies that works well for one person may not be helpful to another. Encourage students to develop and share their own strategies as well as the ones introduced in the lessons. When it comes to adding and subtracting using base-ten pieces it is important for students to establish links between the base-ten blocks, the shorthand, the symbols and the words that describe the base-ten pieces.

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 2: Understanding Multiplication and Division	**Length of the unit:** 4 weeks

Purpose of the Unit: To represent and solve problems involving multiplication and division. This unit builds on work started in Grade 2, Unit 8 where students create rectangular arrays and write number sentences to go along with them. (CCSS 2.OA.4) Building on their experiences in first and second grade, third-grade students will begin a more formal study of the concepts, applications, notation and procedures of multiplying and dividing. The lessons will emphasize the development of the concepts and the use of computation to solve problems. Students will investigate multiplication and division by solving problems and sharing solutions and strategies with one another.

Common Core State Standards Addressed in the unit:

3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. ***For example, describe a context in which a total number of objects can be expressed as 5 × 7.***

3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. ***For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.***

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

Big Ideas:	**Essential Questions:**
3. Multiplication involves counting groups of like size and determining how many are in all. 4. Division is breaking apart into equal size groups. 5. Multiplication and division are inverse operations. 6. Division names a missing factor in terms of the known factor and the product. 7. Operations can be modeled with a visual representation.	1. How can you use equal groups to find how many in all? 2. How are multiplication and addition related? 3. How can division be modeled?
Students will know: 1. multiplication is combining equal group of objects	**Students will be able to:** 1. find the total number of objects within equal groups

2. multiplication is repeated addition 3. skip counting can be used to solve multiplication 4. in a multiplication equation, the first factor equals the number of groups and the second factor equals the number in each group 5. division represents two different situations – PARTATIVE (Equal groups): determining how many objects are in each group and QUOTATIVE (Measurement): determining how many groups can be made from a specific amount of equal objects. 6. division is repeated subtraction	2. use repeated addition to find the product of equal groups 3. use skip counting to find the product of equal groups 4. find how many equal groups can be made out of a certain number of objects 5. find how many objects can be shared equally among a certain number of groups 6. use repeated subtraction to find the number of equal groups 7. solve division problems using manipulatives 8. solve multiplication problems with the standard algorithm

Significant task 1: Exploring Multiplication

This task is comprised of multiple lessons from Math Trailblazers. This task engages students in the use of all four operations, but the problems lend themselves to the use of multiplication. In all three lessons students can work in pairs or small groups and the teacher should circulate around the room to check for understanding.

In Lesson 1, ***T-Shirt Factory Problems***, students work in groups to solve a problem concerning the number of letters in their first names. Then, a story about a fictitious class that is decorating T-shirts with the students' first names serves as the context for a series of problems. This lesson lends itself to assessing students' abilities to solve problems and to work collaboratively by asking them to write a report of their group's strategies and solutions to ***Question 5***.

In Lesson 2, ***In Twos, Threes, and More*** students work in groups to make lists of things that come in twos, threes, fours, and so on, up to twelves. Students write multiplication problems based on items in this list. They solve problems using various strategies and multiplication sentences to express their answers. Discussing their solution strategies is an important part of this lesson. This lesson lends itself to assessing students' abilities to solve problems by asking them to solve a problem such as, *"How many corners are there on eight triangles?"*. Note students' abilities to use words, pictures, or number sentences to show how they solved the problem.

Lesson 3, ***Multiplication Stories***, has students continuing to explore multiplication by drawing pictures and writing stories to illustrate multiplication problems such as 7 x 8, 4 x 20, and 4 x ½ . Students work well in pairs for this activity. Pairs can use counters in creating their multiplication stories. This lesson lends itself to assessing students' abilities to solve problems by asking them to write a story for a problem such as 8 x ¼ , 10 x 9, or 20 x 3.

In these tasks students will:

- Interpret bar graphs
- Explore multiplication through problem solving
- Use patterns in data to solve problems
- Create and solve problems involving multiplication

- Represent multiplication with manipulatives, pictures, and words
- Write multiplication number sentences
- Communicate solutions verbally and in writing and explain their reasoning
- Connect multiplication and repeated addition
- Connect multiplication and addition of equal-sized groups

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 6 days
Key vocabulary: multiplication number sentence, product, factor
Resources

- On Core Lessons 3, 4, 5
- Math Trailblazers URG 3 - Lessons 1, 2 (CCSS Activity 4), & 3

Significant task 2: Applying Multiplication Through Problem Solving

This task is comprised of two lessons from Math Trailblazers. In Lesson 4, ***Making Teams***, groups of students are asked to consider the problem of dividing the class into teams of equal sizes. For each team size, they find the number of teams they can form and the number of students left over. To help solve this problem, students group counters into sets of equal sizes (with remainders). Finally, they use multiplication number sentences to represent the groupings. Although phrased in terms of multiplication, the concepts are precursors to the understanding of division. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 6, ***More T-Shirt Problems***, students solve a set of word problems using multiplication and division. As an **extension**, ask students to write their own problems involving multiplication and division. Have students swap problems with a partner. After partners solve their partner's problems they can check each other's solutions and strategies. Use your document camera to highlight several student generated problems as a full class discussion. Any of the problems presented can be used to assess students' abilities to solve multiplication and division problems and explain their reasoning.

In these tasks students will:

- Divide a set of objects into equal size groups (with remainders)
- Write multiplication number sentences
- Solve multistep problems involving multiplication and division
- Communicate solutions verbally and in writing

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: multiplication number sentence, product, factor
Resources:

- Math Trailblazers URG 3 - Lessons 4 & 6 (CCSS Activity 5)

Significant task 3: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 2 – Multiplying by 2 (pp. 27-41)

- Chapter 3 – Multiplying by 10 (pp. 43-52)

Chapter 2 – Multiplying by 2: Students have extensive experience skip-counting by twos and grouping twos (pairs) and have developed an understanding of doubling. This set of facts is a natural place to begin exploring multiplication facts.

Big Ideas

- Multiplication by 2 is the same as doubling
- Numbers stand for a variety of things. Operation symbols help us determine what the numbers represent.
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***Two of Everything*** by Lily Toy Hong

Chapter 3 – Multiplying by 10: The understanding of 10 is foundational in our number system. Students have experience skip-counting by 10, grouping in tens, and working with models of 10, such as ten-frames and base-ten blocks.

Big Ideas

- Multiplication by 10 is like skip counting by 10
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***The Grouchy Ladybug*** by Eric Carle

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: On Core Lessons 1 & 2, ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 2 & 3)

Common learning experiences:

- Optional Literature Connection: ***Each Orange Had Eight Slices: A Counting Book*** *by Paul Giganti, Jr.* (This book illustrates multiplication problems with colorful drawings just as students illustrate their multiplication problems during this activity.)

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 2: Understanding Multiplication and Division
Unit 2 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, and attend to precision.

- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Since addition and subtraction facts should have been mastered by the end of second grade, during this instruction block students who have not mastered their addition and subtraction facts coming in to third grade will be focused on. Using an addition and subtraction pre-assessment, as well as your Unit 1 Assessment Reflection form to group students for instruction based on the results.

- **Predictable misconceptions:** At this point, do not place too much emphasis on the order of the factors in a multiplication sentence. It is standard practice to associate the number sentence 3 x 4 = 12 with the sentence *3 groups of 4 equal 12*. However, some students might write 4 x 3 = 12. Since multiplication is commutative, this is acceptable.

- **For Significant Task 3:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 3: Using Multiplication and Division	**Length of the unit:** 6 weeks

Purpose of the Unit: This unit further explores the concept of multiplication as well as its connection to division. Students encounter many types of multiplication and division problems, discover different strategies for solving problems, and learn to communicate their solutions in many ways. Students also solve problems involving multiplication of two-digit by one-digit numbers and division problems that cannot be solved just by using fact families. Students solve multiplication problems by breaking products into the sums of simpler products and write stories that represent their arithmetical processes in a meaningful way. This work leads to the conceptual development of a paper-and-pencil algorithm for the multiplication of two-digit by one-digit numbers. Students solve division problems that deal with remainders in various ways and multistep problems that involve both multiplication and division.

Common Core State Standards Addressed in the unit:

3.OA.5: Apply properties of operations as strategies to multiply and divide.2 ***Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)***

3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*

3.OA.6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Big Ideas:	**Essential Questions:**
1. Multiplication involves counting groups of like size and determining how many are in all. 2. Multiplication and division are inverse operations. 3. Division names a missing factor in terms of the known factor and the product. 4. Operations can be modeled with a visual representation.	8. How can you use arrays to model multiplication and find factors? 9. How are division and subtraction related? 10. How do patterns aid in mastering multiplication facts? 11. How is multiplication and division related?
Students will know:	**Students will be able to:**
2. word problems can be represented in multiple ways (e.g., equation, array, equal groups, repeated addition, repeated subtraction, number line, table).	1. create and solve a multiplication or division word problem 2. create and solve a multiplication or division word problem using a symbol to

3. there can be an unknown within an equation 4. multiplication is commutative and division is not commutative 5. the distributive, associative, and commutative properties of multiplication 6. the identity property (multiplying by 1) 7. the zero property of multiplication (multiplying by 0) 8. multiplication and division are inverse operations 9. from memory all multiplication math facts from 0 x 0 up to and including 9 x 9	represent the unknown number 3. apply multiplication or division to solve for an unknown in an equation 4. multiply two factors in any order 5. find the product when multiplying by 1 or 0 6. use fact families to help solve division problems 7. apply strategies to solve multiplication and division equations 8. demonstrate automatic recall of all multiplication math facts from 0 x 0 up to and including 9 x 9

Significant task 1: Problem Solving with Multiplication and Division
This task is comprised of two lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

Lesson 4, ***Birthday Party***, has students working in groups or pairs on a set of problems they can solve using division. Using their solutions as a foundation, the discussion will lead to division and the introduction of division number sentences.
This lesson lends itself to **assessing** students' abilities to communicate their solution strategies and represent multiplication and division by asking them to show as many different ways as they can to solve ***Question 1.***

The Money Jar, Lesson 5, engages students in solving a series of problems where they divide money equally among the members of a family. They will write number sentences to show their solutions.

In these tasks students will:

- represent multiplication and division using manipulatives and words
- solve division problems
- communicate problem-solving strategies
- interpret remainders
- write division number sentences
- solve problems involving money

This task directly targets the following Common Core Standards: 3.OA.3

Timeline: 3 days
Key vocabulary: remainder
Resources

- Math Trailblazers URG 7 - Lessons 4 & 5

Significant task 2: Strategies for Learning Facts

This task is comprised of several lessons from Math Trailblazers. Lesson 1, ***Lizardland Problems***, has students solving problems involving multiplication by using clues they find in a drawing of the Lizardland Amusement Park. Students write and solve their own multiplication problems about the drawing. Later in the task, students revisit Lizardland to explore the relationship between multiplication and division. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

Fact practice is interwoven in this task as students use a multiplication table to look for patterns. In Lesson 2, ***Handy Facts***, students generate the multiplication facts for 0, 1, 2, 3, 5, and 10; record them on a blank multiplication table; and look for patterns in the table entries. In Lesson 4, ***Completing the Table***, students complete their multiplication tables by finding the remaining multiplication facts through skip counting or using a calculator. They also learn how to use triangle flash cards to practice their facts. Prior to this, in Unit 1, students began their study of math facts with x2 and x10.

In Lesson 3, ***Multiplication and Rectangles,*** students arrange square-inch tiles into rectangles to find factors of 6, 12, and 18. They turn the rectangles around and learn that changing the order of the factors in a multiplication sentence does not change the product (e.g., 3 x 6 = 18 and 6 x 3 = 18). They build squares with their tiles to derive the square number multiplication facts and look for patterns among square numbers. They record new facts on their multiplication tables. Finally, they solve problems about tile arrangements. As an **extension**, ask students to use tiles to investigate the factors of the numbers 1 to 50 and identify the prime numbers.

Students will play a game called ***Floor Tiler*** in Lesson 5. This game can be played with 2 or 4 players. After spinning two numbers, a player uses the product to color in grid squares in the shape of a rectangle on his or her grid paper. Players take turns spinning and filling in their grids.
Students return to ficticious Lizardland in Lesson 6, ***Division in Lizardland.*** Students explore the relationship between multiplication and division through problems about the Lizardland Amusement Park. They discover that there is no turn-around rule for division. They investigate division involving zero and they look at the relationship between multiplication and

In the last lesson on this task, ***Multiples of Tens and Hundreds***, students use base-ten pieces to investigate multiplication by multiples of 10 and 100.

In these tasks students will:

- Solve and write problems involving multiplication and division
- Communicate solutions and strategies verbally and in writing
- Use a multiplication table to record and retrieve multiplication facts
- Identify patterns among the multiplication facts for 0, 1, 2, 3, 5, 9 and 10
- Solve problems involving nickels and dimes
- Represent multiplication using rectangular arrays
- Derive turn-around facts
- Investigate square and prime numbers
- Practice multiplication facts
- Use the array model of multiplication to learn the multiplication facts
- Investigate division involving zero

- Multiply be tens and hundreds and communicate patterns found

This task directly targets the following Common Core Standards: 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7

Timeline: 11 days
Key vocabulary: factor, multiple, product, array, column of an array, prime number, row of an array, square number, turn-around fact
Resources

- Math Trailblazers URG 11 - Lessons 1, 2, 3 (CCSS Activity 12), 4 (CCSS Activity 13), 5 (CCSS Activity 14), 6, & 8

Significant task 3: Multiplication and Division Made Easier
Task 3 is comprised of multiple lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Break-apart Products,*** students break products, such as 6 x 8, into the sum of simpler products, e.g., 6 x 5 + 6 x 3. To do this, they draw a rectangular array on grid paper to represent the product. Next they divide the array into two smaller arrays that represent easier products and then add the easier products to get their answers. Students begin with one-digit by one-digit problems and move to two-digit by one-digit problems. By doing this, students will begin to develop an understanding of the distributive property of multiplication over addition although it is not studied formally.

Lesson 2, ***More Multiplication Stories,*** students continue to solve two-digit by one-digit multiplication problems. After exploring and discussing their own methods of solving these problems, students focus on the method of breaking apart products into the sum of simpler products. They pay particular attention to partitioning numbers into tens and ones. Students then write stories to represent multiplication problems and refine the stories to reflect their partitions. This work leads to the development of a paper-and-pencil algorithm. In this lesson ask students to solve the problem 4 x 34 using "Tyrone's Way" to represent their work. Through a full class discussion, you can use this activity to **assess** students' abilities to create stories for multiplication sentences and explain their solution strategies.

Making Groups, Lesson 3, has students considering the number of groups of equal size they can make from various numbers of objects. The groupings involve dividing numbers between 25 and 50, many of which cannot be solved using a simple reversal of multiplication facts. Particular attention is given to remainders.

This task closes with Lesson 4, ***Solving Problems with Division.*** Students solve multiplication and division word problems, including some division problems that involve remainders. They also solve challenging multistep problems whose solutions use both multiplication and division.

In this task students will:

- Represent multiplication problems using arrays
- Solve multiplication problems by writing them as the sum of easier problems
- Create stories and write number sentences for multiplication and division situations

- Solve multistep multiplication and division problems and explain their reasoning
- Multiply numbers ending in zero
- Solve 2-digit by 1-digit multiplication problems using paper and pencil
- Break products into the sum of simpler products (applying the distributive law of multiplication over addition
- Divide a set of objects into equal-size groups (with remainders)
- Represent division problems using drawings and manipulatives
- Divide two-digit numbers
- Investigate patterns involving remainders
- Interpret remainders

This task directly targets the following Common Core Standards: 3.OA.3, 3.OA.5, 3.OA.6, 3.OA.7

Timeline: 7 days
Key vocabulary: partition
Resources

- Math Trailblazers URG 19 - Lessons 1 (CCSS Activity 12B), 2 (CCSS Activity 30), 3, & 4 (CCSS Activity 31)

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 4 – Multiplying by 5 (pp. 55-67)
- Chapter 5 – Multiplying by 1 (pp. 69-78)
- Chapter 6 – Multiplying by 0 (pp. 79-89)

Chapter 4 – Multiplying by 5: Students have extensive experience skip-counting by 5. They recognize connections with money concepts (nickels). Previous exploration with x10 facts leads to the insight that multiplying by 5 can be thought of as half of multiplying by 10.

Big Ideas

- Multiplication by 5 is like skip-counting by 5
- Our number system is a system of patterns
- 5 is half of 10. Multiplying a number by 5 will result in a product that is half of the product that results when the same number is multiplied by 10
- The order of factors does not change the product (the commutative property)

Literature Link: ***Count on Pablo*** by Barbara deRubertis

Chapter 5 – Multiplying by 1: Although x1 facts are easy to memorize, we do not begin with x1 facts because of the confusion with the grouping aspect of multiplication (e.g., groups of 1?) Providing students with opportunities to explore groups of 2, 5, and 10 provides a stronger foundation for understanding multiplication facts.

Big Ideas

- When multiplying by 1, the product is the same as the other factor
- The order of factors does not change the product (the commutative property)

Literature Link: ***One Tiny Turtle*** by Nicole Davies

Chapter 6 – Multiplying by 0: x0 facts are easy for students to commit to memory because the product is always 0, but this set of facts can be challenging for concrete thinkers. It is difficult to conceptualize a group of nothing. Once students have explored multiplication with 2, 10, 5, and 1, this set of facts becomes easier to understand.

Big Ideas

- If either factor is 0, the product will be 0
- The order of factors does not change the product (the commutative property)

Literature Link: ***Where the Wild Things Are*** by Maurice Sendak

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 5, 6 & 7)

Common learning experiences:

- On Core Lessons 6 - 39 and 52-54 ***as needed*** for practice, extension, intervention or homework
- Optional Literature Connection: ***Sea Squares*** by Joy Hulme. (This book develops square number facts through counting). U11-L3
- **Technology:** Use *The National Library of Virtual Manipulatives* http://nlvm.usu.edu website to work with manipulatives to model the all-partials algorithm.

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment – Unit 3: Using Multiplication and Division
Unit 3 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and look for and express regularity in repeated reasoning.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 2: Understanding Multiplication and Division, to determine student needs.
- **Predictable misconceptions:** In Lesson 3, ***Multiplication and Rectangles***, give students 25 square-inch tiles of the SAME color. Different colors might confuse students when they write number sentences to match tiles. Also, connecting a number sentence with a picture may not be apparent to some students. Emphasize that number sentences must match the picture.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and

engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

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Grade 3 Mathematics

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Name of Unit 4: Exploring Measurement and Data	**Length of the unit:** 5 weeks

Purpose of the Unit: To solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. This unit extends student's work with telling time from the hour and half hour in first grade and telling time to the nearest five minute interval in second grade to now telling time to the nearest minute. For volume, students use graduated cylinders and water to measure the volume of solid objects and of containers. The procedure of measuring volume by displacement is explored. Finally, students use a two-pan balance and standard masses to find the mass of various objects. Then, during a lab, they investigate how to predict the total mass of a number or identical objects. Students see that such procedures give a good, though possibly inexact, prediction. The concept of experimental error is explored.

Common Core State Standards Addressed in the unit:

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Big Ideas: 12. When comparing two objects you need to use a common or standard unit of measure. 13. The choice of measurement tool depends on the measurable attribute and the degree of precision required. 14. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement.	**Essential Questions:** 4. How can you tell time to the nearest minute? 5. How can you measure elapsed time in minutes? 6. How can you estimate and measure liquid volume and mass in metric units? 7. How do time, mass, and volume relate to each other?
Students will know: 10. how many minutes are in an hour 11. the clock can be divided into fifteen-minute intervals 12. hour and minute hand move at different rates 13. the concept of elapsed time, including between a.m. and p.m. 14. the concepts of whole, half and quarter as they relate to a number line 15. how to estimate time for different tasks 16. the relationship between mass and weight and liquid and volume 17. measures of metric capacity (liter, gram, kilogram) 18. masses and volumes can be added, subtracted, multiplied and divided 19. how to estimate measurement of liquid volume and mass 20. abbreviations used to represent units of measure 21. how to present data on a scaled picture graph and a scaled bar graph with several categories 22. when it is important to measure precisely to a half or quarter inch	**Students will be able to:** 1. write time on a digital clock and draw hands on analog clock to a precise minute 2. accurately compute elapsed time to the nearest minute 3. solve elapsed time word problems using addition and subtraction 4. use an open number line to determine elapsed time 5. estimate the capacity of real-life items to the nearest liter 6. accurately measure liquids using liters 7. estimate the mass of real-life items to the nearest gram of kilogram 8. measure mass using grams and kilograms 9. choose appropriate units of measure for specific problems and solve 10. accurately solve two step problems relating to a picture or bar graph 11. demonstrate accurate measurement to the nearest half inch and quarter inch

Significant task 1: It's Time

This task is comprised of four lessons from Math Trailblazers that focus around telling time and time

intervals. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 5, ***It's Time***, students practice telling time to the nearest five minutes. Students make a clock and use it to review the position of the hour and minute hands for various time of day. Students use the context of the TIMS Candy Company to practice writing and telling time on analog and digital clocks.

Lesson 6, ***Time for Problems,*** has students solving a series of word problems about telling time and elapsed time. To solve them, students use the analog clock that was created in the previous lesson.

In Lesson 1, ***Time Again,*** students practice telling time to the nearest minute. Students also engage in problems involving elapsed time. Lesson 2, ***Time and Time Again,*** is a game in which players find pairs from memory. Players turn over face-down cards trying to match the time on an analog clock to the corresponding digital time.

In these tasks students will:

- tell time to the nearest five minutes
- tell time to the nearest minute
- tell time on analog and digital clocks
- solve problems involving elapsed time
- learn how skip counting is a helpful skill to use when telling time
- connect mathematics to real-life situations

This task directly targets the following Common Core Standards: 3.MD.1

Timeline: 4 days
Key vocabulary: A.M., analog clock, digital clock, P.M., elapsed
Resources

- Math Trailblazers URG 4 (Lessons 5 & 6) and URG 14 (Lessons 1 & Lesson 2- Parts 1 & 2 only)

Significant task 2: Mass and More Mass

This task focuses on mass. It is comprised of three lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Mass,*** students use the basic metric unit of measure for mass, the gram, to find the mass of a variety of small objects using a two-pan balance and standard masses. Different groups compare their results for the mass of some common objects. Students discuss why they may have gotten different answers for the mass of the same objects and whether these differences are reasonable.

Students continue the study of mass in Lesson 2, ***Mass vs. Number,*** by investigating how the mass of nearly identical objects is related to the number of objects. In small groups, students explore why measurements are not exact. Students use patterns in their data to make predictions and solve

problems involving multiplication.

Students conclude this task in Lesson 3, ***More Mass Problems,*** with a series of word problems that build on the concepts introduced in these lessons (mass, using data tables, graphs and multiplication). Students can work on these problems individually, in pairs or in groups. One approach is to ask students to work on the problems individually at first and then come together in pairs or small groups to compare solutions.

In these tasks students will:

- Measure mass in grams
- Deal with precision and accuracy
- Use patterns in tables and graphs to make predictions and solve problems
- Collect, organize, graph and analyze data
- Learn to draw best-fit lines
- Make and interpret point graphs
- Solve problems using multiplication and division
- Connect math to real-life situations

This task directly targets the following Common Core Standards: 3.MD.2, 3.MD.3

Timeline: 7 days
Key vocabulary: gram (g), kilogram (kg), mass, measurement error, standard mass, two-pan balance, unit of measure, best-fit line, weight, estimate
Resources

- Math Trailblazers URG 9 (Lessons 1, 2, & 3)

Significant task 3: Turn up the Volume

This task focuses on volume. It is comprised of three lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Volume,*** working in groups, students estimate the volume of small solid objects, based on models they made from centimeter connecting cubes. Then students measure the actual volume of the objects by determining the about of water displaced in a graduated cylinder when an object is placed in the cylinder. Students record the estimates and the actual volumes in a data table and analyze the data collected.

In the lab entitled ***Fill'er Up!*** (Lesson 2) students develop a plan for accurately finding the volume of large containers. Students find the volumes of at least three containers of various sizes and shapes. Students use all four operations to solve problems involving volume. In working with containers of different shapes, the students are reminded that the tallest container may not always have the largest volume.

Lastly, in Lesson 3, ***Volume Hunt,*** students explore volume by finding two containers at home that have different sizes (a cup, a quart, a pint or a gallon). The objective of this activity is for students to discover the relationships among these units by pouring water between the different-sized containers. Students share their results with classmates, record their findings in a data table, and use arithmetic to derive any

missing values.

In these tasks students will:

- Estimate volume using centimeter connecting cubes
- Use graduated cylinders to measure volume by displacement
- Collect, organize, graph and analyze data
- Accurately measure the volume of large, unusually shaped containers
- Solve addition, subtraction, multiplication, and division problems involving volume
- Make and interpret a bar graph
- Use patterns in data to make predictions and solve problems
- Deal with precision and accuracy
- Use medians to average data
- Discover relationships between cups, pints, quarts and gallons

This task directly targets the following Common Core Standards: 3.MD.2, 3.MD.3

Timeline: 5 days
Key vocabulary: cubic centimeter (cc), displacement, graduated cylinder, liter (l), meniscus, milliliter (ml), volume, median, cup, gallon, pint, quart, gram (g), kilogram (kg), capacity, liquid volume
Resources

- Math Trailblazers URG 16 (Lessons 1, 2, & 3)

Significant task 3: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 7 – Multiplying by 3 (pp. 91-101)
- Chapter 8 – Multiplying by 4 (pp. 103-113)

Chapter 7 – Multiplying by 3: Multiplying by 3 can be thought of as multiplying by 2 and then adding one more group, or as tripling a number.
Big Ideas

- Multiplication by 3 is tripling a number
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***A Three Hat Day*** by Laura Geringer

Chapter 8 – Multiplying by 4: Multiplying by 4 can be thought of as doubling a double. The previous mastery of x2 facts allows students to double x2 products to find the x4 products.
Big Ideas

- Multiplication by 4 is doubling a double
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***If You Hopped Like a Frog*** by David Schwartz

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 7 & 8)

Common learning experiences:

- On Core Lessons 71-86 as needed for practice, extension, intervention or homework

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 4: Exploring Measurement and Data
Unit 4 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **use appropriate tools strategically, attend to precision, look for and make use of structure,** and **look for and express regularity in repeated reasoning.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 3: Using Multiplication and Division, to determine student needs.
- **Predictable misconceptions:** Some students initially believe that measuring in larger units will result in a larger answer.
- **For Significant Task 3:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

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Name of Unit 5: Understanding Area and Perimeter	**Length of the unit:** 4 weeks

Purpose of the Unit: To understand the concept of area and relate area to multiplication and to addition. To recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. This is the first introduction students have to area and perimeter. Their understandings will be further developed in grade 4.

Common Core State Standards Addressed in the unit:

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a: A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.5b: A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.7: Relate area to the operations of multiplication and addition.

3.MD.7a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.7b: Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.7c: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.

3.MD.7d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Big Ideas:	**Essential Questions:**
15. Area is measured in square units. 16. Polygons with the same area can have different perimeters. 17. Polygons with the same perimeter can have different areas.	8. How is finding the area of a shape different from finding the perimeter of a shape? 9. How can shapes be combined or broken apart to create new shapes?
Students will know:	**Students will be able to:**

1. the area of a plane figure is dealing with the inside of the shape 2. when using a square unit the entire surface of a plane figure must be measured without gaps or overlays 3. area can be solved using *n* when the unit of measure is unknown using repeated addition and multiplication 4. area is measured in square units 5. square units can include customary and metric units of length 6. the relationship of multiplication and addition to area 7. the area algorithm to solve problems 8. rectilinear shapes can be broken down into rectangles 9. what makes a polygon 10. how to determine the perimeter if polygons 11. polygons with the same area can have different perimeters and that polygons with the same perimeter can have different areas	1. use manipulatives to show area with no gaps or overlays 2. use repeated addition or multiplication to find the area of a plane figure 3. identify the difference between customary and metric units of length 4. determine area 5. use arrays 6. know that areas equals length x width 7. work backwards to find the possible lengths and widths when given the area of a rectangle 8. find the perimeter of polygons, including finding the unknown side length 9. solve mathematical problems with polygons

Significant task 1:
This task is comprised of 3 lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Area***, students expand their understanding of area by measuring the area of irregular shapes. Students count whole square units and piece together the remaining fractional ones. In this lesson, Professor Peabody is covering his living room and hall with square tiles. Students help him determine how many tiles he will need. Then, students also find the area of other polygons and curved shapes.
In Lesson 2, ***Boo the Blob***, students find the area of an irregular "blob" named Boo. Boo can change shape but not area. After Boo changes his shape, students find which of three different mystery shapes is Boo in another form. This activity provides a context for students to see that different shapes can have the same area, to practice estimating the area of irregular shapes, and to practice identifying the median value of a set of data.

Lesson 3 is a lab entitled ***The Better "Picker Upper"***. Students investigate the area of a spot made by a given number of drops of water on different brands of paper towels. Students measure the area of the spots by counting square centimeters. Students use this information to decide which brand is most absorbent.

In these tasks students will:

- Measure area by counting whole and fractional parts of square centimeters
- Find the area of irregular shapes
- Solve problems involving area
- Investigate the relationship between shape and area
- Recognize that different shapes can have the same area
- Learn to find the mean
- Identify variables of an investigation
- Identify variables that must be fixed to ensure fairness in an investigation
- Collect, organize, graph and analyze data
- Use data to solve problems

This task directly targets the following Common Core Standards: 3.MD.5, 3.MD.6, 3.MD.7

Timeline: 7 days
Key vocabulary: area, estimate, square centimeter, average, mean, median, variable
Resources:

- On Core Lessons 87, 88, 89, 90, 91
- Math Trailblazers URG 5 - Lessons 1 (CCSS Activity 6), 2, & 3

Significant task 2:
Task 2 focuses on perimeter with Lesson 6, ***Walking Around Shapes,*** from Math Trailblazers. Students measure the perimeter and length of each of three sizes of regular polygons. Groups record their measurements in data tables and graph the data. Students look for the relationship between the length of a side and the perimeter of equilateral triangles, squares, and regular hexagons, and write multiplication and division number sentences to express these relationships.

In this task students will:

- Measure length in centimeters
- Measure perimeter in centimeters
- Identify and describe patterns
- Use patterns to solve problems
- Identify regular shapes

This task directly targets the following Common Core Standards: 3.MD.8

Timeline: 4 days
Key vocabulary: equilateral triangle, perimeter, regular hexagon, regular pentagon
Resources:

- On Core Lessons 92, 93, 95, 96
- Math Trailblazers URG 7 – Lesson 6

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 9 – Multiplying by 6 (pp. 115-128)
- Chapter 10 – Multiplying by 9 (pp. 129-140)

Chapter 9 – Multiplying by 6: Multiplying by 6 can be thought of as doubling a multiple of 3. Previous

mastery of x3 facts allows students to see that 4 x 6 can be thought of as double 4 x 3, or (4 x 3) + (4 x 3). Previous mastery of x5 facts also supports students with x6 facts, knowing that the product of a x6 fact is simply 1 set more than the product of the related x5 fact (e.g., the product of 6 x 8 is 8 more than the product of 5 x 8).

Big Ideas

- In multiplication, if we double the number of sets or double the size of each set, the product will double
- The distributive property shows us that numbers can be broken apart in varied ways
  e.g., a (b + c) = (a x b) + (a x c)
- The order of factors does not change the product (the commutative property)

Literature Link: ***Snowflake Bentley*** by Jacqueline Briggs Martin

Chapter 10 – Multiplying by 9: Building on knowledge of x10 facts, the product of a x9 fact is 1 group less than the product of the same x10 fact (e.g., 10 x 5 = 50, so 9 x 5 = 45, which is 5 less, or 10 x 7 = 70 and 9 x 7 = 63, which is 7 less).

Big Ideas

- Our number system is a system of patterns
- Multiplication facts are connected. Knowing one set of facts can help us understand a related set of facts.
- The order of factors does not change the product (the commutative property)

Literature Link: ***Cloudy with a Chance of Meatballs*** by Judi Barrett

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 9 & 10)

Common learning experiences:

- *Exploring Area, Area on the Geoboard,* and *The Area Stays the Same* activities
- *Measuring Perimeter, Perimeter on the Geoboard, Perimeter with Color Tiles, Designing a Rabbit Enclosure,* and *The Perimeter Stays the Same* activities
- These activities can be found in the ***Supplementary Materials binder***

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 5: Understanding Area and Perimeter
Unit 5 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **reason abstractly and quantitatively, model with mathematics, use appropriate tools strategically,** and **attend to precision.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 4: Exploring Measurement and Data, to determine student needs.
- **Predictable misconceptions:** Area and perimeter (the distance around a region) are continually a source of confusion for students. Perhaps it is because both involve regions to be measured or because students are taught formulas for both concepts and tends to get them confused.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 6: Reasoning About Two-Dimensional Shapes	**Length of the unit:** 3 weeks
Purpose of the Unit: In second grade, students identify and draw triangles, quadrilaterals, pentagons and hexagons. Third graders build on this experience and further investigate quadrilaterals. Students recognize shapes that are not quadrilaterals by examining the properties of the geometric figures. Students conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals. Students sort geometric figures and identify squares, rectangles, and rhombuses as quadrilaterals. Students will classify shapes by attributes and draw shapes that fit specific categories.	
Common Core State Standards Addressed in the unit: **3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	
Big Ideas:	**Essential Questions:**

18. Objects can be described and compared with their geometric attributes. 19. Shapes in different categories may share attributes.	10. How can two dimensional shapes be described? 11. How can you describe angles in shapes? 12. How can you use line segments and angles to make polygons? 13. How are geometric shapes constructed?
Students will know: 23. the attributes of different categories or quadrilaterals 24. which shapes are and are not quadrilaterals 25. what shared attributes can define a larger category of polygons	**Students will be able to:** 1. classify shapes based on the number of sides 2. classify shapes based on length of sides 3. classify shapes based on angles 4. articulate proper vocabulary and details when describing the properties of quadrilaterals 5. show examples of quadrilaterals do not belong

Significant task 1: Exploring Polygons with The Greedy Triangle

This unit begins with the read aloud story entitled ***The Greedy Triangle*** *by Marilyn Burns.* In this lively introduction to shapes and polygons, a bored triangle is turned into a quadrilateral after a visit to the shape shifter. Delighted with his new career opportunities--as a TV screen and a picture frame--he decides the more angles the better, until an accident teaches him a lesson.

As the story is read another time, pairs of students will use a piece of tied yarn or elastic loops to form the polygons described in the book. After each polygon is formed and students will have the opportunity to observe and comment about the similarities and differences in the shapes. Students may do a similar activity using a geoboard instead. Finally, students can create a picture glossary of polygons to use as a reference.

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 1 day
Key vocabulary: triangle, quadrilateral, pentagon, hexagon, octagon, decagon
Resources: ***The Greedy Triangle*** book *by Marilyn Burns*, **Exploring Polygons with The Greedy Triangle** lesson sheet can be found in the ***Supplementary Materials binder***.

Significant task 2: The Case of the Missing Shape

The Case of the Missing Shape lessons introduce students to shape attributes and new shapes. It is expected that students are familiar with identifying squares, circles, triangles and rectangles before these lessons. During these lessons, students will become detectives working for "Poly Gon" to help her rescue a kidnapped shape. Students will learn to identify trapezoids, parallelograms, and hexagons by their attributes. Teachers should introduce these lessons as a full class, allowing time for small

groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In these tasks students will:

- Identify the attributes of a shape: such as size, number of sides, number of corners
- Identify shapes by name: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid
- Identify right angles
- Identify shapes as quadrilaterals and polygons

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 4 days
Key vocabulary: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid, rhombus, quadrilateral, polygon, right angle

- **Resources:** ***The Case of the Missing Shape*** supplemental packet and Detective Notes (These activities can be found in the ***Supplementary Materials*** binder) and SmartBoard lesson (This can be found on the Elementary Math for Teachers folder on your desktop.)

Significant task 3: Sorting and Comparing Quadrilaterals

In this task students are presented with 2 different activities: ***2-D Shape Sort*** and ***Comparing Quadrilaterals***. In ***2-D Shape Sort*** students work with a partner to sort 2-D shapes into two groups according to their geometric attributes. In pairs, students are asked to explain their thinking and are stretched to consider other options for sorting. In ***Comparing Quadrilaterals*** students choose two quadrilaterals from a set of 2-D shape cards. Students draw each quadrilateral and explain how they are alike and how they are different. Students repeat this again with another pair of quadrilaterals. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 1 day
Key vocabulary: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid, quadrilateral, polygon
Resources: ***2-D Shape Sort*** and ***Comparing Quadrilaterals*** instruction sheets and shape cards can be found in the ***Supplementary Materials binder***

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 11 – Multiplying by 8 (pp. 141-149)
- Chapter 12 – Multiplying by 7 (pp. 151-159)

Chapter 11 – Multiplying by 8: Multiplying by 8 results in a product that is double that of multiplying by

4. With the teaching sequence suggested in this curriculum, only two of these facts have not been explored through a different strategy (7 x 8 and 8 x 8).

Big Ideas

- Multiplication by 8 is double multiplication by 4
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***Snowmen at Night*** by Caralyn Buehner

Chapter 12 – Multiplying by 7: Multiplying by 7 may be the most difficult for students. Students can break apart the 7 (distributive property) to find that it is the sum of 5 times the factor and 2 times the factor (e.g., 7 x 4 is (5 x 4) + (2 x 4). Although this works, it is more efficient to simply think *commutative property* and reverse the order of the factors. By doing this, students realize that they already know all of the x7 facts except 7 x 7.

Big Ideas

- The distributive property shows us that numbers can be broken apart in varied ways
  e.g., a (b + c) = (a x b) + (a x c)
- Multiplying a factor by itself results in a square number

Literature Link: ***Thunder Cake*** by Patricia Polacco

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 11& 12)

Common learning experiences:

- **Building with Shapes** *OPTIONAL* - Math Trailblazers URG 12, Lesson 1 ***(Tangrams)***, Lesson 2 ***(Building with Triangles)***, and Lesson 3, ***(Building with Four Triangles),*** are optional lessons and can be used as needed or put out as independent activities during the Targeted Instruction block.

- On Core Lessons 97-103 to be done as a whole group activity to reinforce the concepts introduced in this unit.

- Optional Literature Connection: ***Grandfather Tang's Story*** *by Ann Tompert* (Using the Chinese form of storytelling with seven special shapes, Grandfather Tang tells his granddaughter a tale of two foxes that change themselves into progressively fiercer animals to compete for dominance. As he speaks, he rearranges two tangram puzzles to form the shapes of the animals. Tangram patterns are shown throughout and directions for making the tangrams are on the last page.)

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 6: Reasoning About Two-Dimensional Shapes
Unit 6 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, reason abstractly** and **quantitatively, construct viable arguments and critique the reasoning of others, and attend to precision.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 5: Understanding Area and Perimeter, to determine student needs.
- **Predictable misconceptions:** Some students may need to be reminded that to be a polygon, a shape must be closed.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 7: Understanding Fractions	**Length of the unit:** 3 weeks

Purpose of the Unit: To develop an understanding of fractions as numbers through investigating part-whole fractions by working with pattern blocks, solving word problems, playing games, and making and using paper models. Basic fraction concepts are emphasized; procedures are not. A fundamental idea in several activities is that the meaning of a fraction depends on what the whole is. Other important ideas are that the whole must be divided into equal parts, that fractions can have more than one name, and that ordering fractions by size requires attention to both the numerator and denominator. The use of one-half as a benchmark for comparing fractions is emphasized.

Common Core State Standards Addressed in the unit:

3.NF.1: Understand a fraction 1 / *b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a* / *b* as the quantity formed by *a* parts of size 1 / *b* .

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.2a: Represent a fraction 1 / *b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1 / *b* and that the endpoint of the part based at 0 locates the number 1 / *b* on the number line.

3.NF.2b: Represent a fraction *a* / *b* on a number line diagram by marking off *a* lengths 1 / *b* from 0. Recognize that the resulting interval has size *a* / *b* and that its endpoint locates the number *a* / *b* on the number line.

Big Ideas:	**Essential Questions:**
20. Fractions refer to equal sized pieces of a whole. 21. Fractional parts have special names that tell how many parts of that size are needed to make the whole. For example, *thirds* require three parts to make a whole. 22. The more fractional parts used to make a whole, the smaller the parts.	1. What do the numerator and denominator of a fraction tell? 2. What does a fractional name tell you? 3. Why are equal parts important when dealing with fractions?
Students will know: (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 26. fractional parts must be equal-sized pieces of the same whole 27. how many equal parts make a whole 28. as the number of equal pieces in the whole increases, the size of the fractional pieces decreases 29. the numerator of a fraction is the number of equal parts being considered 30. the denominator of a fraction is the number of equal parts that make up the whole 31. the characteristics of a unit fraction (a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts) 32. the properties of a unit whole 33. a fraction is part of a whole 34. a fraction as a number on the number line	**Students will be able to:** (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 1. identify the numerator as the number if equal parts being considered 2. identify the denominator as the number of equal parts that make up the whole 3. read and write a fraction with denominators 2, 3, 4, 6, and 8 4. divide a region or set of objects into fractional parts 5. explain fractions verbally and/or in writing 6. identify fractions on a number line 7. place fractions on a number line 8. show a fraction on a number line by marking off equal lengths from 0 to 1 9. divide a number line between 0 and 1 into equal parts and define the unit fraction

Significant task 1: Parts and Wholes
This task is comprised of 5 lessons from Math Trailblazers URG 13 (Lessons 1, 2, 3, 4, & 5). Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Kid Fractions***, a group of students stands at the front of the class while the teacher presents a fraction based on some characteristic of the group. The rest of the class tries to determine what characteristic the teacher has in mind. Discussion focuses on the relationship between the part and whole and the meaning of the numerator and denominator.

Lesson 2, ***What's 1?*** uses pattern blocks to explore the concept of a unit whole. Students name fractions when given one whole and identify the whole when give the fraction.

In ***Pizza Problems***, Lesson 3, students work in groups to solve problems about sharing pizza. Students cut paper circles to represent the pizza and use them to find what fraction of a pizza each person gets. Answers are recorded in pictures, words and symbols and shared with the class.

Lesson 4, ***Fraction Games***, sends students to FractionLand where they advance along a path by answering questions involving fractions. Students can work in pairs or groups of four. The game's purpose is to practice finding a fraction of a whole number (such as ½ of 16) by using beans or other counters. The second game in this lesson, ***Problem Game***, has students comparing two fractions and saying a number sentence in order to move their pieces. This game is designed to be played with two or more players.

Lesson 5, ***Fraction Problems***, is a set of word problems that builds on the fraction concepts in this task. Students can work on the problems individually, in pairs, or in groups.

In these tasks students will:

- Connect mathematics with real-world situations
- Find a fractional parts of a set
- Identify the fraction for a given quantity when a unit whole is given
- Identify the unit whole when a fraction is given
- Represent fractions using pattern blocks
- Compare and order fractions using the benchmark fraction one-half
- Recognize that fractional parts of a whole must have equal areas
- Use an area model for solving part-whole fractions
- Represent fractions using pictures, words and symbols
- Solve problems involving fractions
- Find fractional parts of whole numbers
- Compare and order fractions using counters
- Solve fraction problems involving time

This task directly targets the following Common Core Standards: 3.NF.1, 3.NF.2

Timeline: 7 days
Key vocabulary: denominator, numerator, hexagon, rhombus, trapezoid, unit whole
Resources:

- Math Trailblazers URG 13 - Lessons 1, 2 (CCSS Activity 17), 3, 4 (CCSS Activity 18), & 5

Significant task 2:
This task begins with an introductory SmartBoard lesson which uses geoboards to aid in fraction understanding. This skill is further explored in Math Trailblazers URG 17, Lesson 1, ***Geoboard Fractions***. Students divide geoboard rectangles into halves, thirds, and fourths in as many ways as possible. Students then record their divisions on *geoboard paper* and share their solutions with the class.

In this task students will:

- Represent fractions using geoboards
- Divide a whole into equal-area parts
- Measure area by counting square units
- Understand that fractional parts of a whole must have equal areas but can have different shapes
- Translate among different representations of fractions (concrete, pictorial, and symbolic)
- Identify congruent shapes

This task directly targets the following Common Core Standards: 3.NF.1
Timeline: 3 days
Key vocabulary: congruent
Resources:

- Math Trailblazers URG 17, Lesson 1
- Introductory SmartBoard lesson – can be found on Elementary Math for Teachers desktop folder

Common learning experiences:

- On Core lessons: 55, 56, 57, 58, 59, 60, 61 & 62
- Optional Literature Connection: ***Gator Pie*** *by Louise Mathews.* (Two alligators consider dividing their pie into halves, thirds, fourths, eighths, and hundredths.)
- Optional Literature Connection: ***Apple Fractions*** *by Jerry Pallota.* (Author Jerry Pallotta and illustrator Rob Bolster use a variety of different apples to teach kids all about fractions in this innovative and enjoyable book. Playful elves demonstrate how to divide apples into halves, thirds, fourths, and more.)
- **Technology Connections:** see links below for a variety of fraction games and practice options
  http://classroom.jc-schools.net/basic/math-fract.html
  http://hoodamath.com/games/fraction.php
  http://www.visualfractions.com/Games.htm

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 7: Understanding Fractions

Unit 7 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision,** and **look for and make use of structure.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 6: Reasoning About Two-dimensional Shapes, to determine student needs.
- URG 17, Lesson 1, ***Geoboard Fractions*** – the activities in this lesson use an area model to emphasize two points about fractions: (1) The whole must be divided into equal-area parts, but (2) those parts do not have to be congruent. By learning these two points, students will understand part-whole fractions better.
- **Predictable misconceptions:** A source of confusion for some students is that the same symbols are used for all kinds of fractions. For example, the symbol "1/2" can represent part of an object (one-half of a pizza), a part of a collection (one-half of a class), a part of a unit of measure (one-half inch), a ratio (one part milk to two parts flour), a probability (the chance of a fair coin showing heads), part of a distance (one-half of the way to Boston), a pure number (the average of 0 and 1), and even a division (of 1 by 2).
- **Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.**

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, ½ of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Windsor Public Schools
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Grade 3 Mathematics

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Name of the Unit 8: Reasoning about Fraction Comparisons and Equivalence	**Length of the unit:** 3 weeks
Purpose of the Unit: To develop an understanding of fractions as numbers. Students explore relationships between fractions and the idea that fractional parts of a whole must have equal areas and	

on the concept of equivalence. Students also discover that different fractions can represent the same quantity. Students may even begin to notice patterns in those fractions. Students are encouraged to think about relationships between fractions other than equivalence, including greater than, less than, and comparisons with the benchmarks 0, 1, and ½.

Common Core State Standards Addressed in the unit:

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3b: Recognize and generate simple equivalent fractions, (e.g., 1 / 2 = 2 /4 , 4 /6 = 2/ 3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1 ; recognize that 6/ 1 = 6; locate 4/ 4 and 1 at the same point of a number line diagram*.

3.NF.3d: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1 /4 of the area of the shape.*

Big Ideas:	**Essential Questions:**
23. Two equivalent fractions are two ways of describing the same amount by using different-sized fractional parts.	1. How can you compare fractions with the same denominator? 2. How can you compare fractions with the same numerator?
Students will know: (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 35. a whole number can be expressed as a fraction 36. the definition of equivalence 37. two fractions are equivalent (equal) if they are the same size, or the same point on a number line 38. simple equivalent fractions (e.g., ½ = 2/4, 4/6 =2/3 39. two fractions with the same numerator or the same denominator can be compared	**Students will be able to:** (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 1. recognize and generate simple equivalent fractions 2. explain why fractions are equivalent 3. compare fractions by reasoning about their size 4. express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers

40. comparisons are valid only when the two fractions refer to the same whole	5. compare two fractions with the same numerator or the same denominator 6. express the comparison of fractional models by using <, >, or = 7. recognize that comparisons are valid only when the two fractions refer to the same whole 8. verbally explain and in writing all of the procedures for this standard

Significant task 1: Folding Fractions

This task begins with Math Trailblazers Lesson 2, ***Folding Fractions.*** In this lesson, students fold and color sheets of scratch paper to find and to name fractions that are equivalent to one-half, one-third, and one-fourth. Students record the data they generate in a table from the paper-folding activities. After a full class discussion, students analyze the data to identify patterns in equivalent fractions.

Students continue to explore the concept of fraction equivalence by playing ***Capture the Fraction*** in pairs. In this game, students roll 2 dice and decide what fraction the numbers represent. The smaller number is designated as the numerator and the larger number as the denominator. Then the student shades in the correct fraction segments on the *Capture the Fraction recording sheet.* Player two continues the play shading fractional pieces. Once an entire fraction is shaded, the student who completes that move circles, or captures, that figure. They player with the most figures circled, wins.

In this task students will:

24. identify equivalent fractions through paper-folding activities and a game
25. find patterns in equivalent fractions

This task directly targets the following Common Core Standards: 3.NF.3, 3a, 3b, 3.G.2

Timeline: 5 days
Key vocabulary: equivalent fractions
Resources

- Math Trailblazers URG 17 – Lesson 2
- *Capture the Fraction recording sheet* and directions can be found in the ***Supplementary Materials binder***
- On Core Lessons 63 & 64

Significant task 2: Comparing Fractions

This task involves Math Trailblazers Lesson 4, ***Fraction Hex.*** In this lesson, students have more practice in comparing and ordering fractions. Each player places two same color centimeter cubes or other game markers on two matching hexagons with the same number. The goal is to get the two cubes to the matching hexagons on the opposite side of the board. To move, a player spins the spinner. If the spinner shows greater than or equal to, the player can move either of the cubes to an adjacent hexagon

with a fraction that is greater than or equal to his or her current position. If the spinner shows less than or equal to, the player moves one cube to an adjacent hexagon with a fraction that is less than or equal to his or her current position. Students can model the fractions with pattern blocks if a visual is needed. The first player to get both cubes to his or her target hexagons is the winner.

This task directly targets the following Common Core Standards: 3.NF.3, 3a, 3b, 3c, 3d, 3.G.2

Timeline: 5 days for game and On Core lessons
Key vocabulary: fraction greater than 1, compare, greater than (>), less than (<), denominator, fraction circles, unit fraction
Resources

- Math Trailblazers URG 17 – Lesson 4
- On Core Lessons 65-70, 105

Common learning experiences:

- **Technology connections**: see links below for a variety of fraction games and practice options
  http://classroom.jc-schools.net/basic/math-fract.html
  http://hoodamath.com/games/fraction.php
  http://www.visualfractions.com/Games.htm

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 8: Reasoning About Fraction Comparisons and Equivalence
Unit 8 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **construct viable arguments and critique the reasoning of others, model with mathematics** and **look for and make use of structure**.

- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 7: Understanding Fractions, to determine student needs.
- **Predictable misconceptions:** Some students may think that larger the numerator, the larger the value of the fraction. Also confusing, when comparing fractions, the larger the denominator, the smaller the fraction which is not always true. Another common misconception in third grade is that fractional parts do not have to be the same size. Also, not referring to the same whole when comparing fractions can be a difficult concept to understand.
- **Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.** Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, ½ of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the

same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 1 Comparing and Rounding Through Place Value	Length of the unit: 3 weeks
Purpose of the Unit: In third grade students round to the nearest 10 and 100. In second grade, students read and write numbers to 1000 using base-ten numerals, number names, and expanded form. They also compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. This unit builds on these previously developed concepts and expands students' base-ten understandings up to one million.	
Common Core State Standards Addressed in the unit: **4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.** **4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.** 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Big Ideas: 1. Depending on the situation sometimes it is better to round and sometimes it is better to use exact figures. 2. Numbers can be represented in multiple ways and for a variety of purposes. 3. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	Essential Questions: 1. When is it appropriate to round and for what purpose? 2. How can numbers be compared and contrasted? 3. How does a digit's placement in a number affect its value?
Students will know: 1. >, <, = symbols	Students will be able to: 1. compare and order numbers using >, <, =

2. place value names and the values of digits in any place 3. estimation strategies and the benefits of those strategies 4. expanded form 5. standard form	symbols 2. round numbers to any place up to one million 3. read and write numbers in standard form, expanded form, and with base-ten 4. recognize that a digit in one place represents 10 times what it represents in the place to the right 5. solve multistep word problems while assessing the reasonableness of answers using estimation strategies 6. conduct research that builds knowledge through investigation of data related to state demographics

Significant task 1: Comparing Numbers

This task is comprised of multiple parts from Math Trailblazers Unit 6 Lesson 3 and two tasks adapted from the Georgia Department of Education titled Number Scramble and Ticket Master. In this task, students explore place value relationships and build understanding of large numbers, students will represent numbers up to a million with base-ten pieces. Students will build these as a class while the teacher leads a whole class discussion and introduces that idea that a digit in one place represents ten times what it represents in the place to its right. In the final part of this lesson, students play Draw, Place, Read. This can be played as pairs, small groups, or the whole class can play together. As students play, it is important to have discussion around strategies for placing digits and the value of digits in various places.

Number Scramble builds on understandings developed through Draw, Place Read. Students work independently to manipulate the ten digits to complete various activities such as constructing large and small numbers and numbers with specific values in a given place, write numbers in expanded and standard form. For example, “Make a number worth more than two hundred thousand, with a six in the ten thousands place.”

In the final part of this task, Ticket Master, students order and compare 6-digit numbers found on ticket stubs. In part one, students order numbers independently. In part 2 students play Dare to Compare where they read then compare two numbers using >, <, or = symbols.

In this task students will:

- Construct models for numbers up to one million
- Recognize that a digit in one place represents ten times what it represents in the place to the right
- Develop number sense for large numbers
- Order numbers
- Compare numbers using greater than, less than, or equals to symbols
- Write numbers in standard form

- Write numbers in expanded form

This task directly targets the following Common Core Standards: 4.NBT.1, 4.NBT.2

Timeline: 4 days

Key vocabulary: period, place value, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, greater than, less then, equal to, place value, standard form, expanded form, digit

Resources:

- Please see the "Teacher Notes" section for a change to Math Trailblazers Unit 6 Lesson 3
- Math Trailblazers Unit 6 Lesson 3
- Number Scramble and Ticket Master lessons adapted from Georgia Department of Education

Significant task 2: Using Estimation

This task is grounded in Math Trailblazers Unit 6 Lesson 6 Using Estimation. The context of this lesson involves large numbers of people including visitors to a planetarium and national parks in the US. Through this, students explore concepts related to estimation.

In this task students use number lines to round numbers. They identify the different benchmarks to use when rounding numbers. Students recognize that the benchmarks they choose affect the accuracy and the ease of use of rounded numbers. They estimate sums and differences using rounded numbers and explore when it is appropriate to use an estimate. As an assessment, students respond to a journal prompt about when it is appropriate to use exact vs. rounded numbers.

In this task, students will:

- Round numbers to various place values up to the millions
- Choose appropriate convenient numbers
- Use line models and benchmarks to estimate
- Estimate sums and differences of large numbers
- Write about when it is appropriate to use exact vs. rounded numbers

This task directly targets the following Common Core Standard: 4.NBT.3

Timeline: 4 days

Key vocabulary: place value, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, digit, round, estimate, about, convenient number, benchmark

Resources:

- Math Trailblazers Unit 6 Lesson 6

Significant task 3: It's in the Numbers!

In significant task 3, students apply the skills they have been developing throughout the unit. Students will have the opportunity to choose seven states from different regions of the United States. Students will conduct research from multiple sources to collect data related to U.S. regional demographics,

including population, precipitation, and area and use the data to draw conclusions about why people might choose to live there. At the end of this investigation, there will be a class discussion focused on the various conclusions students drew about the most desirable region in which to reside. Students will be required to justify their decisions using the information they have gathered, analyzed and evaluated. Throughout this task, students should consider and discuss the question, How do people use data to make decisions?

In this task, students will:

- Determine which place would be the most logical to round to based on data
- Extend their understandings of rounding to whole numbers, and place values greater than hundreds
- Write numbers in expanded form
- Compare numbers
- Read and write whole numbers
- Experience conducting research
- Evaluate the desirableness of a location.

This task directly targets the following Common Core Standards: 4.NBT.2, 4.NBT.3, 4.OA.3

Timeline: 3 days

Key vocabulary: population, precipitation, area, round, compare, place value, standard form, expanded form, digit, less than, greater than, equal to, estimate, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, reasonableness, convenient numbers.

Resources:

- It's in the Numbers lesson adapted from Georgia State Department of Education
- Computers with internet access
- Atlases, Almanacs, Encyclopedias

Websites:

- http://www.census.gov/schools/facts/
- http://www.ers.usda.gov/statefacts/
- http://www.statemaster.com/index.php
- http://lwf.ncdc.noaa.gov/oa/climate/online/ccd/nrmlprcp.html
- http://www.allcountries.org/uscensus/411_normal_monthly_and_annual_precipitation_selected.html

Common learning experiences:

- On Core 15 Model Place Value Relationships
- On Core 19 Round Numbers
- Significant task 1: Some students may need place value charts to support recording and comparing numbers. Base-ten blocks may be used to model numbers for those students who need this support
- Significant task 2: You may want to have students discuss real life situations where they would want to estimate up and where they would want to estimate down. If students are not ready to

begin rounding large numbers, build up to this. Start by having some students round three digit numbers to the nearest hundred, then four digit numbers to the nearest thousand and so on.

- Significant task 3: Activities such as these lend themselves to extended exploration of analyzing data. For those students who need an extension, have students compare further U.S. demographics and/or countries all over the world. An additional website is offered for the purpose of extending student understanding: http://money.cnn.com/magazines/moneymag/bplive/2007/
- Significant task 3: for some students this task may be too much. Consider limiting the number of regions for which students are responsible (not less than three) so students will be able to round and compare sufficient data while avoiding getting bogged down in the research process. You may also help students organize the task and break it into smaller steps.
- Use Kidspiration for interactive base ten blocks on the computer or smartboard.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 1 Comparing and Rounding
- Addition and Subtraction with Bar Models Mini Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically.
- Targeted Learning: Use basic fact assessments for addition, subtraction, multiplication, and division to determine student needs and focus instruction. Be sure to teach the strategies for learning the basic facts. Students must have understanding of the strategies before attempting and skill/ drill practice.
- Targeted Learning: Targeted learning throughout this unit should focus on students' ability to fluently add and subtract using the standard algorithm as well as using the bar model or thinking blocks as a model for addition and subtraction problems. If students are in need of this skill use On Core Lesson 22 Problem Solving: Comparison Problems along with the addition and subtraction thinking blocks at thinkingblocks.com.
- Arrow cards are a great tool for exploring place value concepts.
- If students need support ordering numbers on a number line consider using http://nlvm.usu.edu/en/nav/frames_asid_334_g_2_t_1.html?from=category_g_2_t_1.html
- In MTB Unit 6 Lesson 3 discussion question 3 asks students to draw and fill in a chart. The middle column uses exponents. Instead of using exponents (a fifth grade skill) create a column where students can show that the value of the base-ten piece is 10 times the value in the preceding row.
- Many students make errors when rounding six digit numbers to the nearest ten-thousand. Misconceptions often result in students rounding the hundred-thousands place, or dropping the hundred thousand. In this case it can be helpful to redirect students to the number line model.
- During the second week of school after activating prior knowledge give students the mini assessment on addition and subtraction with bar models. If students need review of this skill please use targeted learning time for re-teaching.

Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 2 Products and Factors	Length of the unit: 4 weeks
Purpose of the Unit: This unit builds on concepts developed in third grade. While in third grade, students find products and quotients for whole numbers within 100. This unit explores products and factors as they relate to multiplication and division. Students also solve multiplicative comparisons. This unit will lead into multi-digit multiplication and division which will be the next skills developed.	
Common Core State Standards Addressed in the Unit: **4.0A.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.** 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Big Ideas: 4. There are relationships among factors, products, multiples, and divisors. 5. There is a relationship between 2 factors of a product and the dimensions of a rectangle.	Essential Questions: 4. How are products and factors related? 5. What is the relationship between the multiples of a number and the factors of a number? 6. How are the factors of a number and the dimensions of a rectangle related?

Students will know:	Students will be able to:
1. that factors come in pairs 2. numbers greater than one all have at least two factors, one and the number itself 3. a prime number has only 2 factors, 1 and itself; a composite number has more than 2 factors. 4. 1 is neither prime nor composite 5. 2 is the only even prime number 6. square numbers have a square array made by multiplying two of the same factors 7. the relationship between a rectangle with a given area and the factors of that number 8. a rectangular array may be used to represent the product of factor pairs 9. there are multiple strategies to find the factors and multiples of a number such as using arrays, calculators, patterns, divisibility rules 10. understand that a list of multiples is infinite	1. generate all factors of a number using arrays, patterns, and calculators 2. generate a finite list of multiples 3. provide evidence for classifying numbers as prime, composite, square, even, and odd 4. use factors and multiples to solve problems and explain facts of everyday life 5. use mathematical language accurately to express whole number relationships 6. apply the relationship between factors and dimensions/areas of a rectangle 7. compare and contrast characteristics of whole numbers 8. use visual representations to demonstrate understandings of factors and multiples 9. solve multistep word problems involving factors multiples, and divisibility rules 10. interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) 11. use mental computation and estimation strategies including rounding to assess the reasonableness of answers 12. identify and describe patterns in the multiples of 2, 3, 5, 6, 9, and 10 13. use divisibility rules to determine if numbers are divisible by 2, 3, 5, 6, 9 and 10 14. make connections between multiplication and division 15. think logically about and discuss comparisons between products

Significant Task 1: Products and Factors

Significant task one is built from lessons in Math Trailblazers Unit 4 and is supplemented with lessons from On Core. The focus is on 4.OA.4 on the topic of products and factors. Concepts are developed over a series of 5 lessons. Students begin with MTB lesson 1, Multiplication and Rectangles. Working in collaborative groups, students build arrays for numbers between 1 and 25. Students share their results and make a whole class chart. Students participate in a class discussion concerning the arrays while looking patterns. The terms multiple, prime numbers, and square numbers are introduced. Please see the teachers note section for an adaption to this lesson. In lesson 2, Factors, students use square inch tiles to identify prime numbers and find factors using rectangular arrays and calculators. Students will use tables to organize data and make the connection to division by writing division sentences. In lesson

3, Floor Tiler, students work in pairs to represent multiplication problems using arrays. Students have to think logically about the factors. Students will use estimation and logical reasoning when deciding which spinner(s) to spin. Students should discuss their reasoning focusing on the size and area they are attempting to cover. Finally, in lesson 5, Product Bingo, students learn about products and factors through a game in small groups. The valuable part of this lesson is the discussion and explanation of mathematical reasoning comparing the different game boards. On Core 12, Prime and Composite Numbers, extends to higher numbers than the Math Trailblazers lessons. To align with 4.OA.4, students must determine if whole numbers between 1 and 100 are prime or composite.

This task directly targets standards: 4.OA.1, 4.OA.4, 4.NBT.5

Timeline: 9 days

Key vocabulary: product, factor, array, multiple, factor, factor pairs, prime, composite, represent, multiplication, equations, variables, multiplicative comparison, additive comparison

Resources:

- On Core 12
- Math Trailblazers unit 4 lessons 1, 2, 3, and 5
- Calculators

Significant task 2: Multiplicative Comparisons

Significant task 2 is all about exploring and solving multiplicative comparisons using various strategies. Students begin by completing Math Trailblazers CCSS Activity 8, Making Comparisons. Students solve real-world problems using equal groups or arrays. Students may use set models to solve multiplicative comparisons in On Core 1. Students will use multiplication and division thinking blocks on thinkingblocks.com to solve multiplicative comparisons. It is important that students have the opportunity to explore and solve problems on this site. Ideally this should be done independently, but it may be done in pairs or small groups if necessary. The front of On Core 2 can be done as a lesson. However, numbers 1 -6 on the back can be used to assess students' abilities to independently solve multiplicative comparison problems.

This task directly targets standards: 4.OA.1, 4.OA.2

Timeline: 4 days

Key vocabulary: represent, multiplication, equations, variables, multiplicative comparison, additive comparison

Resources:

- computers with internet access to thinkingblocks.com
- speakers/ headphones
- Math Trailblazers CCSS Activity 8
- On Core 1 and 2

Significant Task 3: Divisibility Rules

Significant Task Three builds on understandings developed around products and factors. In this task,

students explore ways to determine whether a multi-digit number is evenly divisible by a given number. Students use hundreds charts to look for patterns in multiples of 2, 3, 5, 6, 9, and 10 and connect those patterns to deduce divisibility rules. Students must decide if numbers are divisible by 2, 3, 5, 6, 9, 10 and provide evidence to support their decisions. Students continue to practice applying divisibility rules in On Core 9, Factors and Divisibility. This lesson combines newly developed divisibility concepts with concepts about factors from Significant Task 1. It also has students engage in some real world problem solving. Throughout this task, it is crucial that there is significant discussion around divisibility rules. Students should engage in small group discussion as well as full class discussion. Students should be encouraged to consistently provide proof for their conclusions citing specific divisibility rules and proof that a given number does or does not fit that rule.

This task directly targets standards: 4.OA.4

Timeline: 4 days

Key vocabulary: product, factor, divisible, divisibility rule, multiple, remainder, array, represent, reasonableness, multiplication, equations, ones, tens

Resources:

- Math Trailblazers Unit 7 Lesson 2
- On Core lessons 9
- Calculators

Common learning experiences:

- Math Trailblazers Unit 4 Lesson 6 Multiplying to Solve Problems: This lesson addresses standard 4.OA.3. Students solve real-world multi-step word problems.
- Consider using http://nlvm.usu.edu/en/nav/frames_asid_192_g_2_t_1.html?from=category_g_2_t_1.html under grouping to explore multiplication and area models.
- Consider using http://jmathpage.com/JIMSMultiplicationmodelsmultidigit.html for games that involve factors, products, and multiples.
- Significant task 1: Group students into heterogeneous groups when building arrays for products. Plan numbers given to each group accordingly so that each group has some prime numbers, composite numbers, number with more than two arrays etc.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 2 Products and Factors

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, use appropriate tools strategically, look for and make use of structure, and look for and express regularity in repeated reasoning.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on comparing and rounding through place value.

- Targeted Learning: Use basic fact assessments for addition, subtraction, multiplication, and division to determine student needs and focus instruction. Be sure to teach the strategies for learning the basic facts. Students must have understanding of the strategies before attempting and skill/ drill practice.
- Targeted Learning: If there are still students who have not demonstrated the ability to fluently add and subtract using the standard algorithm as well as use the bar model or thinking blocks as a model for addition and subtraction problems focus targeted learning on these skills.
- Unit Math Trailblazers Unit 4 Lesson 1 exponents are introduced in part 2. Please do not go into exponents. This concept will be explored in fifth grade.
- Grade 4 expectations for 4.OA.2 are limited to whole numbers less than or equal to 1,000,000.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 3 Multiplication	Length of the Unit: 6 weeks

Purpose of the Unit: In third grade, students are expected to develop fluency with all math facts for multiplication and division. They have some exposure to two-digit by one-digit multiplication, and multiply one-digit numbers by multiples of ten. In fourth grade, students further explore the concept of multiplication and develop strategies for solving multi-digit multiplication problems of up to four digits by one digit and two digits by two digits. Students use strategies based on place value and the properties of operations such as the all-partials method. **Students do not learn the compact method/ traditional algorithm for multiplication until fifth grade.** In fifth grade, the expectation is for students to expand their understanding of multiplication to the traditional algorithm, and master the skill. Students must also multiply numbers to the hundredths place.

Common Core State Standards Addressed in the unit:

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using

drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] [1]Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

4.0A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.0A.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way*

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Big Ideas:	Essential Questions:
6. Multiplication involves counting groups of like size and determining how many are in all. 7. Patterns can be used to develop an algorithm. 8. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 9. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	7. How can patterns be generalized? 8. What benchmarks are helpful to estimate? 9. How do operations affect numbers?
Students will know:	Students will be able to:
1. basic facts: addition, subtraction, multiplication and division 2. a letter or variable can stand for an unknown quantity 3. the distributive, associative, and commutative properties of multiplication (students do not need to know the names of terms) 4. multiplication involves equal groups	1. apply the all-partials method of multiplication up to one-digit by four-digit and two-digit by two-digit 2. multiply multiples of 10, 100, 1,000, 10,000 3. solve multi-step problems involving the four operations 4. fluently add 5. write and solve multiplicative comparisons 6. use models such as bar models, area models, arrays, base-ten pieces, base-ten

	shorthand to represent operations 7. use estimation to determine the reasonableness of answers 8. explain calculations, arrays, area models, base-ten models and equations 9. represent unknown quantities with a remainder

Significant task 1: Developing the All-Partials Method

Significant task one is developed from a sequence of lessons from Math Trailblazers and On Core. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

This task begins with Math Trailblazers Unit 7 Lesson 4, Multiplying by 10s. In this lesson, students use base-ten pieces to develop an understanding of multiplication as repeated addition. Students look for patterns when multiplying a one-digit number by multiples of tens, hundreds, thousands, and ten thousands. Students also use unknown variables in number sentences. This lesson involves the journal prompt: "Why can multiplication problems be 'turned around'? Can addition problems be turned around? How about subtraction problems? What about division problems? Explain." It is important to engage students in a whole class discussion around this prompt. Although some of the problems used to present these concepts are have real-world contexts, some of the problems are simply an opportunity for skill practice and looking for patterns.

Unit 7 Lesson 4 combines well with Math Trailblazers Unit 7 Lesson 7, Multiplying Round Numbers, because it is expanding on the concept of multiplying by multiples of ten. Multiplying Round Numbers uses the context of a garden store to present problems that require multi-digit multiplication with rounded numbers. These lessons may be done in sequence, or Lesson 7 may be done at the conclusion of the task after students have had some practice with the compact method.

In Math Trailblazers Unit 7 Lesson 5, Multiplication, students are introduced as a whole class to the all-partials method for multiplication. Students should use base-ten pieces and base-ten recording sheets to model the mathematics. Be sure to have discussion around questions 1-6 as a whole class. Be sure to discuss models and numbers side by side.

In On Core 25, Multiplying Using the Distributive Property, students work independently or in small groups as they use area models to multiply two-digit by one-digit numbers.

The next lesson in this task is Math Trailblazers Unit 7 Lesson 6, Estimation, incorporate CCSS Activity 16 with Lesson 6. In this lesson, students develop strategies for computing estimates for multiplication. Students explore situations where estimates are appropriate (such as estimating mileage and shopping) and make estimates using convenient numbers. Questions 8-15 should be done in groups. Encourage students to use different strategies to solve problems and to share their strategies in a full class discussion. Discuss what convenient or round number they used in their mental calculations. CCSS activity 16 provides additional practice rounding three-digit whole numbers to the nearest hundred before multiplying.

This task directly targets standards: 4.OA.1, 4.OA.2, 4.OA.5, 4.NBT.3, 4.NBT.4, 4.NBT.5

Timeline: 11 days

Key vocabulary: multiple, product, factor, represent, reasonableness, multiplication, equations, variables, multiplicative comparison, ones, tens, hundreds, thousands, ten-thousands, all-partials method, distributive property, partial product, algorithm, round, estimate

Resources: Math Trailblazers Unit 7 Lessons:4, 5, 6, and 7, Math Trailblazers CCSS Activity 16, On Core Lesson 25

Significant task 2: Application of All-Partials

Significant task 2 requires students to apply the all-partials method for 2-digit by one-digit multiplication. The task is built from Math Trailblazers Unit 7 Lesson 8 A Camping Trip, Math Trailblazers CCSS Activity 17, and On Core Lesson 3, Problem Solving: Multistep Multiplication Problems. MTB Unit 7 Lesson 8 is a series of word problems focused around the context of a camping trip which require estimation and computation. CCSS Activity 17 extension for the camping trip lesson requires students to write stories involving multiplicative comparisons for the three problems presented. On Core Lesson 3 requires students to draw diagrams and perform two or more operations to solve real-world problems. Students should work through these problems in small groups then as a whole class they should share their diagrams and strategies for problem solving.

This task directly targets standards: 4.OA.2, 4.OA.3, 4.NBT.4, 4.NBT.5

Timeline: 3 days

Key vocabulary: represent, reasonableness, multiplication, equations, multiplicative comparison, all-partials method, partial product, round, estimate, diagram

Resources: Math Trailblazers Unit 7 Lesson 8, Math Trailblazers CCSS Activity 17, and On Core Lesson 3

Significant task 3: Expanding the All-Partials Method to Larger Numbers

Significant task three is grounded in several lessons where students learn to adapt strategies theya they have learned previously. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

In MTB Unit 11 Lesson 1, students use manipulatives to review the concept of multiplication. Students expand their understanding of multiplying by multiples of ten and the all-partials method of multiplying a one-digit by a two-digit number. As students practice these skills it is important to stress the use of estimation to determine the reasonableness of answers. For questions 11-15 it is important to discuss as a class multiplication by multiples of 10 and 100 by looking at the base ten pieces.

In MTB Unit 11 Lesson 2, computations involving one-digit multiplied by multidigit numbers are discussed. Estimation of products is stressed again here as a way of determining the reasonableness of answers. Much of this lesson should be done as individuals or in small groups. Student should discuss their strategies and things they learned from this work. Students should realize that the zeros in their work are a result of the products of the numbers in the tens' hundreds' and thousands' places.

MTB Unit 11 Lesson 4, focuses around the context of a new school being built. Students use base ten models to represent larger products. This will help students understand the all-partials method of two-digit by two-digit multiplication. This lesson should be introduced as a whole class. Students should work on questions 2 and 3 in small groups and then come back as a full class to discuss the strategies before moving on.

On Core 33 uses rectangular area models with partial products to solve two-digit by two-digit multiplication. Finally, in On Core 5 students solve multi-step real-world math problems involving multiplication of two-digit numbers followed by comparison between the resulting products. In this lesson, students use bar models for comparisons. Small group and full class discussion should focus on students' strategies for solving problems.

This task directly targets standards: 4.OA. 3, 4.NBT.3, 4.NBT.4, 4.NBT.5

Timeline: 11 days

Key vocabulary: multiple, product, represent, reasonableness, multiplication, equations, variables, multiplicative comparison, ones, tens, hundreds, thousands, ten-thousands, all-partials method, partial product, round, estimate

Resources: Math Trailblazers Unit 11 Lessons 1, 2, and 4, On Core Lesson 33 and 5

Common learning experiences:

- All students should do the Math Trailblazers CCSS Lesson 14. This lesson uses real-world problems to explore multiplicative comparisons.
- Significant task 1: On Core Lesson 26: Multiplying Using Expanded Form, Lesson 23: Multiply Tens, Hundreds, and Thousands, Lesson 24: Estimate Products, and Lesson 31: Multiplying by Tens provide additional practice for students that need it.
- Significant task 3: As extra practice for those who need it consider using On Core Lesson 27: Multiplying Using Partial Products, Lesson 28: Multiplying Using Mental Math, Lesson 34: Multiply Using Partial Products, and Lesson 32: Estimate Products
- Use http://nlvm.usu.edu/en/nav/frames_asid_192_g_2_t_1.html?from=category_g_2_t_1.html for area models when multiplying multi-digit numbers. You can also access this by going to nlvm.usu.edu then clicking on Number and Operations Grades 3-5 then scrolling down to rectangle multiplication. Click on "lattice" to get arrays larger than 10 by 10. We are not teaching the lattice method, but the visual models created on this site are great! Use the camera capture tool to capture the images you want to use into a SMART Notebook document.
- Use thinkingblocks.com for bar models. These are great for problem solving especially comparison problems.

Common assessments including the end of unit summative assessment:

This unit has 2 assessments one for the middle of the unit and one at the end of the unit.

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 3 Mid Unit Multiplication

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 3 End of Unit Multiplication

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, attend to precision, and look for and express regularity in repeated reasoning.
- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on concepts related to products, factors, and divisibility rules.
- According to the CCSS fourth grade students are expected to multiply, "using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models." Therefore, in fourth grade, instruction will focus on these strategies. **Students will NOT be taught the compact method/ traditional algorithm for multiplication. This will come in fifth grade.**
- Throughout the unit, if students are having difficulty lining up place value columns let them use the base-ten recording sheet as a tool. Students may also use graph paper, or lined paper turned sideways to keep numbers lined up in columns.
- Often traditional computations are done from right to left. However, with the all-partials method there is nothing wrong with beginning on the left.
- Grade 4 expectations for 4.OA.2 are limited to whole numbers less than or equal to 1,000,000.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 4 Division	Length of the unit: 3 Weeks
Purpose of the Unit: In third grade, students are expected to develop fluency with all math facts for multiplication and division. In this unit, students will develop strategies grounded in place value, the properties of operations, and the relationship between multiplication and division to find whole number quotients and remainders with up to four digit dividends and one digit divisors. In fifth grade, students expand their use of the area model to find quotients of whole numbers with up to four-digit dividends and two-digit divisors. **Students do not learn the traditional algorithm for division until sixth grade.**	
Common Core State Standards Addressed in the unit:	

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.0A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Big Ideas:	Essential Questions:
10. Division is breaking apart into equal size groups. 11. Multiplication and division are inverse operations. 12. Patterns can be used to develop an algorithm. 13. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 14. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	10. How can division be modeled? 11. What are the benefits of representing division in a certain way? 12. How are multiplication and division related? 13. What strategies make solving multiplication and division problems easier?
Students will know: 1. basic facts: addition, subtraction, multiplication and division 2. a letter or variable can stand for an unknown quantity 3. division is equal shares and leftovers are called remainders	Students will be able to: 1. find quotients for problems with up to four-digit dividend and one-digit divisors using strategies based on place value, properties of operations, and/or relationships between multiplication and division 2. build or illustrate calculation for division using equations, rectangular arrays and/or area models 3. calculation using equations, rectangular arrays and/or area models 4. interpret the remainder 5. represent unknown quantities with a remainder

Significant task 1: Base Ten Division

Significant task 1 is developed from two SMART Notebook lessons, Intro to Division with Base-Ten Blocks and Division with Base-Ten Shorthand. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. In this task students are introduced to the concept of division as equal shares. Students are presented with a

problem where 2 children are trying to share a specific number of marbles. Base-ten blocks are used to represent items in the lesson. It is important for students to have experience with the hands on models. The whole class should engage in discussion around how the children in the problem decide how many marbles they will each get. The problems that follow this focus around the context of a summer camp and involve the interpretation of remainders. The class should work the next few problems together before students are ready for independent application. Discussion about the different strategies after each problem is crucial. The teacher should make clear that various approaches taken can be correct. The second lesson builds on these concepts, but transfers students to using base-ten shorthand instead of base-ten pieces.

This task directly targets standards: 4.OA.3, 4.NBT.6, 4.NBT.4

Timeline: 3 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, base-ten

Resources: SMART Notebook lessons: Intro to Division with Base-Ten Blocks and Division with Base-Ten Shorthand.

Significant task 2: The Area Model for Division

Significant task 2 is grounded in two SMART Notebook lessons, Introduction to the Area Model and Area Model with Remainders. In this task students transition from splitting base-ten pieces into equal groups to using base-ten pieces to construct area models. Students use variables and must interpret remainders. This task is meant to provide practice for students. Students will work in small groups and discuss their strategies for finding solutions.

This task directly targets standards: 4.NBT.6, 4.NBT.4

Timeline: 4 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, area model, base-ten

Resources: SMART Notebook lessons: Introduction to the Area Model and Area Model with Remainders

Significant task 3: Abstract Rectangles with the Forgiving Method

Significant task 3 is grounded in the SMART Notebook lesson, Abstract Rectangles with the Forgiving Method. Teachers should present this lesson as a full class instruction and then allow time for students to defend and/ present their strategies for solving problems. In this task, students move from using base-ten pieces to using abstract rectangles. Students learn the forgiving method (an algorithm for division) along aide the abstract rectangles. This helps to connect each step in this algorithm to a model. Students are immediately introduced to the idea that there is more than one way to solve these division problems. Students should share their strategies in whole class discussion.

This task directly targets standards: 4.OA.3, 4.NBT.6, 4.NBT.4

Timeline: 3 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, area model, base-ten, forgiving method, abstract rectangle

Resources: SMART Notebook lesson: Abstract Rectangles with the Forgiving Method

Common learning experiences:

- Significant task 1: Bring your students to the computer lab or give access to computers with Kidspiration. Students can use the program to model division.
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Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 4 Division

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, attend to precision, and look for and express regularity in repeated reasoning.
- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on concepts related to multiplication.
- When using the area model, some students get confused by the bits representing the divisor and accidentally add them in with the dividend. It may help to have these students use different colored bits for the divisor, and/ have students use a mat with the division bracket.
- The division terms can be difficult for some students. Teachers should use the proper terms and review vocabulary at the start of each lesson. Consider a word wall.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 5 Fractions	Length of the unit: 6 weeks

Purpose of the Unit: As part of the third grade curriculum, students develop the part-whole concept of fractions. Students represent fractions on number lines, and find simple equivalents for fractions using visual models. Students also express whole numbers and fractions and compare fractions with common numerators and denominators. In this unit, students will further explore fraction concepts. Students will use various strategies to find equivalent fractions and compare fractions with like and unlike denominators. Students will add and subtract fractions with like denominators and multiply fractions by whole numbers. In fifth grade, students move on to adding, subtracting, multiplying, and dividing fractions with unlike denominators.

Common Core State Standards Addressed in the unit:

[1] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

4.NF.1 Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.4a Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

4.NF.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* [2] *Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.*

Big Ideas:	Essential Questions:
15. The more fractional parts used to make a whole, the smaller the parts. 16. Two equivalent fractions are two ways of describing the same amount by using different-sized fractional parts. 17. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	14. How can models help us understand fractions and computation with fractions? 15. What are the benefits of representing a relationship in any given way? 16. How does computation with fractions compare to computations with whole numbers?
Students will know:	Students will be able to:
1. comparisons between fractions are only valid when referring to the same size whole 2. why/when two different fractions can be equal 3. composition and decomposition of fractions involves joining and separating unit fractions 4. fraction vocabulary (numerator, denominator, equivalent, etc.) 5. the larger the denominator the smaller the unit piece	1. compare fractions with different numerators and denominators based on benchmarks, finding common denominators, using visual models 2. use the symbols >, =, < to compare fractions 3. justify conclusions about fractions using visual models 4. add and subtract fractions and mixed numbers with like denominators 5. solve word problems for fractions 6. multiply fractions by whole numbers

Significant task 1: Fraction Strips Addition and Subtraction

For significant task 1, teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

Significant task 1 is a sequence of lessons in which students begin by creating a set of fraction strips using 3 x 18 inch pieces of construction paper. Students use their fraction strips to show different fractions and find equivalent fractions as is described in Math Trailblazers unit 12 lesson 1. These strips are then used to play the games Fraction Cover Up and Fraction Exchange in pairs. These games allow students to use fractional parts of a whole, recognizing relative sizes and equivalent fractions. Throughout this part of the task, students should discuss ordering fractions, sizes of fractions, equivalent

fractions, and reasoning for all of their conclusions.

In Math Trailblazers Unit 12 Lesson 2 Adding and Subtracting with Fraction Strips, students use the fraction strips they created to add, subtract, and reason about the computation described in real-world problems. Through a journal prompt students explore a common misconception students have about adding the denominators. Students have additional practice with adding fractions using fraction strip models in On Core 56 Write Fractions as Sums.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 7 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, whole number

Resources: Fraction Kit Games, Math Trailblazers Unit 12 Lesson 1, Math Trailblazers Unit 12 Lesson 2, On Core lesson 56 Write Fractions as Sums

Significant task 2: Comparing and Sorting Fractions

Significant task 2 is developed from three Math Trailblazers lessons, a couple On Core lessons, and an additional resource. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

In Math Trailblazers Unit 12 Lesson 3 Comparing Fractions, students organize their fraction strips into a chart and use fraction strip charts to compare and order fractions according to their size. Students use fractional concepts such as benchmarks for one-half to reason about comparisons. A journal prompt in this lesson asks students to, “Explain why one-half is a good benchmark to use when comparing the sizes of different fractions.” In Sorting Fractions, students further their use of benchmarks by working with a partner or small group to sort fractions. Fractions are first sorted according to if they are greater than or less than one-half. Next students sort fractions by reasoning if they are near 0 or near 1. Finally students sort fractions into three categories, near 0 near one-half, near 1. This activity should start out as whole group with discussion around how students know if the fraction is greater than or less than one-half. When students move to work with partners, students should continue to support their decisions with reasoning. The teacher can differentiate here when creating sets of fraction cards for students to use in sorting. On Core Lesson 52 Compare Fractions Using Benchmarks, provides additional practice comparing fractions using benchmarks. Students are encouraged to use fraction models such as area models, fraction strips, and number lines to support their reasoning.

In Math Trailblazer Unit 12 Lesson 4 Frabble Game and Bubble Sort, students use a deck of fraction cards to complete two activities. First students play a game called Frabble in small groups in which they order fractions according to their size by strategically placing cards on the table. Then, in an activity called Bubble Sort, each student holds a fraction card and stands in a line. Then, following some simple rules, students rearrange themselves so the cards are in decreasing order. To differentiate, if some students are not ready for the level of reasoning involved in comparing multiple fractions at once in Frabble Game, it may be more appropriate for these students to use the Frabble cards to play War. For students ready for more of a challenge, there is a set of Challenge Frabble Cards available.

In Math Trailblazers Unit 12 Lesson 5 Equivalent Fractions Students find equivalent fraction charts from Lesson 3, write number sentences to represent the equivalent fractions, and look for patterns in the number sentences. Students use these patterns to write an equivalent fraction fro a given fraction. Students develop the algorithm for finding equivalent fractions in this lesson. **This should be students' first exposure to the algorithm.** On Core Lesson 47 Equivalent Fractions provides additional practice with finding equivalent fractions relying on visual models as support. While teaching this lesson, teachers should use the NCTM side listed in the resources section below. This site allows students to create equivalent fractions by breaking whole squares or circles of the same size into a different number of pieces and matching each fraction to its location on a number line. The next lesson, On Core Lesson 48 Generate Equivalent Fractions, has students practice using the algorithm to find equivalent fractions. Students extend this skill farther in On Core Lesson 54 Compare and Order Fractions when they use the algorithm and find common denominators to order sets of three fractions.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 9 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, whole number

Resources: Math Trailblazers Unit 12 Lesson 3 Comparing Fractions, Sorting Fractions, On Core Lesson 52 Compare Fractions Using Benchmarks, Math Trailblazer Unit 12 Lesson 4 Frabble Game and Bubble Sort, On Core Lesson 47 Equivalent Fractions, http://illuminations.nctm.org/activitydetail.aspx?id=80 , On Core Lesson 48 Generate Equivalent Fractions, On Core Lesson 54 Compare and Order Fractions

Significant task 3: Mixed Numbers, Multiplication, and Application

Significant task three explores the concepts of mixed numbers in fractions, multiplication of a fraction by a whole number and application of fraction skills so that students may solve problems using the concepts and skills they have developed. Teachers should present these lessons as a full class discussion and then allow time for students to work in small groups and pairs where they can defend and/ present their strategies for solving problems.

This task begins with Math Trailblazers CCSS Activity 25 part A. In part A, students use pattern blocks as models to add and subtract mixed numbers and improper fractions. On Core Lesson 58 Add and Subtract Mixed Numbers provides additional practice adding and subtracting mixed numbers with like denominators. Instruction begins by using area models to support thinking.

On Core Lesson 65 Multiples of Unit Fractions prepares students to learn to multiply fractions by whole numbers. This lesson is built on the idea that students know that multiplication is repeated addition. Using this idea, given a fraction, students will write it as a product of a whole number and a unit fraction. Students also write a series of multiples of unit fractions. In the next lesson, On Core Lesson 66 Multiples of Fractions, the skill of writing multiples of unit fractions is applied to writing multiples of other fractions, again using repeated addition. In, CCSS Activity 25 part B, students use multiplication of fractions by a whole number. A fractional hopper and some real-world problems are presented. A number line model is used to reinforce "jumps" of equal sizes. Unit fractions are used in the problems presented in this lesson. In the second part of Math Trailblazers CCSS Activity 24 students multiply

fractions by whole numbers using the set model of a box of doughnuts to support reasoning. In this lesson students move beyond multiplying unit fractions. Students get additional practice in multiplying fractions by whole numbers with the next lessons, On Core Lesson 67 Multiplying a Fraction by A Whole Number Using Models. In this lesson, students work with fraction strips and circles. They apply the concept of multiplication as a number of equal groups and illustrate with models. Math Trailblazers CCSS Activity 27 Part B provides students with the opportunity to solve real-world problems involving multiplication of fractions.

In Math Trailblazers Unit 12 Lesson 7 Solving Problems with Pattern Blocks, students use pattern blocks to solve real-world word problems involving the ordering of fractions and addition of fractions. Using the context of dividing food fairly, students investigate the relationship between the number of equal parts in a whole and the size of the fraction. This task concludes with On Core Lesson 64 Problem Solving: Multistep Fraction Problems. The numbers in some of the problems in this lesson have been modified so that number lines can be used to model (see SMART Notebook document) In this lesson students apply what they have learned about number lines, fractions strips, and other models to solve real world fraction problems.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 9 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, multiply, whole number

Resources: Math Trailblazers CCSS Activity 25 parts A and B, On Core Lesson 58 Add and Subtract Mixed Numbers, On Core Lesson 65 Multiples of Unit Fractions, On Core Lesson 66 Multiples of Fractions, the second part of Math Trailblazers CCSS Activity 24, On Core Lesson 67 Multiplying a Fraction by A Whole Number Using Models, Math Trailblazers CCSS Activity 27 Part B, Math Trailblazers Unit 12 Lesson 7 Solving Problems with Pattern Blocks, Modified On Core Lesson 64 Problem Solving: Multistep Fraction Problems use SMART Notebook document

Common learning experiences:

- Significant task 1: If students need additional practice with adding and subtracting fractions with like denominators consider using On Core Lesson 55, Add and Subtract Parts of a Whole, On Core Lesson 61 Adding Fractions Using Models, On Core Lesson 62 Subtract Fractions Using Models, and/ On Core Lesson 63 Add and Subtract Fractions.
- Significant task 3: On Core Lesson 68 Multiply a Fraction or Mixed Number by a Whole Number may be used as extra practice for some students. On Core Lesson 69 Problem Solving: Comparison Problems with Fractions may be used as extension for some students.
- Fraction Fairway is a game that students can play in partners or small groups to practice various fraction concepts.
- http://illuminations.nctm.org/activitydetail.aspx?id=80 used to explore equivalent fractions in significant task 2, is also available as a mobile app.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 5 Fractions

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and look for and make use of structure.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on division.
- In significant task 1 Math Trailblazers unit 12 lesson 1 asks students to make fraction strips by folding small strips of paper. Rather than doing that, students should make a set of fraction strips from 3 x 18 inch paper.
- When beginning to add/ subtract with fractions, some students will try to add/ subtract the denominators.
- **The use of models in fractions is crucial.** Models can help students clarify ideas that are often confused in a purely symbolic mode. Sometimes it is useful to do the same activity with two different models. There are three main types of models students will see. These are Length models, region models, and set models.
- As part of this unit, all students should be able to write an equivalent fraction for a given fraction. However, rules should not be taught or used until the students understand what the result means. In a problem-based classroom, students can develop an understanding of equivalent fractions and also develop from that understanding a conceptually based algorithm.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 6 Decimals	Length of the unit: 4 weeks
Purpose of the Unit: Fourth grade is students' first introduction to decimal instruction. This unit begins development of decimal concepts by building on fractional understandings. Students must use decimal notation for fractions, and compare decimal fractions. Students also have to add fractions with denominators 10 and 100. In fifth grade, students read, write, compare, and round decimals to thousandths. Students are also expected to perform all four operations with decimal numbers to hundredths.	
Common Core State Standards Addressed in the unit: **4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* [2] *Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.*

Big Ideas:	Essential Questions:
18. Decimal numbers are simply another way of writing fractions. 19. The base-ten place value system extends infinitely in two directions: to tiny value as well as to large values. 20. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	17. How do fractions relate to decimals? 18. How does a digit's placement in a number affect its value?
Students will know: 6. decimals are another way of writing fractions 7. similar models can be used to represent both fractions and decimals 8. fractions with different denominators can be equivalent 9. decimal comparisons are only valid when two decimals refer to the same size whole	Students will be able to: 1. read, write, compare decimals to hundredths 2. express a fraction with a denominator 10 as a fraction with denominator 100 3. add two fractions with denominators 10 and 100. 4. use decimal notation for fractions with denominators 10 or 100 5. locate decimals on a number line diagram 6. compare two decimals to hundredths 7. use the symbols >, =, < to record decimal comparisons

Significant task 1: What Are Decimals?

Significant task one is built from two Math Trailblazers lessons with additional tools added in. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. In Math Trailblazers Unit 10 Lesson 2 Tenths, students work with base-ten pieces to build their understanding of tenths using both common fraction and decimal fractions. When students complete the Tenths Helper part of this lesson, it is important to stop at 0.9 and discuss what is going to come next. Some students will suggest that 0.10 will be next. This discussion will provide a chance to clear up any misconceptions while using base-ten pieces to support reasoning. This lesson also involves the journal prompt, "Compare 1.3 meters and 1.3 with base-ten blocks. How are 1.3 m and 1.3 flats similar? How are they different?" This prompt should be discussed as

a whole class or in small groups before student attempt to complete it independently.

In Math Trailblazers Unit 10 Lesson 3 Hundredths, students work with base-ten pieces to build their understanding of decimals through hundredth using both common fractions and decimal fractions. This lesson includes the game Hundredths, Hundredths, Hundredths in which students work with a partner build numbers using base-ten pieces and record the fraction and decimal for the number. Students may use groups of base-ten pieces that require regrouping. As warm ups during day one of the Hundredths lesson, teachers should introduce and use the hundredths disk using the warm up problems in the SMART Notebook lesson. On days 2 and 3 of the Hundredths lesson teachers should use the Decimal Place Value Board as a warm up. Math Trailblazers CCSS Activity 22 A is an extension to the Hundredths lesson. It provides the opportunity to practice comparing decimals to hundredths using greater than, less than, and equal to.

This task directly targets standards: 4.NF.6, 4.NF.7

Timeline: 7 days

Key vocabulary: tenths, hundredths, whole number common fraction, decimals fraction, decimal, numerator, denominator, greater than, less than, equal to, visual fraction model

Resources: Math Trailblazers Unit 10 Lesson 2 Tenths, Math Trailblazers Unit 10 Lesson 3 Hundredths, SMART Notebook lesson for Unit 10 Lesson 3, hundredths disk, Decimal Place Value Board, Math Trailblazers CCSS Activity 22 A

Significant task 2: Working with Decimals

Significant task 2 has been built from a variety of resources including various games, Math Trailblazers and supplemental On Core lessons. This task helps students to build various interwoven skills including finding equivalent fractions for tenths and hundredths, adding tens and hundredths, reading, writing, and comparing decimals. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. Throughout the games and small group activities in this unit, teachers should be moving amongst the student groups observing, coaching discussion, and keeping an observation log of skills students have attained or on which students need additional instruction.

This task begins with Math Trailblazers CCSS Activity 22 B. This activity builds on skills developed in the fractions unit. Students rename fractions with the denominator 10 to fractions with the denominator 100 so that tenths and hundredths can be added. Students have continued practice with this concept with On Core Lesson 71 Add Fractional Parts of 10 and 100. In this lesson, it is important that students recognize the 10 to 1 relationship that exists between tenths and hundredth. This understanding will simplify the work of writing fractions with denominator of 10 as fractions with denominator 100. A real-world connection is made between fractions and money with On Core Lesson 74 Relate Fractions, Decimals, and Money. This is another lesson that reinforces the 10 to 1 relationship.

In On Core Lesson 75 Compare Decimals, students have the opportunity to compare decimals using greater than, less than, and equal signs using number lines as models. In Math Trailblazers Unit 10 Lesson 5 Decimal Hex, students move two tokens to travel across a game board by correctly comparing two decimal fractions or a decimal and a common fraction. This game is played in partners. Students should explain to the partner how they know if the number they are moving to is greater than or less

than the number they are currently on. Race for the Flat is another game played it partners. It allows students to roll a dice with tenths and a dice with hundredths. Students may choose to roll one or both die. Students use base-ten pieces to get a whole. This game is great for reading, writing, and comparing decimals Students need to reason about the size of decimals as they decide which dice to roll. Double digit decimals is a game that involves, building, reading, and comparing decimals using logical reasoning about the sizes of digits in certain place values. This game can be played as a whole class, in small groups, or in pairs. It is suggested to play a couple rounds as a whole class and then play in small groups. Students should be expected to explain their reasoning for why they put digits in certain places, and how they know which number is the greatest. Decimal War should be played in partners. It provides students with practice comparing decimals. Cards that go to thousandths are available for those students who are ready for this extension, but fourth grade students are not expected to be able to compare decimals to thousandths. The final activities in this task are the decimal models activities students use logical reasoning in three increasingly more difficult activities as they match numbers to representations and reason if they are near zero, near one half, or near one whole. Then the visuals are taken away and students have to reason if numbers to hundredths are near zero, near one half, or near one whole. The final piece has students add two decimals and determine if they are near zero, near one half, or near one whole.

This task directly targets standards: 4.NF.5, 4.NF.6, 4.NF.7

Timeline: 9 days

Key vocabulary: tenths, hundredths, whole number common fraction, decimals fraction, decimal, numerator, denominator, greater than, less than, equal to, visual fraction model

Resources: Math Trailblazers CCSS Activity 22 B, On Core Lesson 71 Add Fractional Parts of 10 and 100, On Core Lesson 74 Relate Fractions, Decimals, and Money, On Core Lesson 75 Compare Decimals, Math Trailblazers Unit 10 Lesson 5 Decimal Hex, Race for the Flat,

Common learning experiences:

- Significant task 1: If students need additional practice with comparing tenths use CCSS Activity 21 Part A. If students need practice relating decimal tenths to fractional tenths with models use On Core Lesson 72 Relate Tenths and Decimals.
- Math Trailblazers Unit 10 Lesson 3 in significant task 1 includes an optional assessment activity titled, Linda's Base-Ten Pieces. This activity is scored using a rubric.
- Significant task 2: The following are suggestions for additional practice. On Core Lesson 70 Equivalent Fractions and Decimals, On Core Lesson 73 Relate Hundredths and Decimals
- I Have, Who Has? Decimals is great to play as a whole class as a quick warm up to lessons
- Decimal Match is another great warm up where students match numbers to decimal models.
- Roll for a Whole is a similar game to Race for a Flat and may be substituted.
- Double Digit Decimals is another great game for reading, writing, and comparing decimals, it also gets students ready to add decimals using models. This extension may be appropriate for some students.
- Ordering Decimals is a game that can be played independently or students can play side by side. Students roll two die, create a decimal number and then using estimation and logical reasoning place it between .01 and 1.0.

- Decimal arrow cards are a great tool for exploring decimal place value concepts.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 6 Decimals

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, attend to precision, and look for and make use of structure.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on fractions.
- When introduced to decimals, some students have difficulty with reading decimals. It helps to make the connection to fractions and have a place value chart to which students can refer.
- When ordering decimals, some students have difficulty distinguishing between tenths and hundredths. For example, students may think 0.4 is smaller than 0.09 because they are only paying attention to the non-zero digit. The use of models helps to minimize this misconception.

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Grade 4 Mathematics

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Name of the Unit: Unit 7 Patterns and Measurement	Length of the unit: 4 weeks

Purpose of the Unit: In this unit, students will explore and solve problems involving line plots as well as various customary and metric units of measure in length, weight/ mass, liquid measures, time, and money. In third grade, students were expected to find arithmetic patterns, worked on measurement, told and wrote time to the nearest minute. This unit prepares students for fifth grade standards on volume, solving multistep problems using the four operations and fractional information in line plots, as well as conversions of various measures.

Common Core State Standards Addressed in the unit:

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. ***For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …***

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid

volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Big Ideas:	Essential Questions:
21. Patterns can be used to develop an algorithm. 22. Relationships can be represented as tables, graphs, and equations. 23. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement. 24. The choice of measurement tool depends on the measurable attribute and the degree of precision required.	19. How can patterns be generalized? 20. What are the benefits of representing a relationship in any given way? 21. How do you decide which measurement systems to use? 22. How are different measures related?
Students will know:	Students will be able to:
10. patterns exist in mathematics and the real-world 11. how to measure in fractional parts of inches 12. relative sizes of customary and metric measures within one system of units including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec, gallons, quarts, pints, cups, dollars and cents	7. generate number and shape patterns 8. identify features of patterns that are not explicit in the pattern itself 9. create and interpret a line plot using measurements in fractions of units 10. use and accurately read various measurement instruments 11. find measurement equivalents and record them in a two-column table 12. solve word problems that involve converting units of measure into smaller units

Significant task 1: Patterns

Significant task one focuses on patterns and is built from Math Trailblazers Unit 15 Lesson 4, Function Machines, and a task adapted from Georgia Department of education titled Earth Day Project. In Function Machines, students will be introduced to functions through a vignette and an activity, Guess My Rule. This lesson will begin as a whole group lesson with significant time spent discussing strategies students use to find rules. As students are ready, grouping will change to independent and small group work. Students will record findings in a data table and explore different ways to describe the patterns. In the task Earth Day Project, students are presented with a real-world situation involving a set of data. The context of the task is a fourth grade class collecting cans for a recycling project. Using the data, students determine the pattern formed by the numbers in the data set. They extend the pattern and use the data to make predictions, and solve problems. Students engage in small group and full class discussion around strategies for finding relationships in the t-chart.

This task directly targets the following standard: 4.OA.5

Timeline: 5 – 6 days

Key vocabulary: function, function machine, input, output, pattern, prediction, values, relationship, rule, term, odd, even, sequence

Resources: Math Trailblazers Unit 15 Lesson 4, Earth Day Project Task

Significant task 2: Length: Measuring Mania

Significant task 2 involves length measures. In this task, Measuring Mania adapted from the Georgia Department of Education, students work individually for the first part of the task. The second part of the task may be done in small groups. In the task, students develop a deeper understanding of linear measurement. Students will explore relationships in measurement lengths to the nearest one-half, one-fourth, and one-eighth of an inch. Students will then create and interpret a line plot. Students will be expected to justify their thinking in writing as well as oral dialogue in small groups as well as whole class discussions.

This task directly targets standards: 4.MD.1 and 4.MD.4

Timeline: 2 days

Key vocabulary: half-inch, quarter-inch, eighth-inch, line plot, data, length, measure

Resources: Measuring Mania task

Significant task 3: Weight

Significant task three is grounded in four smaller tasks: Worth the Weight; A Pound of What?; Exploring and Ounce; Too Heavy? Too Light?. Each of these tasks explores customary and metric measures of weight and mass. It is suggested that these tasks are completed as stations. Students will engage in the hands on measurement part of the tasks in small groups followed by whole class discussions of discoveries and conclusions. In Worth the Weight, students will experiment with gram and kilogram weights. Students will select objects to weigh, estimate their weight, and then use a spring scale to determine the actual weight. In A Pound of What?, students will be involved in a kinesthetic activity that helps them experience how heavy a pound is and develop a conceptual understanding of a pound. Students will then use that experience to estimate the weight of everyday items. At the end of the first

two activities there will be a full class discussion focusing on benchmarks for grams, kilograms, and pounds, as well as things that are appropriate to measure in these units, strategies for how students determined these, and new understandings that were developed through exploration. In Exploring an Ounce, Students will construct an ounce and investigate its uses in weight and measurement. In Too Heavy? Too Light? Students will solve real-world problems of different units but within the same system. Conversion of units will need to be used. At the end of the final two activities there will be a full class discussion focusing on how you can estimate an ounce, strategies for choosing appropriate measures for weight/ mass, as well as strategies for solving each problem in Too Heavy? Too Light?.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 4 days

Key vocabulary: gram, kilogram, pound, ounce, balance, scale, weight, reference weight, prediction, more than, less than, equal to, estimate, actual

Resources: Four tasks adapted from Georgia Department of Education: Worth the Weight; A Pound of What?; Exploring and Ounce; Too Heavy? Too Light?

Significant task 4: Liquid Measures

Significant task four is grounded in two tasks, Capacity Line-Up and Gallon Man. In the first part of this task, students explore estimation and measurement of capacity and volume with real-world tools. Students will participate in exploratory activities in small groups to compare the capacity of different containers using liters and milliliters. In the second part of significant task four, students will explore conversions between liquid measures. Students will generate conversion tables for various liquid measures. Student will create and use nonlinguistic representations to solve problems. At the end of this task there will be a full class discussion focusing strategies for comparing the volume of similar items.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 2 days

Key vocabulary: liter (l), milliliter (ml/ mL), gallon, quart, pint, cup, graduated cylinder, volume, capacity, conversion table

Resources: Capacity Line-Up adapted from Georgia Department of Education, Gallon Man lesson and SMART Notebook document

Significant task 5: Time and Money

Significant task five is built from On Core lesson 85, Problem Solving: Elapsed Time, On Core 84, Problem Solving: Money, and a Basketball task. Throughout this significant task, students will work flexibly moving between individual and small group problem solving with whole class discussion of solutions. In On Core 85 students use diagrams to determine elapsed time for real-world problems. In the Basketball task, students will create a schedule for a basketball league. In On Core 84, students use the four operations to solve problems involving money. In some cases, students will not yet know how to use a standard algorithm to solve problems involving decimals. When this occurs students will use other problem solving strategies such as acting out the problem.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 4 days

Key vocabulary: hours, minutes, seconds, diagram, money, dollars, cents

Resources: On Core lesson 85 Problem Solving: Elapsed Time, On Core 84 Problem Solving: Money, and Basketball task

Common learning experiences:

- Students will create a chart of benchmark measures throughout this unit.
- Significant task one: On Core lessons 13 and 14 are optional resources. After a preassessment you may use these if you determine that your students are not yet prepared to do the Function Machines Lesson.
- Online resources: Function for machines, http://www.learningtoday.com/corporate/files/games/Algebra_Functions_L3_V1_T4a.swf or http://www.mathplayground.com/functionmachine.html For a more challenging function machine, try http://www.amblesideprimary.com/ambleweb/mentalmaths/functionmachines.html Use http://nlvm.usu.edu/en/nav/frames_asid_185_g_2_t_1.html?from=grade_g_2.html for number patterns.
- Significant task two: as a launch consider using: "Example 2: Stacking Data Using Line Plots" (1:56) video clip from discoveryeduction.com
- Significant task 3: As launches for this task consider using Brainpop videos: Customary Units; Metric Units; Metric vs. Customary
- Significant task 4: Consider using Brainpop Jr. video: Cups, Pints, Quarts, and Gallons to launch the Gallon Man part of this task.
- I Have, Who Has? Measurement is a great game to play as a warm up once students have familiarity with a variety of measurement concepts.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 7 Patterns and Measurement

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, and attend to precision.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on decimal concepts.
- Each school has a set of nonfiction texts on measurement that would be fabulous for read alouds. The following are titles and the concepts addressed: Tracking Time – Measuring Time; Timing Races – Measuring Time; Olympic Technology – Elapsed Time; Hosting the Olympic Summer Games – Elapsed Time; All About Sharks – Units of Measure; Life in the Ocean Layers –

Units of Measure; Natural Measures – Measuring Objects; At the Fire Station – Measuring Objects

- Be sure that students understand how to use and read each measurement tool before students begin working on their own.
- Estimation of measures and the development of benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement.
- Some students initially believe that measuring in larger units will result in a greater answer.
- Prior to the work with measurement, as part of this unit, students will explore number and shape patterns. Understanding patterns will help with measurement conversions.
- In third grade, students were expected to find arithmetic patterns. Students also worked on measurement concepts in third grade. Students needed to tell and write time to the nearest minute, as well as solve problems involving intervals of minutes. Students learned to measure and estimate measures involving grams, kilograms, and liters and solve one step problems involving these units. Finally, students learned to show measurement data on a line plot that had been marked in appropriate numbers being whole numbers, halves, or quarters.
- Some students may benefit from using the app, Convert Anything.
- The distinction between mass and weight is not made until middle school, when students begin their study of gravity. Therefore, the emphasis of this unit should be placed on measurement. In the classroom, teachers should just use the term, "weight".

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Name of the Unit: Unit 8 Geometry	Length of the unit: 4 weeks

Purpose of the Unit: In third grade, students reason with shapes and attributes. Students are expected to recognize area as an attribute and understand the concepts of area measurement as related to multiplication and addition. Students also find perimeter of polygons in third grade. In this unit students will apply area and perimeter formulas, recognize lines of symmetry, students will explore and measure angles as well as draw and identify lines angles, and classify shapes by their properties, of their lines and angles. In fifth grade, students classify two dimensional figures into categories.

Common Core State Standards Addressed in the Unit:

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. ***For example, find the width of a rectangular room given the area of the flooring and the***

length, by viewing the area formula as a multiplication equation with an unknown factor.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

4.MD.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Big Ideas:	Essential Questions:
25. What makes shapes alike and different can be determined by an array of geometric properties. 26. Area and perimeter are related to each other.	23. How can two-dimensional figures be described? 24. How are area and perimeter related?
Students will know:	**Students will be able to:**
13. classification of two-dimensional figures 14. angles are geometric shapes 15. an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.	13. apply area and perimeter formulas in real world and mathematical problems 14. draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures 15. classify two-dimensional figures based on the presence or absence of parallel or

16. an angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles 17. an angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees 18. recognize angle measures as additive 19. when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts 20. how to use a protractor to measure angles	perpendicular lines, or the presence or absence of angles of a specified size 16. recognize right triangles as a category, and identify right triangles 17. measure angles in whole-number degrees using a protractor 18. sketch angles of specified measure 19. solve addition and subtraction problems to find unknown angles on a diagram 20. recognize and draw lines of symmetry for two-dimensional figures

Significant task 1: Symmetry

Significant task one uses the symmetry packet. In this task, students fold two-dimensional figures on lines of symmetry and draw lines of symmetry in other figures. Students should work independently on this task. The teacher should then allow time for students to defend and/ present their solutions.

This task directly targets the following standard: 4.G.3

Timeline: 1 day

Key vocabulary: line symmetry, symmetric

Resources: Symmetry Packet

Significant task 2: Area and Perimeter

Significant task 2 is grounded in a couple of investigations from Math Trailblazers and supplemental lessons from On Core. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. The task begins by using Math Trailblazers Unit 2 Lesson 2 Investigating Area and Perimeter. This lesson is set in the context of a fictional city called Antopolis. In this lesson students work with partners and use string to measure the perimeter of objects. This provides a brief and concrete review of the idea that perimeter is a measurement of length. Students then use square inch tiles to find the area and perimeter of irregular figures and a fountain in Antopolis. Finally, students design a playground for Antopolis with a specified area and perimeter. Students then communicate the process they used to solve the problem. Their writing is scored using a rubric.

Students then complete On Core Lesson 88, Area, which requires students to apply the area formula. The next On Core Lesson 89, Area of Combined Rectangles, requires students to separate combined rectangles, use information to determine the measures of unknown side lengths so that area can be determined. Full class discussion should focus on strategies students used for finding sides of shapes and determining area and perimeter. In On Core Lesson 91, Problem Solving-Find the Area, students solve real-world multi-step problems involving area. This task concludes with a return to the fictional city of Antopolis in Math Trailblazers Unit 2 Lesson 4 Helipads for Antopolis. In this task, students design helipads for the Antopolis Airport. After designing several helipads (rectangles) with a perimeter of 14

inches, students determine which helipad has the maximum area. Students must explain how they have found the maximum-area design. This lesson should begin with whole class discussion, however, students should work independently to find helipads and defend their solutions.

This task directly targets the following standard: 4.MD.3

Timeline: 6 days

Key vocabulary: area, perimeter, unit of measure, units, square units, length, width, rectangle, square

Resources: Math Trailblazers Unit 2 Lesson 2 Investigating Area and Perimeter, Math Trailblazers Unit 2 Lesson 4 Helipads for Antopolis, On Core Lesson 88: Area, On Core Lesson 89: Area of Combined Rectangles, On Core Lesson 91: Problem Solving-Find the Area

Significant task 3: Shapes, Line, and Angles

Significant task 3 focuses on various concepts related to geometry such as shapes, lines, and angles. The task was built from a variety of lessons from different sources. Teachers should introduce these lessons as a full class discussion within the lessons there area suggestions for grouping.

This task begins with a brief review of polygons and introduces geometric concepts such as parallel lines through the use of the Geometry Packet. Students should be reminded to provide reasoning and proof in their discussions.

For the next part of this task Math Trailblazers Unit 2 Lesson 6 Angles is used. In this lesson, angles are introduced. Acute, right, and obtuse angles are discussed. Students use angle circles and corners of paper to compare angles and identify angles in shapes. This lesson is followed by Math Trailblazers Unit 2 Lesson 7 Angles in Pattern Blocks coupled with Math Trailblazers CCSS Activity 2. Activity 2 can be used as a warm up as students identify angles in triangles and identify the category of right triangles. Students must prove their answers. In lesson 7 students further their understanding of angles by investigating angles in pattern blocks. Students build shapes from other shapes and angles from smaller angles. Students calculate angles rather than measure them at this point. In Math Trailblazers Unit 9 Lesson 1 Lines, students are introduced to geometric vocabulary about lines and line segments through the context of city streets. They use the terminology to talk about and solve problems about geometric shapes. There should be a lot of whole class discussion supported by reasoning throughout this lesson. Two On Core Lessons that build on these concepts are On Core 98 Lines, Rays, and Angles and On Core 99 Parallel and Perpendicular Lines. After a whole class introduction, students should work on these lessons independently or in partners. Math Trailblazers CCSS Activity 18 is an extension to the lesson on lines. In this lesson, students draw geometric concepts including specifically labeled, lines, rays, line segments, parallel and perpendicular lines.

Math Trailblazers Unit 9 Lesson 2 What's Your Angle?, provides students first introduction to measuring and drawing angles with a protractor. Many of these problems are presented through the context of a playground. Each student should have his/ her own protractor for this lesson. This lesson proposes the journal prompt, "Explain why the measure of an angle does not depend on the length of the angle's sides." This prompt should be discussed as a class before students write independently. The SMART Notebook Lesson Join and Separate Angles Intro should be used to introduce On Core Lesson 96 Join and Separate Angles. In this part of the task, students continue their exploration of angles by working with segmented angles. Students measure angles and add to find the sum of angles. Many of these

instances mirror real-life situations involving angles measurements. Students discover in this lesson that angles are flexible and can be decomposed and renamed.

This task directly targets the following standards: 4.MD.5abc, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2

Timeline: 13 days

Key vocabulary: angle, endpoint, ray, protractor, degrees, side, vertex, mid point, points, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular line, parallel line, intersect, two-dimensional figures, plane figure, right triangle, degree

Resources: Geometry Packet, Math Trailblazers Unit 2 Lesson 6 Angles, Math Trailblazers Unit 2 Lesson 7 Angles in Pattern Blocks, Math Trailblazers CCSS Activity 2, Math Trailblazers Unit 9 Lesson 1 Lines, On Core Lesson 98 Line Rays and Angles, On Core Lesson 99 Parallel Lines and Perpendicular Lines, Math Trailblazers CCSS Activity 18, Math Trailblazers Unit 9 Lesson 2 What's Your Angle?, SMART Notebook Lesson Join and Separate Angles Intro, On Core Lesson 96 Join and Separate Angles

Common learning experiences:

- Significant task 1: If students need additional practice with symmetry the following are supplemental resources that can be used to differentiate instruction: On Core Lesson 102 Line Symmetry; On Core Lesson 103 Find and Draw Lines of Symmetry; Math Trailblazers Unit 9 Lesson 3 Symmetry; Math Trailblazers Unit 9 Lesson 4 Journey to Flatopia
- Significant task 2: If students need additional practice with area and perimeter teachers may use: On Core Lesson 87, Perimeter and On Core Lesson 90, Find Unknown Measures
- Significant task 3: If students need additional practice with area and perimeter teachers may use: On Core Lesson 87 Perimeter, On Core Lesson 90 Find Unknown Measures, On Core Lesson 95 Measure and Draw Angles, On Core Lesson 100 Classify Triangles, On Core Lesson 101 Classify Quadrilaterals
- The song, Cool Geometry is great to sing with students throughout the unit and particularly significant task 3. The song uses music and kinesthetic movements to reinforce vocabulary related to geometry.
- Brainpop videos that relate to this unit and would be good to initiate lessons are: Parallel and Perpendicular Lines; Angles; Polygons
- When measuring and drawing angles, teachers should use the angle tools in SMART Notebook to model.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 8 Geometry

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision

- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on patterns and measurement.
- Protractors are new tools for fourth grade students. With so many numbers and the zero line in different places on various protractors, some students will make errors in using this tool. Carefully monitor students' use of protractors to be sure they are using them correctly.
- When thinking about angles, some students believe that the length of the sides affect the size of the angle. This misconception should be discussed. Teachers can use different size angle circles, different sized scissors, etc. to model two angles of the same size with different length sides.
- Each school has two nonfiction texts on area and perimeter that would be fabulous to use as read-alouds throughout this unit. They are titled, *Towns and Cities* and *Amusement Parks.*

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1)developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 1 Patterns in the Base-Ten System	Length of the unit: 4 weeks
Purpose of the Unit: This unit builds on the base-ten unit taught in Grade 4 and the CCSS 4.NBT.4. for adding and subtracting whole numbers. Students learned to read and write multi-digit whole numbers, write expanded form, compare two multi-digit numbers using >, =, and < symbols, and used place value understanding to round multi-digit whole numbers to any place. In fifth grade they will continue to recognize the magnitude of a number, explain patterns and fluently multiply multi-digit numbers.	
Common Core State Standards Addressed in the unit: **5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.** **5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.** **5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.**	
Big Ideas: 1. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less. 2. Multiplying and dividing by powers of ten is related to place value.	Essential Questions: 1. How does a digit's placement in a number affect its value? 2. How is place value connected to multiplying and dividing by powers of 10?
Students will know: 1. expanded form 2. the relationship of powers of ten to place value 3. place value related to decimals 4. attributes of exponents 5. the standard algorithm for multiplication of multi-digit numbers 6. estimation strategies of	Students will be able to: 1. read, write, order, compare, and round big numbers to a million 2. write numerals in expanded form 3. describe patterns when multiplying/dividing by powers of ten 4. describe patterns in the placement of the decimal point when multiplying or dividing by a power of ten 5. use whole-number exponents to denote powers of ten

multiplication	6. fluently multiply whole numbers 2 digits by 4 digits using the standard algorithm 7. estimate products when multiplying multi-digit numbers

Significant task 1: Big Numbers and Place Value

Significant Task 1 is a review of the base-ten number system through the population of states. This task will begin with students reading a play about children who work together to solve a problem about big numbers. Teachers will check students understanding of big numbers using a place value chart. In partners students will discuss and complete questions based on a population chart and then order the big numbers on a number line. In groups of three, students will practice reading large numbers by playing the Spin and Read Number Game.

The second part of this task is divided into three lessons. Lesson 1 uses base-ten pieces to review our number system and find as many different ways to group a specified amount of bits and record their groups both numerically and pictorially. Lesson 2 uses the base-ten pieces to model addition and Lesson 3 models subtraction. The teacher will continue to direct students for addition and subtraction using base-ten boards and recording sheets. Students will work in small groups or pairs solving addition and subtraction problems. Class discussion should center on the different ways of mentally computing and estimating addition and subtraction problems.

To conclude this task, students will read and write whole numbers through the hundred millions and recognize the 10 to 1 relationship among place value positions. There are On Core lessons that can be used for this direct instruction. After the direct instruction, individual guided practice will be provided.

In this task the students will:

- explore standard, expanded form, and word form and discuss a period is a group of three digits within a number separated by a comma
- read, write, estimate, compare, order and round numbers to the millions
- write large numbers in expanded form
- use place value charts and number lines
- find as many different ways to group a specified amount of bits and record their groupings both numerically and pictorially
- use the base-ten pieces to estimate
- estimate the difference before solving the problems
- connect the base ten pieces and the standard algorithm to solve subtraction of large numbers
- use a place value chart and recognize patterns to write numbers that are 10 times as much as or 1/10 of any given number

This task directly targets the following Common Core Standard: 5.NBT.1

Timeline: 6 – 7 days
Key vocabulary: billion, million, ten million, hundred million, digit, place-value, expanded form, standard form, exponent, powers of 10, product

Resources**:** Math Trailblazers: URG 2: Big Numbers: Lesson 1: Reading and Writing Big Numbers; URG 2: Base Ten Number Systems Lesson 3: (see URG 2: L3 pgs. 79-88 for worksheets), On Core Lessons 7 & 8

Significant task 2: Multiplying and Estimating Products and Using Exponents

In grade 4 students were introduced to 1 digit by 4 digit multiplication using the all-partials and the compact method. The students were also introduced to the area model for multiplication using base-ten blocks and the pictorial representation, computational estimation and exponents. The students developed strategies for multiplying numbers with ending zeros and estimating products.

This task will begin with the teacher directing students to read a vignette, "Reach for the Stars" about multiplication. Students will work with a partner or in small groups using calculators to solve multiplication problems. Next, the students will work independently to complete multiplication problems using paper and pencil methods.

The teacher will introduce exponents and the concept of scientific notation using On-Core lessons. Students will work in pairs or independently on On-Core lessons.

In this task the students will:

- describe the patterns that will help them multiply numbers with ending zeroes, and estimate products involving money
- review the use of exponents and scientific notation
- read, write and say numbers displayed in scientific notation on a calculator.
- modeling multiplication using base-ten pieces
- practice different multiplication methods using all-partials method and compact method
- estimate products using convenient numbers
- multiply numbers with ending zeroes
- represent large numbers with exponents and various types of multiplication problems
- use a basic fact and a pattern to multiply mentally by multiples of 10, 100, and 1,000
- review scientific notation and write exponents to show powers of 10

This task directly targets the following Common Core Standard: 5.NBT.2, 5.NBT.5

Timeline: 9 – 10 days
Key vocabulary: product, compact multiplication method, partial product, all-partials multiplication method, convenient numbers, estimate, multi-digit numbers, algorithm, fewest pieces rule, exponents, scientific notation
Resources: URG 2: Big Numbers : Lesson 5: Multiplication; URG 2: Lesson 6: Estimating Products: Emphasize "10" is a convenient number; URG 2: Lesson 8: Exponents and Large Numbers: Part 1 only; On-Core teacher's guide and student workbook lessons 10 and 11 ; Daily Practice Problem worksheets; Supplemental worksheets from Patterns R Us (Common Core Georgia Performance Standards Frame)

Common Learning Experiences:

- Smart Exchange: Playing with Place Value
- Smart Exchange: Exponents
- Use On-Core pages 7, 8, 10, 11 that will reinforce concepts your students may need for extra practice

Common Assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Patterns in the Base Ten System

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.
- Targeted Learning: use time to reinforce knowledge and skill developed in this unit and multiplication and division facts.
- Significant task 1: Big Numbers and Place Value: Intervention: The teacher and students will continue to use the base-ten pieces and transfer to the base-ten shorthand method until the students have a solid understanding and are comfortable with regrouping large numbers correctly. Next, students will complete addition and subtraction with regrouping using the paper and pencil method. The teacher will monitor the student's ability to add and subtract large numbers. If needed, students may use any of the three methods to solve addition and subtraction problems.

- Significant task 2: Multiplying and Estimating Products and Using Exponents: Intervention: Students having difficulties should continue to use base-ten pieces, use the all-partials method and work in small groups with the teacher's assistance
- Some students will be able to extend their multiplication to 2-digit x 3-digit multiplication using the compact method and solve word problems involving multiplication.
- Some students do not regroup correctly, often forgetting to cross out the number in the 10's or 100's column resulting in too large an answer.
- Students subtract larger numbers from smaller numbers instead of regrouping from the column to the left.
- Students have difficulties with regrouping with a zero in the tens column, forgetting to continue to the 100's column to take 1 away.
- Some students will need extended time using manipulatives as an intervention.
- As an extension of the unit, some students will be able to multiply a number by 0.1 and answer the following questions. What happens when you multiply that same number by 0.01? Can a conjecture be made based on the results? Students write their conjecture. Students share their conjecture with a partner. Are the two conjectures the same?

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

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numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 2 Division	Length of the unit: 4 weeks
Purpose of the Unit: In Grade 4 students learned the area model of multiplication and division based on place value and the relationship between multiplication and division. The students found whole number quotients and remainders with up to four digit dividends and one digit divisors. In this unit grade the focus is on division using four digit whole number dividends and two-digit divisors using rectangular arrays and area models. In this unit students will continue to explore the area model of division using base-ten pieces with a dividend to the thousands divided by one and two digit divisors. **In grade 6 students will develop the standard algorithm for division.**	
Common Core State Standards Addressed in the unit: **5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	
Big Ideas: 3. Division is breaking apart into equal size groups. 4. Multiplication and division are inverse operations. 5. Patterns can be used to develop an algorithm. 6. Flexible methods of computation involve taking apart and combining numbers in a wide variety of ways. 7. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	Essential Questions: 1. How can division be modeled? 2. What are the benefits of representing division in a certain way? 3. How are multiplication and division related? 4. What strategies make solving multiplication and division problems easier?
Students will know: 1. place value relationships 2. the commutative property 3. distributive property 4. estimation strategies for division 5. the grouping method for division 6. the area model of multiplication and division	Students will be able to: 8. use strategies based on place value to solve division problems 9. use properties of operations to understand how operations are related 10. use estimation to know when a quotient is reasonable 11. use concrete models and/or drawings to show how to solve division by grouping 12. use base-ten pieces and abstract rectangles to show/explain the process of division 13. understand that addition/subtraction and multiplication/division are inverse

	operations 14. divide up to four-digit dividends by two-digit divisors using area models

Significant task 1: Base-ten Division

Significant task 1 is grounded in base-ten division using manipulatives to show division by grouping. Students will begin as a whole class reviewing the vocabulary terms for the names of the parts of a division example. The full class lesson will focus on solving division problems using base-ten pieces by grouping. Students will then work in partners grouping the base-ten pieces to solve the division problems. The task will end with the teacher demonstrating how to change the base-ten division problems into base-ten shorthand and the students completing base-ten division shorthand independently.

In this task the students will:

- review the division vocabulary terms
- divide base-ten pieces into equal groups with one digit divisors
- transfer from base-ten pieces to base-ten shorthand dividing up to 4 digits by 1 digit

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School supplemental unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder

Significant task 2: Base-ten Area Model Division

Significant task 2 is grounded in division using base ten pieces using the area model. Students will draw an area model for division and numerically "record" the steps. This task begins with an area model rectangle with square units to represent the dividend. Numbers are placed in the rectangle to show the total number of units divided by the divisor number. The numbers in the model look similar to the long division algorithm. This task begins with a Smart Notebook lesson using Kidspiration 3 demonstrating the use of base-ten pieces. The teacher will then direct students to work in pairs or individually solving area model division problems.

In this task, students will:

- build an area model division problem using Kidspiration 3
- build an area model division problem using base-ten pieces up to 4 digits by 2 digits
- build an area model division problem using base-ten shorthand up to 4 digits by 2 digits

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School supplemental unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder; Kidspiration 3; computers

Significant task 3: Abstract Rectangles for Division

Significant task 3 involves students moving away from the pictorial representation to the abstract representation of division. Students have had experiences with the base-ten manipulatives and will now move to the abstract representation. The students will not be solving division with the standard algorithm in grade 5, but will be exposed to the abstract rectangle representation and the standard algorithm being demonstrated side by side. The teacher will introduce the lesson as a whole group using Smart Notebook lessons and then students will work in pairs or independently solving division problems. The teacher will close the lesson with a full class discussion focusing on the strategies the students used to solve division using abstract rectangles.

In this task, students will:

- partition the dividend into two compatible numbers
- work as a class solving abstract rectangle problems for up to 4 digit by 2 digit
- work independently on division problems using the abstract rectangle method
- relate multiplication to division
- understand the concept of the remainder

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School Supplemental Unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder;
MTB DAB pages 153 & 155 worksheets

Common learning experiences:

Technology Links:

- view a video solving division problems using base-ten pieces by grouping: see Grade 5: Smart Notebook Lesson: Unit 2 Lesson 1: slide #2
- view a video on abstract rectangles for division: L:\Grade 5\NEW! Smart Notebook Lessons\Unit 2 Division\Abstract Rectangles.doc

Area Models for Multiplication and Division
http://www.learner.org/courses/learningmath/number/session4/part_b/index.html

Common assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Division

Teacher notes:

- Process standards to highlight through instruction: **model with mathematics, use appropriate tools strategically, attend to precision**, and l**ook for and make use of structure.**
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine

student needs and focus instruction on multiplication.

- Significant task 2: Base-ten Area Model Division: Intervention: Students will work with the teacher in a small group using base-ten pieces to reinforce the area model concept concentrating on 2 digit divided by 1 digit and then progressing to 3 digit divided by 1 digit. Students will work independently with concrete base-ten blocks until they are comfortable with physically setting up the problem, but can also show the numerical long division process. They should also write the four number sentences the model describes.
- In this unit teacher should not instruct students in the traditional algorithm. The division algorithm will be introduced in grade 6.
- For students who have learned the algorithm outside of school should still model using the visual representation.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

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Name of the Unit: Unit 3 Decimals	Length of the unit: 6 weeks

Purpose of the Unit: In grade 4 students have been taught decimals to the hundredths with base–ten pieces. In this grade students expand their understanding of place value to read, write, compare, and round decimals, to explain the patterns of zeroes and exponents in a product, and to add, subtract, and multiply decimals using models and drawings. **Standard algorithms for operations on decimals are developed in grade 6.**

Common Core State Standards Addressed in the unit:

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3: Read, write, and compare decimals to thousandths.

5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

5.NBT.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1 /10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.4: Use place value understanding to round decimals to any place.

Big Ideas:	Essential Questions:
8. The base-ten place value system extends infinitely in two directions: to tiny value as well as to large values. 9. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less. 10. Exponents are used to represent repeated multiplication. 11. Knowing properties of operations and number patterns allows us to be flexible when working with numbers.	3. How does a digit's placement in a number affect its value? 4. How does computation with decimals compare to computations with whole numbers? 5. How is place value connected to multiplying and dividing by powers of 10?
Students will know:	**Students will be able to:**
7. decimal place value 8. pattern of zeroes in multiplication of powers of 10 9. strategies to read, write, compare, and round decimals 10. how to add, subtract, multiply and divide decimals using place value strategies and/or drawings (standard algorithms are done in grade 6)	15. read, write, and compare, and round decimals to thousandths 16. explain patterns of zeroes when multiplying by powers of 10 17. read and write decimals to thousandths using base ten numbers in expanded form 18. compare decimals to the thousandths using symbols 19. use concrete models and drawings to add, subtract, multiply and divide decimals

Significant Task 1: Investigating Decimals

Significant Task 1 is comprised of three lessons involving decimals. The teacher will introduce decimal arrow cards, model shading in decimal grids and reading a decimal place value chart with the whole class referring to the Smart Notebook lessons. Students will then work in pairs or independently answering questions related to the grids and place value chart. The lesson will end discussing patterns that the students noticed and the relationship between the values on the chart.

Lesson 1: ***Decimal Models*** begins with students using area models to review tenths, hundredths and introduce thousandths. The students will use place value charts to help them read and write decimals and use square grids as models to round and compare decimals. ***Decimal Arrow Cards****:* The class will use commercially made decimal arrow cards to understand the concept of decimal place value. The cards are used to understand the concept of the tenths, hundredths, and thousandths place. They can also be used to order and compare decimals.

In this task the students will:

- shade decimal grids for tenths, hundredths, and thousandths
- use a decimal place value chart to help them read and write decimals
- develop a number sense for decimals
- look for patterns in the decimal place value chart
- explain why 0.4 = 0.40
- recognize that the place value system continues indefinitely in both directions.
- make decimal numbers to the thousandths using arrow cards
- order decimals
- compare decimals
- relate decimal numbers to the pictorial grid

Lesson 2: ***Comparing and Rounding Decimals*****:** Teachers may refer to the Smart Notebook lesson to introduce comparing and rounding decimals. The students will use square grids to model rounding and comparing decimals. The lesson will also use benchmarks and place value charts to compare and round decimals to the nearest whole number, tenths, and hundredths.

In this task the students will:

- use benchmarks to order decimals
- use place value charts to compare decimals
- choose tools to help them order and compare decimal and discuss strategies
- round decimals

This task directly targets the following standards: 5.NBT.2, 5.NBT.3; 5.NBT.3a; 5.NBT.3b; 5.NBT.4

Timeline: 8 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths; period; expanded form; standard form
Resources: MTB: Lesson 1: Unit 7 Lesson 2: *Decimal Models*; Lesson 2: MTB: Unit 7: Lesson 3; *Score One* game; Daily Practice Problem ***Digits Game****;* On-Core #14; CCSS: Activity, #13; Decimal Arrow Cards; Discovery Assignment Book pages 106 – 109, DAB Working with Decimals: page 99 (Part 6) homework; DAB: The Swim Meet page 100 (problem solving) homework;

Significant task 2: Grid Work

In Unit 7: Lesson 4: ***Adding and Subtracting Decimal:*** The teacher will demonstrate the lesson using Smart Notebook, then calling on students to demonstrate filling in a grid to add and subtract decimals. Then the students will practice adding and subtracting decimals using paper and pencil. The teacher will demonstrate how to write the problem vertically in conjunction with the grid.

Intervention: The teacher will work with a small group of students practicing adding and subtracting decimals using the grid model.

This task directly targets the following standards: 5.NBT.7

Timeline: 2 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths; period; expanded form; standard form

Resources: Smart Notebook lessons in the teacher folder; Math Trailblazer Unit 7: Decimals and Probability; DAB: pages 113 – 118, ; Decimal Arrow Cards; base-ten blocks; Estimating Decimals: Supplemental materials Van De Walle; Estimating Sums and Estimating Difference

Significant task 3: The Carpet Caper

In Unit 7: Lesson 5: ***Multiplying Decimals with Area;*** The teacher will begin the lesson with the students reading a vignette on the Multiplying Decimals with Area in the student guide. The students in the vignette will be estimating the area of a carpet. Each student uses a different strategy to estimate the area of the carpet. The students will work in four small groups and use centimeter grid paper to solve the problems on page 249. Each group takes a different area in the house to estimate and calculate. The four areas are the: closet, upstairs hall, bedroom, and bedroom closet. Students will work together to solve the problem and then present their results to the whole class through the use of a document camera or the Smartboard. In conclusion, the students should construct viable arguments and critique the reasoning of others after each group's presentation.

This task directly targets the following standards: 5.NBT.7

Timeline: 2 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths;
Resources: On Core pages: 45 & 48 use for pictorial representations

Common learning experiences:

- The students will also work in pairs on the ***Score One*** game and/or the Daily Practice Problem ***Digits Game***.
- Students will work independently on Discovery Assignment Book activity pages shading in grids comparing and rounding decimals.
- CCSS Activity #11 and #14 (optional)
- On Core pages: #9, 12, 13, 14, 15, 16, 30, 31, 32, 33, 34, 36, 41, 51 (optional)
- DAB page 111 Connect the Dots (optional)
- CCSS Activity #12: Multiplying Decimals with Area
- DAB page 123 Decimal Quiz (optional as a formative assessment)
- K–5MathTeachingResources.com; Multiplying a Decimal by a Power of 10 (worksheet)
- On Core pages:
- DAB page 130: A Birthday Party (problem solving)
- DAB pages 137 & 139 *Three in A Row* game (optional)

Common assessments including the end of unit summative assessment:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Decimals

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategies, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine

student needs and focus instruction on division.

- Intervention: Significant Task 1: Investigating Decimals: *Lesson 2: Comparing and Rounding Decimals*: The teacher will work with a small group of students using decimal arrow cards to review ordering and comparing decimals, students who need reinforcement of the decimal model grids, and reading the place value chart.

- Intervention: Significant task 2: Grid Work: The teacher will work with a small group of students practicing adding and subtracting decimals using the grid model.

- Students need to see the area model on centimeter grid paper before completing the paper and pencil method

- Use On-Core lessons to see worksheets that will reinforce concepts your students may need for extra practice.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 4 Algebraic Concepts	Length of the unit: 4 weeks

Purpose of the Unit: In grade 4 numerical expressions are taught using the unknown quantity through multi-step word problems. Grade 5 introduces the use of parentheses and brackets to order numbers for the four operations. Students plot ordered pairs on a coordinate plane in the first quadrant using real world problems. In Grade 6 the focus is on using variables to represent numbers and write expressions when solving real-world or mathematical problems.

Common Core State Standards Addressed in the unit:

5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 +921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the

coordinate plane, and interpret coordinate values of points in the context of the situation.

5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Big Ideas:	Essential Questions:
12. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 13. Patterns can be used to develop an algorithm. 14. Relationships can be represented as tables, graphs and equations.	6. Why is it important to follow an order of operations? 7. How can patterns be generalized? 8. What are the benefits of representing a relationship in any given way?
Students will know:	Students will be able to:
11. grouping symbols: parentheses, brackets, or braces 12. the order of operations 13. the attributes of the coordinate (Cartesian) grid and procedures/notation to plot points	1. understand the use of parentheses, brackets, or braces 2. generate, interpret, and write two numerical patterns using two given rules 3. understand x and y axis and their direction from the origin 4. graph ordered pairs on a coordinate plane

Significant task 1: Developing Order of Operation

This task begins with the students understanding order of operation through the use of inch tiles. Knowing the rules helps students to communicate more accurately as they gain fluency in manipulating symbolic relationships. The students will derive the rules for order of operations on their own during the task. The lesson begins with the teacher writing an equation on the board and having students building with their tiles, the equation in two ways and then comparing and discussing why there needs to be a specific order to build the equation. In groups of 4, students will complete another task using

tiles, paper, and pencils. Here the students will be provided with the rules for simplifying numeric expressions. As a whole class discuss the possible solutions and the order in which solutions were evaluated.

The next part of this task is taken from the grade 4 Math Trailblazers. The students explore and compare order of operations through the use of 2 calculators. Students will be given several examples to explore using the two different types of calculators. Students are to determine and discuss which calculator follows the order of operation rules. The teacher will reconvene the students to discuss the differences in the two calculators. In groups of 2 or 3 students will play the *Operation Target* game. The goal of the game is to use each of the four digits just once. The students can use operations more than once or not at all. On day two students will continue to work independently on worksheets to practice the skill.

In this task, students will:

- construct tile models for order of operation problems
- write expressions to represent each model
- discuss how their group and the other groups evaluated their solutions
- discuss how parentheses are used within the order of operations
- use calculators to determine order of operations
- play Operation Target to practice ordering digits

This task directly targets the following standard: **5.OA.1, 5.OA.2**

Timeline: 3 days
Key vocabulary: variable; algebraic expression; function table; brackets; braces; operation, order of operation
Resources: color tiles; 1 sheet copy paper; pencils; Grade 4 MTB Unit 7: Lesson 1; Order of Operation Student Guide Pages 180 – 183; 2 calculators: 1 that follows the order of operations and 1 that does not; Grade 5 MTB Unit 4: Lesson 5 Part 2;

Significant task 2: Fluency with Order of Operations

In this significant task students will work in small groups, pairs and individually to become fluent in the application of the order of operations to simplify numeric expressions. This task is more computational focused and as such lends itself to differentiation. Using the various resources identified, teachers should release students to work on more challenging expressions while working with students who need small group instruction. This task is four days leaving additional time during targeted learning to continue building fluency with the application of the order of operations to simplify numeric expressions. Students are encouraged to check the accuracy of their work with a calculator and to model their thinking through recording their steps in the computation process.

In this task, students will:

- write expressions to represent each model
- discuss how their group and the other groups evaluated their solutions
- discuss how parentheses are used within the order of operations
- use calculators to determine order of operations
- fluently apply the order of operations to simplify numeric expressions

This task directly targets the following standard: **5.OA.1, 5.OA.2**

Timeline: 4 days

Key vocabulary: variable; algebraic expression; function table; brackets; braces; operation, order of operation

Resources: Various On-Core/Math Trailblazer's resources identified in the Common Learning box found below; calculators

Significant task 3: Cartesian Grid

This task is broken into two lessons that both focus on the development of Cartesian graphing which is the foundation to future work in Algebra. The focus of this development is building the structure, vocabulary and becoming precise with the notation and process for plotting points.

Lesson 1: This task will be the first time that students will be introduced to the use of Cartesian coordinates. The students will be using a map of the Great Barrier Reef off the coast of Australia. The first quadrant is introduced and the three other quadrants are explored. The students are only responsible for mastering the first quadrant. The students will use coordinates to locate objects, find locations on maps, or plot points on graphs. The teacher will use a Smart Notebook lesson to introduce the Cartesian coordinates. The students can work in pairs or independently to complete the Great Barrier Reef Game where students "hide" a pod of whales, a shipwreck, migrating turtles, and a flock of birds on a sheet of grid paper. Students use a table to record their attempts, as well as recording them on their game mat.

Lesson 2: This lesson is called the Mountain Rescue Mission. This game will help reinforce students' understanding of the coordinate system. The coordinate geometry use numeric methods to represent a location. The two teams will be moving from the coordinate (0,0) to (10, 10) in order to win the game. Teachers will begin by showing a map to see the lines of latitude and longitude and explain that these are used in the same method as a quadrant grid. This is played by dividing the class into two teams and moving throughout the grid by rolling dice and rescuing the victim with the shortest pathway.
In sixth grade students will learn the four quadrants.

In this task, students will:

- be introduced to coordinate grids
- use coordinates to locate objects
- find location on maps
- plot points using ordered pairs in the first quadrant
- play the Great Barrier Reef game
- play the Mountain Rescue Mission game
- become mathematical problem solvers
- reason mathematically

This task directly targets the following standard: **5.G.1, 5.G.2**

Timeline: 6 days
Key vocabulary: coordinate plane; quadrant; ordered pair; origin; axes; Cartesian coordinates;

Resources: Grade 5 MTB: Unit 10: Lesson 2: Great Barrier Reef Game; Mountain Rescue Mission: Activity 17 from http://www.uen.org/Lessonplan/preview?LPid=6168

Common learning experiences:

http://lessonplanspage.com/mathciorderofoperationsphotostory68-htm/ : This is a lesson plan for students to illustrate real world order of operations problems using PowerPoint and Photo Story. Students could work on these during targeted instruction.

http://www.learningwave.com/wonline/numbers/ordofops.html: addition instruction to practice order of operations

http://www.nzmaths.co.nz/resource/four-fours-challenge?parent_node= provides teachers with additional student center lessons to develop the concept of order of operations

http://lessonplanspage.com/mathciorderofoperationsphotostory68-htm/: a lesson plan website for students to illustrate real world order of operations problems using PowerPoint and Photo Story

Grade 5 MTB: DAB pages 162 Part 4 and DAB pages 71 Part 2 (optional)
On-Core lessons: pages 1, 2, 3 (optional) review 5.OA.1; 5.OA.2
On-Core lessons: pages 4, 5, 6 (optional) review of 5.OA.3
Unit 8: Applications: Lesson 7; Review Problems Page 281 #6 (homework)
On-Core on pages 94 and 95
MTB: DAB: pages 162 (part 3) and 191 (part 6)

For order pairs students can read the book "Fly on the Ceiling" by Dr. Julie Glass. (see 5th grade binder for supplemental materials)

Students can play "Battleship"

For extension:

- Students can explore the complexities of order of operations by creating and solving their own numerical expressions and defend their solutions in writing.
- Students are given a target number and ask them to create complex expressions equivalent to the number. Encourage students to continually expand the expression.

Common Assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Algebraic Concepts

Teacher notes:

- Process standards to highlight through instruction: attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with decimals.
- Intervention: Significant task 1: Developing Order of Operation: Intervention**:** For students who are having difficulty, targeted instruction time can be focused on re-teaching. The teacher needs to provide more opportunities for students to explore order of operations using color tiles and then practice following the order of operation rules.
- Intervention: Significant task 2: Fluency with Order of Operations: Intervention: For students who are having difficulty, teachers should work in small groups to practice understanding of the operation rules. At this time, students should put the rules into a journal so they have a guide while practicing the problems.
- Intervention: Significant task 3: Cartesian Grid**:** Intervention: For students who are having difficulty, teachers should work in small groups to practice understanding how to plot points in the first quadrant. Examples of plotting points in the first quadrant are in On-Core on pages 94 and 95.
- Teachers should spend extra time devoted to the x and y axes. Students often mix up the two axis and then the coordinates are backwards.
- Teachers will need to spend time on the vocabulary since this will be difficult for students. Using journals, concentration games, word walls, etc. would be beneficial.
- It is important for the students to attend to precision with graphing the coordinates. Students need to use the symbols/notation ex: (2,3) when recording points and plot the points accurately. Teacher should use various forms of formative assessment to monitor each of these concepts.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 5 Adding & Subtracting Fractions	Length of the unit: 7 weeks
Purpose of the Unit: In Grade 4 students compare, add, subtract and solve for equivalent fractions with like denominators through the use of paper folding, pattern blocks to model fractions. In Grade 5 the students will be using pattern blocks, number lines, and rectangles on dot paper to define a whole unit, represent fractions as a whole, and add and subtract fractions with unlike denominators. This unit will be exploring number sense, estimation and reasonableness to add and subtract fractions with unlike	

denominators using models or equations.

Common Core State Standards Addressed in the unit:

5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. ***For example, 2/3 + 5/4 = 8/12 + 15/ 12 = 23 /12. (In general, a/b + c/d = (ad + bc) / bd.)***

5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. ***For example, recognize an incorrect result 2 / 5 + 1 / 2 = 3 / 7 , by observing that 3 / 7 < 1 / 2 .***

5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit (1 / 2 , 1 / 4 , 1 / 8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Big Ideas:	Essential Questions:
1. Benchmarks are helpful in estimation. 2. Operations can be modeled with a visual representation. 3. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	9. What benchmarks are helpful to estimate? 10. How can models help us understand fractions and computation with fractions? 11. How does computation with fractions compare to computations with whole numbers?
Students will know: 14. how to find equivalent fractions 15. how to find common denominators 16. strategies to solve addition and subtraction of fractions with unlike denominators 17. how to use benchmark fractions and number sense to estimate the reasonableness of answers 18. attributes of line plots to display information	Students will be able to: 20. compute sums and differences of fractions with unlike denominators using an area model and the standard algorithm 21. estimate using benchmark fractions and number sense to assess reasonableness of answers 22. make a line plot to display a data set which will include measurements in fractional units

Significant task 1: Introduction to Fractions
This task is comprised of lessons from Math Trailblazers URG 3 and URG 5. **Unit 3** lessons begin with

whole class discussions and then students will work in small groups or independently using pattern blocks to solve problems involving finding equivalent fractions. ***Unit 5*** lessons also begin with whole class discussions and then students will work in small groups or independently to review and expand their knowledge of fraction concepts to include models for finding common denominators. The students can use these models to develop procedures for comparing fractions with unlike denominators.

MTB: Unit 3: Fractions and Ratios

Lesson 3: ***Equivalent Fractions***: In Part 1, students explore fractions using pattern blocks and a number line model. Students look for patterns to develop procedures for finding equivalent fractions. In Part 2 students will be introduced to fractohopper using a number line and in Part 3 using number lines to find equivalent fractions. In conjunction with the pattern block models the students will write number sentences showing pairs of equivalent fractions. At the end of the lesson the teacher should direct a class conversation to describe strategies and methods for finding equivalent fractions.

Lesson 4: ***Comparing Fractions***: Students compare and order fractions using the benchmarks of 0, ½, 1 and more than 1. Students order sets of fractions with common denominators and sets of fractions with common numerators. Number lines provide a visual model for students as they order fractions according to size. As a whole class discussion, teachers should focus on the various strategies the students used for ordering fractions.

MTB: Unit 5: Investigating Fractions:

Lesson 1: ***Geoboard Fractions***: Students explore fractions and mixed numbers using geoboards and rectangles on dot paper. The terms denominator and numerator are reviewed. Given a rectangle representing one whole, students show different ways to represent fractions of the whole and fractions greater than one. In Part 1, No-Diagonal Rule, teachers will work with a small group of students while the rest of the students complete the geoboard fractions activity pages introducing the No-Diagonal Rule. In Part 2, Denominators: Dividing the Whole into Equal Parts, students work in pairs and discuss how the area of the rectangle chosen for one whole determines the denominator you can show dividing the whole. In Part 3, Numerators: Using Equal Parts of the Whole, students explore 3 x 4 rectangles and practice modeling fractions as a whole class lead by the teacher. In Part 4, Fractions Greater Than One, students will work in small groups modeling mixed number and improper fractions using rectangles on dot paper.

Lesson 2: ***Parts and Wholes:*** Students compare fractions modeled with pattern blocks from Unit 3 to fractions modeled with rectangles on dot paper in Unit 5. Then given a fraction, they show one whole and other fractional parts of the whole. The teacher will model fractions using the Smart Board lessons and ask students to model the same fractions using rectangles on dot paper and with pattern blocks. Students work in pairs to model fractions to complete activities from the student guide.

Lesson 3: ***Using Dot Paper Rectangles:*** Students practice writing fraction sentences using dot paper rectangles in a game called “Fraction Cover-All”. The students write equivalent fractions using dot paper rectangles. This lesson prepares students to find common denominators in order to compare, add and subtract fractions.

Lesson 4: ***Using Common Denominators:*** Teachers begin this lesson demonstrating fractions on centimeter dot paper. Students compare fractions using common denominators. The students can pair

up to complete the activities for modeling pairs of fraction on centimeter dot paper and represent the fractions with symbols.

The students will:

- review vocabulary
- use pattern blocks to model equivalent fraction
- describe patterns in number sentences
- use fractohoppers on a number line
- describe methods for finding equivalent fractions
- compare and order fractions using the benchmarks of 0, ½, 1 and more than 1
- compare fractions using common denominators
- order sets of fractions with common denominators and sets of fractions with common numerators
- explore fractions and mixed numbers using geoboards and rectangles on dot paper
- show different ways to represent fractions of the whole and fractions greater than one

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 10 days
Key vocabulary: denominator, numerator, improper fractions, proper fractions, equivalent fractions, benchmarks, reciprocal
Resources: URG: Unit 3 Fractions & Ratios: Lesson 3 & 4; URG: Unit 5 Investigating Fractions: Lessons 1-4; Fraction Cover All game page 157 of student guide; 5 pieces of centimeter dot paper for each student; set of six index cards with the numbers ½, 1/3, ¼, 1/6, 1/12, 1/12; Assessment #1 Fractions and Ratios; DAB: 35 – 39

Significant task 2: Estimating with Fractions
This task is developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 1: Estimating With Fractions***. The focus of these two lessons is using benchmarks to determine if the sum is nearest to 0, ½, 1 and estimation strategies to discover if the sum is an overestimate or underestimate. The lessons begin as a whole class. Then students will move to small groups or partners to play the games. As the students play the games they should be critiquing and questioning the reasoning of their opponent's answers and strategies.

Lesson 1.1: ***Getting Close:*** In this lesson, students play a game based on estimating sums of fractions and decimals. Decimal and fraction cards are mixed to help students build flexibility in moving between representations. While playing the game, students practice making estimates and explore estimation strategies. The last part asks students to decide if a situation calls for an underestimate or overestimate of the fraction sum. This lesson focusing on review of whole-number benchmarks by drawing a number line. When students are comfortable with estimating the placement of a single number then the students are asked to estimate the sum of two numbers and decide whether the sum is closest to 0, 1, or 2. Students should be writing sentences to show their estimated sums and thinking about strategies for using benchmarks.

Lesson 1.2: ***Estimating Sums:*** In this lesson students will be playing the "Getting Close" game. The students have to estimate to decide what number the exact sum was nearest to. Students practice estimating in realistic situations for which they have to decide whether they need an overestimate or an overestimate.

The students will:

- Use benchmarks and fraction relationships to develop estimation strategies for finding sums
- Develop ways to model sums, differences, products, and quotients
- Use estimation skills and exact solutions to make a decision
- Look for rules to generalize patterns in numbers
- Use their knowledge of fractions and equivalence of fractions to develop algorithms for adding, subtracting, multiplying and dividing fractions
- Recognize when addition, subtraction, multiplication or division is the appropriate operation to solve a problem
- Make decisions about whether an overestimate or underestimate will suffice
- Practice estimating in realistic situations

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 7 days
Key vocabulary: fraction, numerator, denominator, equivalent fractions, common denominators,
Resources: Bits & Pieces II: Investigation 1: Lesson 1.1, 1.2

Significant task 3: Adding and Subtracting Fractions

This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 2: Adding and Subtracting Fractions***. Teachers should introduce these lessons as a full class, break students into small groups to carry out the activities for buying and selling land, using recipes and then write an efficient algorithm. Full class discussion should focus on group strategies to solve the various problems and wide variety of strategies that may have been used.

Lesson 2.1: ***Land Sections: Writing Addition and Subtraction Sentences***, students use area model in the context of buying and selling land to reason about how to add and subtract fractions.

Lesson 2.2: ***Visiting the Spice Shop: Using Addition and Subtraction***, students continue to work on addition and subtraction, using spice recipes as a context.

Lesson 2.3: ***Just the Facts***, students use fact families to explore the relationship between addition and subtraction.

Lesson 2.4: ***Designing Algorithms for Addition and Subtraction,*** students encounter addition and subtraction problems grouped into categories based on how they are solved. Students are asked to decide what each group has in common and then write an efficient algorithm for adding and subtracting fractions.

The students will:

- use number sentences to express sums and differences
- explore the use of fractions as operators (e.g., 2/3 of 640 acres)
- write number sentences to represent situations for adding and subtracting fractions and mixed numbers
- explore the inverse relationship between the addition and subtraction of fractions
- develop and use efficient strategies for adding and subtracting fractions and mixed numbers

- develop an efficient algorithm for adding and subtracting fractions

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 7 days
Key vocabulary: equivalent fractions, common denominators, number sentence, fact family, algorithm,
Resources: Bits & Pieces II: Investigation 1: Lesson 2.1, 2.2, 2.3, 2.4

Significant task 4: Sacks of Flour

This task is comprised of one lesson taken from K–5MathTeachingResources.com that focuses on measurement involving a line plot to display a data set of measurements in fractions of a unit (1 / 2 , 1 / 4 , 1 / 8). Teachers should introduce this lesson as a full class to describe the task. Students will then break into small groups to carry out the activities for solving the problem of redistributing the flour equally among ten bags. Students should make sense of the fraction data set problem and persevere in solving it.

The students will:

- order the fraction numbers from smallest to greatest
- create a number line
- label the x-axis
- plot the measurements on a line plot
- answer the question about redistributing the flour equally
- explain their thinking

This task directly targets the following Common Core Standard: 5.MD.2

Timeline: 2 days
Key vocabulary: redistribute, kilogram (kg), line plot, x-axis
Resources: K-5MathTeachingResources.com: Sacks of Flour, 1 inch graph paper

Significant task 5: Building Procedural Fluency for Adding and Subtracting Fractions

This task is comprised of ten lessons from On-Core Mathematics. The focus is on adding and subtracting fractions with unlike denominators. Using the observations from the previous tasks and on-going observations from this task, teachers should group students with like abilities and differentiate through the duration of the task. It is more important for students to progress at their pace and master the essentials before moving on to the next level of difficulty. Teachers should use small group instruction to provide re-teaching so that all students are able to add and subtract fractions, estimate sum and differences with both fractions and mixed numbers and add mixed numbers. Some students should be stretched to problem solve and subtract mixed numbers with regrouping as well. However, not all students will gain fluency with subtracting mixed numbers with regrouping at this grade level.

The students will:

- use a common denominator to write equivalent fractions
- add and subtract fractions with unlike denominators with regrouping and mixed numbers
- find patterns and unknown terms
- understand the properties for addition
- estimate sums and differences

- problem solve for adding and subtracting fractions

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 5-8 days
Key vocabulary: mixed numbers, reducing fractions, improper fractions,
Resources: On-Core Mathematics: Grade 5 supplemental resource pages 52 - 61

Common learning experiences:

- Discovery Assignment Book (DAB): pages 73, 74, 77, 78
- On-Core Mathematic pages: Lesson 52 to 61
- K-5MathTeachingResources.com

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Unit 5: Adding and Subtracting Fractions

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, **construct viable arguments and critique the reasoning of others, and model with mathematics.**
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with algebraic concepts.
- **There will be 5-8 days for students to build procedural fluency in task 5. Teachers should move through the first four tasks understanding that additional time will be available at the end of the unit for this procedural fluency development. Students are not expected to be fluent as they develop the understanding during task 2 and 3.**
- Not all students will gain fluency with subtracting mixed numbers with regrouping at this grade level. Additional time developing this skill will be done in grade 6.
- **Significant task 4 need not be done immediately after task 3. It could be done while working on task 5 to give students a break from the procedural fluency developed in task 5.**
- Students should not be taught the **"butterfly method"** of adding and subtracting fractions. The standard states solving fractions with unlike denominators using models or equations. The National Council of Teachers of Mathematics (NCTM) specifically recommends that the **"butterfly method"** not be used as it prohibits the development of flexible number sense when computing with multiple fractions.
- Teachers should keep observation notes throughout these significant tasks to inform their

instruction for Significant Task 5.

- Targeted Learning: For students having difficulty, targeted learning time can be focused on re-teaching the previous Algebraic Concepts unit or review for finding a common denominator.
- Intervention: Significant Task 2: Students may struggle with deciding if they are overestimating or underestimating. Suggest the student do their estimate first and then decide if they overestimated or underestimated.
- Intervention: Significant Task 2: students need a firm understanding of factors and finding common denominators before beginning to add and subtract factors with unlike denominators.
- Intervention: Significant Task 3: teachers should be monitoring their students to ensure accurate labeling of the land sections and correctly writing number sentences.
- Intervention: Significant Task 3: teachers should be encouraging students to share their strategies for learning the fact families for fractions.
- Intervention: Significant Task 4: If teachers feel the students need more practice in line plots they should spend another day on Fractions on a Line Plot problem solving activity which can be found in their supplemental resources for unit 5.
- Intervention: Significant Task 5: teachers should choose On-Core Mathematics lessons based on the data collected in Significant Tasks 1, 2, and 3, to reinforce the concept of adding and subtracting of unlike denominators.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Multiplication and Division of Fractions

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: 6: Multiplying and Dividing with Fractions	Length of the unit: 5 weeks

Purpose of the Unit: In Grade 4 students will explore multiplication of fractions by repeated addition and understand how to multiply a fraction by a whole number. In Grade 5 students will solve problems by using visual models to multiply and divide fractions and to interpret multiplication of fractions by comparing the size of a product to the size of one factor. Students will also develop the algorithm for multiplication of fractions. In grade 6, students will develop the standard algorithm to divide fractions.

Common Core State Standards Addressed in the unit:

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.4a: Interpret the product (*a/b*) × *q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) ×(c/d) = ac/bd)*

5.NF.4b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.7a: Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3

5.NF.7b: Interpret division of a whole number by a unit fraction, and compute such quotients. ***For example, create a story context for 4 ÷ (1/5) , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.***

5.NF.5: Interpret multiplication as scaling (resizing).

5.NF.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.NF.5b: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a) / (n \times b)$ to the effect of multiplying a/b by 1.

5.NF.7c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3 –cup servings are in 2 cups of raisins?*

Big Ideas:	Essential Questions:
15. Benchmarks are helpful in estimation. 16. Operations can be modeled with a visual representation. 17. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	12. What benchmarks are helpful to estimate? 13. How can models help us understand fractions and computation with fractions? 14. How does computation with fractions compare to computations with whole numbers?

Students will know: 1. strategies to estimate products and quotients of fractions 2. strategies and models for multiplying and dividing fractions 3. standard algorithm for multiplication of fractions	Students will be able to: 23. use area model to multiply and divide fractions solve problems involving multiplication of fractions and mixed numbers 24. interpret multiplication as scaling 25. explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number 26. explain why multiplying a given number by a fraction less than 1 results in a product less than the given number 27. relate multiplying the numerator and denominator of a fraction by the same number to the effect of multiplying a fraction by 1 28. use the standard algorithm to multiply fractions

Significant task 1: Multiplying with Fractions
This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 3: Multiplying with Fractions***. Teachers should introduce each lesson using the Smart Notebook and then have students work in small groups or pairs. While students are working the teacher circulates among groups asking students about their estimation strategies and reasoning. Full class discussion should highlight the strategies groups develop to solve the problems. By the end of this task, students will have developed the standard algorithm to multiply fractions.

Lesson 1: ***How Much of the Pan Have We Sold?***
Students work with an area model for fractions in the context of brownie pans. The students will be learning that the models represent the product of two fractions and finding a fraction of a number means multiplication. Teachers should allow the student to find ways to make sense of the problem using the models. The students do not need to develop a deep understanding of the algorithm at this stage. Instead, get them to think about what it means to find a "part of a part".

Lesson 3: ***Modeling More Multiplication Situations***
In this lesson students explore estimation in situations where fractions and mixed numbers are multiplied. Students develop strategies for multiplying mixed number built on their previous work and use estimation to check the reasonableness of their answers.

Lesson 4: ***Changing Forms***
Two multiplication strategies are explored in this lesson. One strategy introduced involves changing the form of mixed numbers and whole numbers so students can operate in the same way as when both

factors are fractions. This will allow the students to draw on a computational strategy they have already explored. The second strategy is an application of the distributive property.

Lesson 5: ***Writing a Multiplication Algorithm***
This problem allows students to look at problems and find something in common in order to develop an algorithm.

In this task, students will:

- learn vocabulary for multiplication of fractions
- use models to represent the product of two fractions
- be introduced to a linear model
- explore estimation in situations where fractions and mixed numbers are multiplied
- use strategies which involve changing the form of mixed numbers and whole numbers
- develop and use algorithms for multiplying fractions
- estimate products of fractions

This task directly targets the following standard: 5.NF.4a

Timeline: 7 days
Key vocabulary: products, area model, mixed number, improper fractions, distributive property; algorithm, reciprocal
Resources: Bits and Pieces II: Multiplication of Fractions 3.1, 3.3, 3.4, 3.5; smart board; student notebooks; graph paper, white boards

Significant task 2: Servings at the Fifth Grade Ice Cream Party (multiplication of fractions)

Students will solve story problems about ice cream cake servings at a fifth grade party and goal targets for a contest. There are a variety of problems and students will incorporate the use of fraction bars and number lines. Students will be estimating the products that results from taking parts of parts. Students will begin to develop the following generalization: when you multiply two whole numbers, neither of which is zero, your product is always equal to or greater than each of the factors; when you multiply a fraction less than 1 by another fraction less than 1, the product is always less than either factor.

In this task, students will:

- decompose fractions additively and related repeated addition to multiplication ($4 \times 1/3 = 1/3 + 1/3 + 1/3 + 1/3$)
- relate partitioning and sharing contexts to fractions (division of numerator by the denominator)
- understand that the resulting product of two fractions less than one is less than either factor
- understand that the resulting product of a whole number and a fraction less than one will be greater than the fraction and less than the whole number factor
- interpret and create visual models for multiplying fractions (number lines and fraction bars)

This task directly targets the following standard: 5.NF.3; 5.NF.4; 5.NF.6

Timeline: 2 days
Key vocabulary: factor, product, fraction, fraction less than one, fraction bars, number lines
Resources: Activity sheets for “Servings at the Fifth Grade Ice Cream Party”; colored pencils, graph paper, fraction bars

Significant task 3: Dividing With Fractions

This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 4: Dividing with Fractions*** focusing on division of fractions using area model of division. Teachers should introduce each lesson using the Smart Notebook and then have students work in small groups or pairs. Teachers can put student work on the document camera. Teachers should be encouraging the students to construct viable arguments and critique the reasoning of others.

Lesson 1: ***Preparing Food***
Students will divide whole numbers by fractions to decide how many pizzas can be made with given amounts of cheese. Students are encouraged to draw pictures or diagrams to model the problems. Students should *Think-Pair-Share* and then share with the whole class. Students could put their pictures or diagrams on the document camera to share. The teacher should encourage the students to write number sentences that represent their pictures and reflect how they solved the problems.

Lesson 2: ***Fundraising Continues***
Students divide fractions by whole numbers to determine shares. Students work individually and then compare then in pairs to compare solutions and strategies. This activity builds on their experiences from Lesson 1 and encourages students to see a pattern. Students firm up their understanding by writing problems that fit the computation.

Lesson 3: ***Summer Work***
Students divide to find the number of bows that can be made with given amounts of ribbon. Students should be reminded that they have ways of thinking that can be applied to these problems even though they are a bit different. Students should continue to have conversations about the strategy of drawing a diagram.

In this task, students will:

- learn vocabulary for division of fractions
- use models to represent division situations (a whole number divided by a fraction)
- explore estimation in situations where fractions and mixed numbers are multiplied
- develop and use strategies which involve dividing a whole number by a fraction, a fraction by a whole number, and a fraction by a fraction
- understand when division is the appropriate operation
- explore the inverse operations of multiplication and division

This task directly targets the following standard: 5.NF.7; 5.NF.7a; 5.NF.7b

Timeline: 7 days
Key vocabulary: grouping, sharing, inverse
Resources: Bits and Pieces II: Division: 4.1, 4.2, 4.3; calculators, student journals, graph paper, white boards

Common learning experiences:

- In task 2: Students in need of an extension could solve an alternative task: instead of 1/3 of 1/2 , they could look at 1/6 or 1/3 of ½.
- After significant task 1 and at any time in the remainder of the unit time should be spent developing procedural fluency of multiplication of fractions using the standard algorithm. This is limited to multiplication only at this grade level and should be differentiated in a similar way to the last unit. Resources include: On-Core lessons 64-72

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Multiplying and Dividing with Fractions

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, model with mathematics.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with fractions.
- Students should only do division of fractions using the area model since all of the standard algorithms for division (whole numbers, decimals, and fractions) are developed in grade 6.
- Significant task 1: Intervention: Teachers should take small groups of children to reinforce them area model method for multiplication. The students should continue to draw area models using white boards or centimeter grid paper.
- Significant task 2: Intervention: The teacher will work with students who need the help in navigating through the ice cream activity.
- Significant task 2 can be done at any time after task 1.
- Significant task 3: Intervention: Teachers should take small groups of children to review vocabulary and continue to draw area models of division. Lesson 4.3 goes beyond the expectation for this grade level and will stretch for most students.
- These students will need review of multiplication of fractions, use of number lines and bar models, decomposition of fractions additively. It is recommended these students use different colored pencils.
- Teachers should review adding and subtracting fractions during Targeted Learning.
- Teachers should be using the document camera to model the mathematical problems.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations

with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 7 Classifying 2-Dimensional Figures	Length of the unit: 3 weeks
Purpose of the Unit: Students will have had exposure to 2-dimensional figures in 4th grade focusing on perpendicular and parallel lines, points, symmetry, lines, right triangles, etc. This unit will extend their prior knowledge to categorizing these shapes and their properties.	
Common Core State Standards Addressed in the unit: **5.G.4: Classify two-dimensional figures in a hierarchy based on properties.** 5.G.3: Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	
Big Ideas: 18. Characteristics allow us to name and categorize shapes. 19. What makes shapes alike and different can be determined by an array of geometric properties.	Essential Questions: 15. How can two-dimensional figures be described? 16. How can you describe angles in shapes?
Students will know: 19. classification of triangles by the length of their sides as either scalene, isosceles, or equilateral 20. classification of triangles by the size of their angles as either acute, obtuse, or right 21. classification of angles as either right, acute, or obtuse 22. classification of quadrilaterals 23. how to measure length with accuracy 24. hierarchy diagrams	Students will be able to: 29. accurately identify and classify scalene, isosceles, and equilateral triangles 30. accurately identify and classify acute, obtuse, and right triangles by the size of their angles 31. classify 2 – D figures based on a hierarchy of properties 32. understand that attributes belonging to a category of 2-D figures also belong to all subcategories of that category 33. measure length of the sides of triangles to determine the type of triangle 34. identify quadrilaterals 35. build triangles on a geoboard 36. sort and classify quadrilaterals 37. how to create a hierarchy diagram

Significant task 1: Classifying Triangles
This task is comprised of a variety of resources including one lesson from Math Trailblazers and a four day lesson from Bridges to Mathematics. These lessons focus on geometry specifically classifying triangles by the length of their sides and the size of their angles. The lessons should be introduced as a whole class and students can work in small groups, pairs or independently to complete the tasks.

In **Math Trailblazers, Unit 6, Lesson 1: Geometry**, students review angles and estimate angles using benchmarks. The protractor is introduced and demonstrated by the teacher using the Smartboard so students understand the size of the angles, such as acute, obtuse, and right.

In **Bridges to Mathematics,** students will begin a hands-on lesson building and recording four different triangles on their geoboards. Then they classify their triangles, first by angle size and then by side length. The teacher will begin this unit using the virtual geoboard on the Smartboard while students use their geoboard at their seats. Students may then work in pairs to classify their own triangles. The teacher then pulls the students back as a whole class to share and compare some of the triangles they created. Students should strategically use appropriate tools such as geoboards. Students can complete the independent worksheet 1 & 2: More Geoboard Triangles and Color & Construct Triangles.

In this task students will:

- review and estimate angles using benchmarks
- be introduced to a protractor
- understand the size of angles
- learn the names of triangles
- classify triangles
- use appropriate tools

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 6 days

Key vocabulary: angle, straight angle, protractor, vertex, right angle, obtuse angle, acute angle, scalene triangle, isosceles triangle , equilateral triangle

Resources: MTB: URG 6: Geometry; Bridges to Mathematics: Grade 5 Supplement C1; Activity 1; Triangles Record Sheet, Types of Triangles, Smartboard Geoboard, class set of geoboards and rubber bands, class set of rulers, smartboard protractor, Word Resource Cards: acute angle, obtuse angle, right angle. Memory Game to reinforce vocabulary terms.

Significant task 2: Sorting and Classifying Quadrilaterals
This task is comprised of a four day lesson from Bridges to Mathematics. These lessons focus on Sorting and Classifying Quadrilaterals. The lessons should be introduced as a whole class utilizing the Smartboard and then students can work in small groups/pairs to complete the tasks. After the initial lesson is complete students work independently to make sense of problems and persevere in solving the activities in the unit.

Bridges to Mathematics: Sorting and Classifying Quadrilaterals: **Lesson 1**: **C1- Activity 2**: Students review what they have learned about quadrilaterals as a whole class and use the information to sort and classify quadrilaterals in a variety of ways. The teacher poses several questions to the students to review

the terms with the class. This is a good time to ask questions and have students "Turn & Talk" and share their ideas with the class about the characteristics of the quadrilaterals. Next, Different Kinds of Quadrilaterals worksheet is displayed on the Smartboard. Students are asked to jot their answers to the 5 questions in their journals, students are asked to be prepared to explain and justify each answer. The teacher should hold a class discussion around the 5 questions. Next students will work in pairs to label and cut out a set of paper quadrilaterals. The students will be labeling and sorting these quadrilaterals. The students will then sort the shapes onto a Venn Diagram.

Classifying Quadrilaterals: Set C1: Independent Worksheet #3 and #4: In these two activities students are asked to sort and classify quadrilaterals. These activities can be done in small groups or partners. The students should be discussing why they sorted and classified the quadrilaterals in a specific way and explaining their reasoning. The teacher can have the whole class do both activities or split the class into two groups each completing one of the activities and then sharing out their results.

In this task students will:

- review the properties of quadrilaterals
- learn the characteristics of quadrilaterals
- turn & talk about the characteristics of quadrilaterals
- explain and justify their answers
- label paper quadrilaterals
- sort quadrilaterals

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 6 days

Key vocabulary: perpendicular, parallel, square, rectangle, rhombus, trapezoid, polygon, quadrilateral, triangle

Resources: Bridges to Mathematics: Grade 5 Supplement C1, Activity 2; scissors, Paper Quadrilaterals worksheet, rulers, protractors

Significant task 3: Quadrilateral Hierarchy

This task focuses on the hierarchy of quadrilaterals. It is comprised of On-Core page 100 as the introduction to hierarchy diagrams and one task from Georgia Department of Education adapted from K-5 Math Teaching Resources. This task can be completed in pairs or individually depending on the skill level of the each student.

This task **Quadrilateral Hierarchy Diagram** focuses on the students' understanding that the attributes of two-dimensional figures belong to a category and can be classified in a hierarchy based on properties. The students will create a Hierarchy Diagram using the terms: quadrilaterals, parallelogram, non-parallelograms, rectangle, square, rhombus, trapezoid, kite and other 2-dimensional figures. Students will cut out the quadrilaterals and place each figure in the appropriate place on the diagram. The students will list the properties specific to each quadrilateral. Students will be making sense of the attributes of the shapes to create the hierarchy diagram. When the task is complete the teacher should have a full class discussion focusing on the reasoning behind the student decisions.

In this task students will:

- understand the attributes of 2 – dimensional figures
- categorize shapes into a hierarchy
- list the properties of specific quadrilaterals
- create a hierarchy diagram using shapes and the names of shapes

This task directly targets the following Common Core Standard: 5.MD.2

Timeline: 2 days

Key vocabulary: hierarchy, perpendicular, parallel, square, rectangle, rhombus, trapezoid, polygon, quadrilateral, triangle, kite

Resources: Quadrilateral Hierarchy Diagram: Georgia Department of Education; construction paper 9 x 11 or larger for hierarchy, glue sticks, markers, scissors, one set of shapes worksheet per student

Common learning experiences:

Signifcant task 1: Bridges to Mathematics Extension: Students complete the independent worksheet 1: More Geoboard Triangles

Significant task 2: Sorting and Classifying Quadrilaterals Extension: Students complete the challenge problem-solving activity, problem #5.

Significant task 2: Sorting and Classifying Quadrilaterals Extension: The Logic of Quadrilaterals is an extension activity for those students who are ready to work independently. Once the students have completed the activity they should work in a small group to discuss their outcomes.

Grandfather Tang's Story by Ann Tompert - This literature book helps students to recognize, describe, and perform transformations of 2-Dimensional figures. Teachers can read the book aloud outside of math time and students can complete the activities during targeted learning.

Additional re-teaching materials: On-Core 97 & 98

Common assessments including the end of unit summative assessment:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Classifying 2–D Figures

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically

- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with fractions.
- While students create their quadrilateral hierarchy diagram, they should be encouraged to use their notes for the definition of the shapes.
- Students may use the protractors to determine the types of triangles (acute, obtuse, right) but do not need to have mastery of measuring angles in Grade 5.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 8 Volume and Measurement	Length of the unit: 3 weeks

Purpose of the Unit: This unit focuses on both volume and measurement. The students will be gaining procedural fluency through problem solving with converting time, length, capacity, and weight and also develop the concept of volume. Students have had experience in third and fourth grade exploring both concepts. In grade 6 students will further develop the standard algorithm for volume of rectangular prisms.

Common Core State Standards Addressed in the unit:

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.3a: A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5.MD.5a: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

5MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.5b: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

5.MD.5c: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Big Ideas:	Essential Questions:
1. The choice of measurement tool depends on the measurable attribute and the degree of precision required. 2. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement. 3. Volume is the amount of space inside a three-dimensional object measured in unit cubes.	1. How do you decide which measurement systems to use? 2. How do time, mass, and volume relate to each other? 3. How is the volume of a figure measured?
Students will know: 25. how to convert customary unit of length, capacity, and weight 26. place value of the metric system 27. how to solve elapsed time by converting units of time 28. volume measure the space inside a 3-d figure	Students will be able to: 1. convert customary units of length, capacity, and mass 2. solve multi-step problems using conversion of customary and metric measurement 3. convert by using multiplication or division by a power of 10 4. use converting to solve elapsed time problems 5. measure volume by counting unit cubes 6. solve problems involving volume of a right rectangular prism with whole number side lengths 7. show volume is the same as multiplying height x area of base 8. find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts

Significant task 1: Measurement: Converting

In Grade 4 students have explored and solved problems involving customary and metric units of measure in length, weight/ mass, liquid measures, time, and money. This task is comprised of seven lessons from the **On-Core** mathematics series. Teachers should focus on presenting each lesson as a whole class and then allowing time for small groups/pairs to complete the activity pages. Students have had experience in previous grades and have familiarity with these terms and experience working with measurement tools. Students should attend to precision while solving the problems of conversion. Teachers can choose to complete this task at any time during the three week unit. It is important to connect the procedures of converting to place value for metric conversions and not to present these as a "trick." Students may believe that converting customary units is like converting metric units; using the base-ten system. They will need to be reminded of equivalent measures in customary units if they are confused.

In this task students will:

- compare, contrast, and convert customary units of length
- compare, contrast, and convert customary units of capacity
- compare, contrast, and convert customary units of weight
- convert measurement units to solve multistep problems
- compare, contrast, and convert metric units
- solve problems about customary and metric conversions using the strategy *make a table*
- convert units of time to solve elapsed time problems

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 5 days

Key vocabulary: conversion/convert, metric measurement, customary measurement, liquid volume, mass, length, kilometer(km), meter(m), centimeter(cm), kilogram(kg), gram(g), liter(L), milliliter (mL), inch(in), foot(ft), yard(yd), mile(mi), ounce(oz), pound(lb), cup(c), point(pt), quart(qt), gallon(gal), hour, minute, second

Resources: Grade 5: On-Core Lessons and On-Core Teacher's Guide Lessons 78-85

Significant task 2: Introducing Volume

This activity is grounded in the **Bridges in Mathematics program: Set D2: Activity 1**: In this activity students are learning efficient methods for finding the volume of cubes and rectangular solids. It is comprised of four days of learning vocabulary, determining volume in three-dimensional shapes, selecting appropriate strategies and tools for solving problems that involve estimating or measuring volume, and measure necessary attributes of shapes to use volume formulas to solve problems. Students will be sharing their strategies and solutions for estimating and accurately finding the volume of shapes and will be asked to explain how they solved each problem.

In this task students will:

- determine volume in a 3 dimensional shape
- understand a cube is the standard unit for measuring volume
- select appropriate units, strategies, and tools for solving problems that involve estimating or

measuring volume
- measure attributes of shapes to use volume formulas to solve problems

This task directly targets the following Common Core Standard: 5.MD.3a

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Bridges in Mathematics Grade 5 Supplement: Set D2: Activity 1: pages D2.1 – D2.5

Significant task 3: More Paper Boxes

This activity is also grounded in the **Bridges in Mathematics program: Set D2: Activity 2:** This activity is an extension of Significant task 2. Students will be working together to generate efficient methods, including the standard formula by using paper boxes and centimeter cubes to find the volume of rectangular solids. The students will be assigned partners to Construct Box A and B and asked to estimate the number of centimeter cubes it will take to completely fill the boxes. The teacher directs a class discussion to write a general formula (not necessarily the algorithm) for finding the volume of a rectangular solid.

In this task students will:
- determine volume in a 3 dimensional shape
- select appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume
- measure attributes of shapes to use volume formulas to solve problems

This task directly targets the following Common Core Standard: 5.MD.3b

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Bridges in Mathematics Grade 5 Supplement: Set D2: Activity 2: pages D2.7 – D2.14

Significant task 4: Rolling Rectangular Prisms

In this task taken from Georgia Department of Education, students will draw and label rectangular prisms and roll a die to determine the measurements to calculate its volume. There are two parts to this task. It combines finding the volume, applying the formula, and converting cubic meters to cubic centimeters. This task is introduced as a whole class lesson by the teacher and then students can partner or complete the task independently.

In this task students will:
- review and estimate angles using benchmarks
- understand the size of angles
- learn the names of triangles
- classify triangles
- use appropriate tools

This task directly targets the following Common Core Standard: 5.MD.1, 5.MD.3, 5.MD.5

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Resources: Supplemental worksheets from Rolling Rectangular Prisms (Common Core Georgia Performance Standards Frame)

Common learning experiences:

- On-Core lessons pages 78 – 84 for classwork, intervention, targeted learning, or homework.
- **Extension for Task 2 & 3:** students can extend their learning by using the notation for volume of a cube ***is s x s x s = s^3,*** where ***s*** is the length of one edge of the cube. Students can compare the notation to the formula for finding the volume of a rectangular prism and asked: "How are the two alike?" and "How are they different?"
- **Extension for Task 2 & 3:** worksheets 1: Volume Review and 2: The Camping Trip will give students more practice selecting and using appropriate units and formulas to determine length, area, and volume.
- On-Core lessons pages 87 - 92 for intervention, targeted learning, or homework

Extension Activities for Task 4: Rolling Rectangular Prisms

- Students may use both dice to increase the size of their rectangular prisms
- Students may convert metric units of measure to millimeters

Additional Extensions:

- Read ***Counting on Frank*** by Rod Clement a book about counting and measuring. This read aloud can be done before or after this task 2.
- Complex Rectangular Prisms: slide presentation and worksheets: http://learnzillion.com/lessons/1809-find-the-volume-of-complex-rectangular-prisms
- Exploring Volume K – 5 : TeacherResources.com
- Building Rectangular Prisms with Given Volume: TeacherResources.com
- Ordering Rectangular Prisms by Volume: TeacherResources.com
- 3 – Dimensional Structure: TeacherResources.com
- Roll a Rectangular Prism: TeacherResources.com
- Interactive Volume Activity: http://illuminations.nctm.org/ActivityDetail.aspx?id=6
- Investigating Volume Lesson: http://teachers.net/lessons/posts/3636.html

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Volume and Measurement

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and attend to precision.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on volume and remain fraction concepts.
- Teachers can use lightweight cardboard or cardstock to construct the boxes.

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit**:
UNIT1: Many Places…Many Voices	15-18 Blocks
Purpose of the Unit:	
To develop an understanding about why people tell stories and to analyze the techniques writers use to build engagement when sharing their ideas and messages.	

Common Core State Standards Addressed in the unit:

RL.9-10.5
Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.

W.9-10.3a
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or character.

Create a smooth progression of experiences or events.

W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

L.9-10.3a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Big Ideas:	**Essential Questions:**
-People from around the world communicate their message in a variety of ways. -Authors use cultural, global, and personal experiences to form a narrative.	-Why do we tell stories? -What makes a good story? -How do people from different places tell stories in different ways or with different intentions? -What techniques do authors use to engage readers?
Students will know: -how people from around the world communicate their messages; -the techniques authors use to engage readers and the reasons for those choices; -the importance of cultural, global and personal experiences. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Analyze authors' choice in creating texts. 2. Discuss how an author tells his/her story through the narrative. 3. Understand the importance of the writing process. 4. Organize and develop a story/narrative. 5. Present a fluent story. 6. Use comprehensive editing and revision tools. 7. Select relevant textual evidence. 8. Define the following terms: - plot structure - story elements - pacing - point of view - annotations - inference - symbolism - conflict - diction - syntax - plot - figures of speech - images - characterization - motivation - inference - plausibility - thesis - analysis - MLA citation

Significant task 1: *Annotation Connections*

The teacher should explain the following to the students:

> *Highlighting and annotating a text is like having a conversation with a book. It allows active readers to ask questions, comment on meaning, make inferences, and mark events in passages they want to revisit. The annotation of a text can also take place during a discussion that is focused on a certain textual passage. Annotation can be a permanent record of the reader's intellectual conversation with the text.* See: The Annotation Guide.

Students should be given one page from a text and asked to mark the text and write notes about the reading. The teacher will then display an annotated version of the same text and explain briefly about the annotations and margin notes. The teacher may ask students to respond to: "How does annotating improve our ability to understand a text and its quality?" Students will then be given a pre-assessment—Annotating Text: Talking to the Page. Before collecting the survey, class will discuss what they marked on the text and the methods they used to mark them.

Students will then be given a new text from the unit and the following guidelines for annotations. In pairs, the students will read the text aloud. They will mark their texts. Additionally, students will indicate passages from the text that reflect on the following questions or statements that are related to the author's choices.

- What do I notice about the text?
- Identify any character changes and possible causes.
- What connections to people or experiences can I make?
- What other texts, authors or ideas might I compare this to?
- What generalizations can I make about the text or author so far?
- What techniques does the author use to engage readers, and why?
- What was the author trying to achieve? Was he/she successful?

The annotations will guide students in monitoring their reading and increase their reading comprehension. Students will then write a well-developed 1-page (minimum) Reading Response reflecting on the characters, plot, conflict and their thoughts about the story, again, as related to the author's choices.

Teachers should explain to students that they also have the option to highlight the text for the following:

- images;
- details that evoke emotional responses in the reader;
- unfamiliar or unusual words (diction);
- comparisons and their effects on the reader;
- important plot events and/or conflicts;
- interesting sentence structure (syntax);
- or other literary elements, figures of speech or literary techniques.

Timeline: 2-3 Blocks

Key vocabulary:

- annotations
- inference
- symbolism
- conflict
- diction
- syntax
- plot
- figures of speech
- images

Resources:

- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)
- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- Highlighting and Annotating Tips
- Active Reading: Questions to Consider and Use
- Jim Burke's Tools and Texts Bookmarks
- all hyperlinked resources

Significant task 2: *Character Analysis and Sketch*

PART 1

Students will complete a written analysis to understand how character development contributes to story quality and author's intentions. The analysis will be of a character of their choice from one of the texts read in this unit. Students will analyze character traits and motivation and the relationship between plot and character.

Teachers will define terms and methods of characterization (see: key vocabulary below), study plot structure and story elements, and evaluate a character's development through the stories read in class. Students will then complete the following tasks in preparation for the character analysis:

- Create a Character Chart that shows the methods of characterization within the story. Examples of words and actions, physical appearances, interactions with other characters, and dialogue will help convey the character's personality.

In preparation for a Character Analysis Essay, teachers will facilitate discussions on the following topics; students can keep journals, or use sticky notes to track their findings:

- inferences and conclusion in regards to character motivation and action;
- how the character's actions and motivations impact the plot (structure);
- "plausibility" of the character.

Using the key vocabulary, character chart and other pre-writing preparations, students will complete a multi-paragraph essay in which they analyze and explain the character's development and significance to the plot and theme. Students will explain how the story's elements and structure contribute to the total understanding of the story. Students will need to develop a focused thesis in which they identify their reasons for their position. Students will then need to incorporate textual evidence (direct quotations) to support their points, using MLA citation. In using the writing process, students will brainstorm using graphic organizers and then complete multiple drafts while focusing on the use of proper writing mechanics. Teachers can reference Implementing the Writing Process in the resources section. Students will practice peer-editing and revision before submitting a final draft.

PART 2

Students will complete a Personal Character Sketch. They will answer a series of questions about themselves from a virtual Personality Trait Questionnaire. Students will choose a number of the responses to develop their sketches. Students will write a one page sketch of themselves using their chosen responses.

The character sketch will require students to incorporate description of themselves to effectively create a plausible representation of themselves as a "character." Not only will students identify the traits that describe them, but they will also need to add explanation to support their proposed character traits. These will include physical, intellectual and emotional characteristics. Students will include their own cultural background and details about their heritage. From their personal research, students will choose information to build on the character sketch.

This one page character sketch will be used in preparation for the short story common summative assessment in which students will use themselves as a character (protagonist or antagonist) in a fictional story and use their knowledge of what makes a good story to create realistic and synthetic characters.

Timeline: 7-8 Blocks

Key vocabulary:

- characterization
- plot elements
- motivation
- inference
- plausibility
- thesis
- analysis
- MLA citation
- trait
- sketch

Resources:

- http://www.outofservice.com/bigfive/
- Implementing the Writing Process
- all hyperlinked resources
- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)
- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)
- *A Separate Piece* (John Knowles)
- *Looking for Alaska* (John Greene)

Significant task 3: *Elements of Narrative Mini-Lesson*

In this task, the teacher will assist students in designing and implementing a mini-lesson on the elements of narrative (see: key vocabulary for the recommended elements). Students will select their texts or passages from any of the unit resources. The teacher will guide this process by providing a certain number of options and by "narrowing down" the amount of text being used for the lesson.

Students will create an actual mini-lesson that they will teach to their peers. The teacher will distribute a Lesson Plan Template and will model how to complete it. (The teacher may choose to model an entire lesson.) Each lesson will include some or all of these elements: an objective, a visual aid, key vocabulary, a focus passage(s), and an "assessment." The 21st Century Rubrics will be used to grade student performance on oral communication.

Timeline: 2-3 Blocks

Key vocabulary:
- conflict (man v. man, man v. self, man v. nature, man v. society)
- setting
- subject
- theme

Resources:
- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)
- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)
- *A Separate Piece* (John Knowles)
- *Looking for Alaska* (John Greene)
- all hyperlinked resources

Common learning experiences:
- guest authors to come in and meet with students
- book talks with media specialists

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):
1. Analyze your summer reading book, in 1-2 pages, by addressing and supporting responses to the

following questions:

- How successful was the author in creating a high quality story, especially in regard to the development of the story's characters?
- What text can be used to support your thinking about the story's quality?
- How do people from different places tell stories in different ways or with different intentions?

The Story Analysis Rubric will be used to grade this assignment; it will also be used for the Post-Test.

Mid-Unit Assessment:

2. Students will be asked to evaluate one of the story's read during the unit. Students will choose a story and explain how successful the author was in creating a good story by answering these questions:
   - How successful was the author in creating a high quality story, especially in regard to the development of the story's characters?
   - What text can be used to support your thinking about the story's quality?
   - How do people from different places tell stories in different ways or with different intentions?

   The student must be able to use textual evidence for support to explain their thinking. Students will also need to reference any story elements and literary terms learned during the unit. The Story Analysis Rubric will be used to grade this assignment.

   The teacher will also include: multiple choice, true/false, matching questions to assess students' knowledge of the literary elements, terms and application of short story characters and plot.

Unit Post-Assessment:

3. Students will write a story in which three characters (including the students as one of these "characters") interact with each other through a particular situation in a particular setting. Students will choose the setting, topic, subject and characters from the provided Word Bank List.

   Students will also be required to select a conflict: man vs. man, man vs. self, man vs. nature, man vs. society and develop the conflict over the course of their story. Additionally, students will employ learned story techniques and story elements within their story. These will have been pre-taught throughout the unit. Students will be assessed on their ability to demonstrate narrative writing skills. From within this narrative, students will have the opportunity to reveal their ability to identify, develop, and express a theme that is both complex and meaningful.

   Students will have the option of using Microsoft Word, Storyboard, Digital Storytelling, Techno Tales, or other digital media to present their story. Students will be scored according to the Narrative Writing Rubric.

Teacher notes:

Core Literary Resources:

Short Stories:

- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)

- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)

Fiction:
- *A Separate Piece* (John Knowles)

Non-fiction:
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)

Rubrics:
- 21st century school wide rubrics
- Discussion Rubric
- Narrative Scoring Guide
- Story Analysis Rubric

Key Vocabulary:
- plot structure
- story elements
- pacing
- point of view
- annotations
- inference
- symbolism
- conflict
- diction
- syntax
- plot
- figures of speech
- images
- characterization
- motivation
- inference
- plausibility
- thesis
- analysis
- MLA citation

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 2: Clash of Cultures and Values	10-12 Blocks
Purpose of the Unit: Explore the term "culture," understand how an author's experiences are reflected in their works, and develop appreciation for the beliefs and values that are exhibited in our world.	

Common Core State Standards Addressed in the unit:

RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.6
Determine an author's point of view or purpose in a text;

Analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.2c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.3c
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.9-10.1d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Big Ideas:	**Essential Questions:**
- In the process of surviving an oppressive environment, innocence and childhood can be lost. - Authors illustrate competing belief systems through their characters and plot. - Our lives, our cultures, are composed of many overlapping stories. If we hear only a single story about another person or country, we risk a critical misunderstanding.	- Why is it important for people in different cultures to construct narratives about their experiences? - How do beliefs, ethics or values influence different people's behavior? - What is the danger of "the single story"? - To what extent are we all witnesses of history and messenger of humanity? - What is the relationship between our stories and our identities?
Students will know: - the importance of a country's cultural background; - how point of view and cultural experience are reflected in a piece of literature; - the bias that can occur in telling or believing "the single story." Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Analyze research to create a coherent product. 2. Use transitions effectively to link ideas. 3. Define or review the following: - inquiry - summary - diction - syntax - memoir - personal narrative - biography - qualify - refute - justify - summarize - annotation - annotated Bibliography

Significant task 1: *Key Line Journal Entries*

Key Line Journal Entries require close reading and analysis of texts. Students use them to identify significant sections from the reading. In this task, the teacher will show students how to choose key lines from the text and to explain why the passages are important when considering the Essential Questions and Big Ideas of the unit. For example, students may choose passages that reveal a character's or narrator's cultural experiences, values, beliefs, or identities. Once students choose their passages, they will need to explain the significance and also give a personal response offering their own insight and commentary about the passage. A Model Key Line Journal should be available to students.

This task will prepare students for their common and summative assessments, in which they will need to explicate a short story by analyzing and identifying key passages and narrative techniques.

Teachers will determine number of entries based upon length of the core text(s) used during the duration of

the unit, however, a minimum of 6 entries will be required. Using their selected passages, students will then write a brief Key Line Reflection on the importance of one of the unit's Essential Questions. A 5 Level Rubric will be used to grade this part of the task.

Timeline: Ongoing

Resources:
- Key Line Journal Entry
- Active Reading: Questions to Consider and Use
- Jim Burke's Tools and Texts Bookmarks
- all hyperlinked resources
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)
- *A Long Way Gone* (Ishmael Beah)
- *I am Nujood, Age 10 and Divorced* (Nujood Ali)
- *Breaking Night* (Liz Murray)
- *Aria: Memoir of a Bilingual Childhood* (Richard Rodriguez)
- *The Other Side of the Sky* (Farah Ahmedi)
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *Lipstick Jihad* (Azadeh Moaveni' s)
- *Falling Leaves* (Adeline Yen Mah)
- "Chixchulb" (TC Boyle)
- "The Shawl" (Cynthia Ozick)
- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)
- "The Last Butterfly" (Pavel Friedmann)
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Significant task 2: *R.A.F.T*

In this task, teachers will assist students in analyzing a particular point of view or cultural experience reflected in a text. Using R.A.F.T., students will assume a ROLE (point of view), for a particular AUDIENCE; they will also implement a specific FORMAT to convey a TOPIC. The possible topics will be outlined by the teacher and are derived from the unit's Essential Questions and Big Ideas. Suggested topics include the following:
- surviving an oppressive environment
- the danger of telling or believing "the single story"
- responsibility to humanity
- responsibility for sharing accounts of events

A C.R.I.S.S. RAFT Resource for teachers is available.

The goal of this task is for students to be able to personalize their understanding of the themes, points of view, and cultural experiences reflected in the texts they are reading in class.

To supplement this task, the teacher can lead the class through an exercise in which they brainstorm possible

roles, audiences, formats, and topics. Students are expected to submit a writing proposal, which must be approved by the teacher, prior to beginning the first draft. A 5 Level Rubric will be used to grade this assignment.

Timeline: 3-4 blocks

Resources:
- RAFT Explanation
- RAFT Chart
- All hyperlinked resources
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)
- *A Long Way Gone* (Ishmael Beah)
- *I am Nujood, Age 10 and Divorced* (Nujood Ali)
- *Breaking Night* (Liz Murray)
- *Aria: Memoir of a Bilingual Childhood* (Richard Rodriguez)
- *The Other Side of the Sky* (Farah Ahmedi)
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- "Chixchulb" (TC Boyle)
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- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)
- "The Last Butterfly" (Pavel Friedmann)
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Significant task 3: *Annotated Bibliography*

Students will select a world location that is suffering from an oppressive government, religion or other societal issue. Students will then create a thesis, using a Thesis Generator about why it is important to be aware of and understand the issues, cultures, beliefs, and/or conflicts in other countries. The teacher should also instruct the students about the importance of creating a thesis that can be refuted, qualified and/or justified (see: key vocabulary below). Teachers may use the following resources to help students develop their thesis statements:
- *Tools & Texts for 50 Essential Lessons* by Jim Burke
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/

Using Noodletools, EasyBib and library resources, students will research their chosen location and find evidence to support their thesis. Students will create 3 annotated bibliography entries that support their thesis and provide information for the summative assessment.

Students will have the option to use a database, book, and website to research information. Students will complete the Annotation Criteria and Summary Worksheet in order to evaluate the validity of the source and summarize the information.

Teachers will work with the Library Media Specialist who will instruct students on the strategies for research, citations, and format.

Timeline: 4-5 blocks

Key vocabulary:
- summarize
- annotation
- annotated Bibliography
- qualify
- refute
- justify

Resources:
- Noodletools
- Easybib
- GaleNet
- EBSCO Host
- ICONN
- EBCO host
- CountryWatch
- CountryWatch Youth Edition
- CultureGrams
- Daily Life Through History
- Popular Culture Universe
- World Folklore & Folklife
- World History: The Modern Era
- Free Online Images
- In-text Citation Guide
- MLA Style Guide - 7th edition
- Notes by Source
- Notes by Subtopic
- Notes with Evaluation Criteria for Books
- Notes with Evaluation Criteria for Databases
- Notes with Evaluation Criteria for Websites
- Evaluating Sources
- Website Evaluation

Common learning experiences:
- Students will visit the Library Media Center to develop effective research strategies

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will first be given a list of most of the unit's essential questions. These questions include:

    - Why is it important for people in different cultures to construct narratives about their experiences?
    - How do beliefs, ethics or values influence different people's behavior?
    - To what extent are we all witnesses of history and messenger of humanity?

- What is the relationship between our stories and our identities?

Using a Thesis Generator (without any pre-teaching), the student must create a thesis statement that answers one of these questions. The student will then need to brainstorm how they could (1) support or (2) refute their own statement. This pre-assessment will allow the teacher to understand the level of student preparation for Significant Task 3.

Unit Post-Assessment:
Using the research conducted in Significant Task 3, students will choose a location that is suffering from an oppressive government, religion or other societal issue. Then, through the creation of multiple pieces of writing, they will depict the cultural, historical, and ethical implications of living in this place. The teacher and/or media specialists can guide students in choosing an appropriate location.

Teachers will instruct students to follow these steps and will offer support, as needed:

1. Students will choose from 3 formats: a journal, scrapbook, or blog or other digital media. Students can also get approval for other formats as appropriate to the assignment.

2. Before writing their pieces, students will research and collect information on the following aspects of their location:
   - an article about or from the country
   - a poem by a poet originating from selected country or region
   - a story (fiction) that relates to the country, region, culture or theme
   - photographs" or other visual depictions of the place
   - identify three striking differences between traditions of the country and the US
   - two positive aspects of the country or culture
   - two negative aspects of the country or culture
   - any relevant demographic information
   - MLA works cited page

   The teacher will provide options for Graphic Organizers for this step.

3. Students will write a specific number of pieces for their journal, scrapbook, or blog (as required by the teacher). The teacher will use a Project Rubric and/or the 21st Century Rubrics to grade this portion of the assessment.

4. Students will then choose two of the unit's essential questions, and using their own pieces from their journal, scrapbook, or blog (or text), students will answer the chosen essential questions through a thorough written Analysis Essay. A 5 Level Rubric will be used to grade this part of the assessment.

5. The written analysis will follow MLA documentation and reference both the information and texts covered throughout the unit.

Teacher notes:

Core Literary Resources:
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)

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- *Lipstick Jihad* (Azadeh Moaveni' s)
- *Falling Leaves* (Adeline Yen Mah)

Short Stories:
- "Chixchulb" (TC Boyle)
- "The Shawl" (Cynthia Ozick)
- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)

Poems:
- "The Last Butterfly" (Pavel Friedmann)

Essays:
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Other:
- Ted Talks "Chimamanda Adichie: The Danger of the Single Story"
- Windsor High School's 21st Century Rubrics
- Virtual Travel Blogs
- CountryWatch
- CountryWatch Youth Edition
- CultureGrams
- Daily Life Through History
- Popular Culture Universe
- World Folklore & Folklife
- World History: The Modern Era
- Free Online Images
- In-text Citation Guide
- MLA Style Guide - 7th edition
- Notes by Source
- Notes by Subtopic
- Notes with Evaluation Criteria for Books
- Notes with Evaluation Criteria for Databases
- Notes with Evaluation Criteria for Websites
- Evaluating Sources
- Website Evaluation

Key Vocabulary:
- inquiry
- summary
- diction
- syntax
- memoir
- personal narrative
- biography
- qualify
- refute
- justify

- summarize
- annotation
- annotated Bibliography

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 3: *And Justice for all…?*	10-12 Blocks

Purpose of the Unit:

To understand that power creates unequal relationships between people and that society has developed preconceived notions regarding "who belongs." Students will develop insight into the degrees of power within certain societies and cultures, and will understand that power is a social structure. This unit is an introduction to a subsequent unit on these concepts in the 11th grade year.

Common Core State Standards Addressed in the unit:

RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.1a
Introduce precise claim(s);

Distinguish the claim(s) from alternate or opposing claims;

Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.

SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:	**Essential Questions:**
- Absolute power corrupts absolutely - Authors write about perspectives of justice across cultures and over time. - Situations arise due to misunderstandings of justice causing cultural conflicts.	- How does power corrupt? - How does culture influence people's understanding of justice?
Students will know: - how misunderstandings of justice cause cultural conflicts; - the importance of defending what is "right;" - the ways in which power corrupts. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Cite textual evidence to support analysis. 2. Develop inferences drawn from the text. 3. Make and support claims with evidence to defend characters' intentions. 4. Define the following terms: - allusion - justice - tragedy - tragic flaw - foreshadowing - dramatic irony - claim/counter-claim - injustice - perspective - culture - reflect - autobiography - biography

Significant task 1: *Dialectical Journals*

Students will learn to read actively-through journaling- by creating double entry journal responses. Students will interact with the text by making personal responses, asking questions and analyzing or/and evaluating important passages from the text for essential idea. (Teacher will have already pre-taught the essential skills necessary for appropriate and meaningful connections and responses.)

Dialectical journals are journals in which a reader records a mental conversation with the text, in which they analyze it and make inferences about it. Students will use these entries to identify explicit and implicit information by doing the following:
- summarize and question
- read closely for images, details, diction, patterns
- write analysis and make connections

- connect method to purpose, effect, meaning to make choices about evidence
- make inferences about characters, symbols, etc.
- write analysis, justify assertion

See: *Laying the Foundation Grade 10* –Dialectical Journals Foundation Lesson

The class will proceed by reading the first few paragraphs of a short selection together. The teacher will then model an appropriate double journal entry. The teacher will choose a passage and model a response. The students will then continue to read the selection independently and will create 8+ journal responses. Students must include a variety of personal reactions, connections, and evaluative responses relating to the essential questions and big ideas. Each type of response must be used at least twice.

Timeline: Ongoing

Key Terms:
- inference
- analysis
- explicit
- implicit
- foreshadowing
- dramatic irony

Resources:
- all hyperlinked resources
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Significant task 2: *(Auto)Biographical Analysis*

While engaging in the unit readings, students will select a character that is in an unjust situation due to cultural conflict or a power struggle. Using sticky notes or other methods, students will track this character's actions and dialogue.

In an (Auto)Biographical Analysis, students will first explain the character's perspective about culture and justice by answering these questions:
- Why is the character involved in a cultural conflict? (Identify the conflict.)
- How much power does this character possess? Why?
- Why is this character a target of injustice?
- What can this character do to make other characters better understand his/her perspective?
- What are the character's motivations, when considering his/her culture and power standing?

The students must support these findings with accurately cited text.

Within the conclusion of the analysis, students will then answer the above questions about themselves. Students should consider their own cultural perspectives and unique situations that connect to the concepts of "justice" or "injustice." The teacher should invite the students to discuss their findings as a whole class. The 5 Level Rubric will be used to grade this task.

Timeline: 5-6 Blocks

Key vocabulary:

- justice
- injustice
- perspective
- culture
- reflect
- autobiography
- biography

Resources:
- all hyperlinked resources
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Significant task 3: *Debate*

Students will participate in a classroom debate to formulate claims about the topics of: corruption, power, justice, injustice, and misunderstanding. Students will first choose a position regarding whether or not justice was served regarding the actions taking place within the plot of a core text. Students will generate a claim based on their position and identify 3-5 specific examples from the text to support the position.

The teacher will quickly review all students' claims and will choose a compelling one, with which to accomplish this task. The teacher will then divide students into two groups—one must defend the chosen claim while the other must challenge it. Students will develop an opening statement stating their position and will briefly summarize the textual evidence that supports this position. Students should also prepare for the debate by identifying counterclaims to their respective position.

Prior to the debate, the teacher should set guidelines and expectations. This includes protocols for opening statements rebuttals, and closing statements.

The teacher will choose another compelling claim for debate. The students can go through the debate process until the teacher feels that most students have mastered the skill of making and defending a claim.

Finally, students will submit an exit slip stating which claims and correlating support they believe were the strongest. Teachers will use the 21st Century Rubrics to measure students' aptitude at presenting and communicating.

Timeline: 2-3 Blocks

Key vocabulary:
- claim
- counterclaim
- rebuttal
- opening statement
- closing statement

Resources:
- all hyperlinked resources
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell

- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Common learning experiences:

- Watching clips from *The Great Debaters*
- Reading opening and closing arguments from famous trials
- Reviewing Atticus Finch's opening and closing arguments from *To Kill a Mockingbird*
- Analyzing visual representations of injustice and/or power
- Reading and presenting poetry selections connected to the unit themes

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

Students will first be given a short, controversial article to read and annotate; the teacher can decide if he/she offers the students some choice in which one(s) to use. Articles can be acquired from *America Now* (Robert Atwan) or any other collection of recent periodicals. Teachers can also find articles in *Upfront Magazine*. Students will then complete 3 Dialectical Journal entries that will require them to analyze and/or evaluate important lines or passages.

Students will then write a Mini-Analysis, in which they must (1) take a position regarding the issue presented in the article and (2) generate a claim based on their position. Within this assessment, students will be required to (3) identify two specific examples from the article to support their claim and (4) identify one counter claim. The 5 Level Rubric will be used to grade the Mini-Analysis, but not the journal.

This pre-assessment will allow the teacher to understand the level of student preparation for Significant Tasks 1& 3.

Unit Post-Assessment(s):

Students will make interdisciplinary connections to the text by identifying and/or creating images, poetry and lyrics that relate to overall concepts of the unit. Students can choose from either of these assessments, as a way of demonstrating their understanding of the Big Ideas and the mastery of the designated skills. Both assignments are graded with the 5 Level Rubric.

1. Using their unit resources, students will first find 6 important passages and/or quotations on which to focus. These items should come from the core text(s) studied in the unit.

2. Next, students will search to find artwork to illustrate the meaning behind the selected passages and/or quote. Students will have the option to create their own visual representations, or they can use images from magazines, newspapers, catalogs, and/or approved online sources. Students will write an explanation for each, explicitly linking the text passages with the images.

3. Students will write a reflection in which they express what they learned about the text through the creation of their project. Students must answer the following questions in their Reflection Essay:
   - What surprised you about your learning or thinking in this unit?
   - In what ways has your understanding of a character influenced your ideas about justice and power?
   - What conclusion can you draw about the idea that absolute power corrupts absolutely?

OR

1. Students will find or write two poems, or two songs (or one of each), as a way explaining their character's motivations, actions and position in terms of the "power" they possess. Students should highlight and annotate words and phrases on copies of their texts to indicate connections and parallels. As students locate and/or draft their poems and songs, they should peer evaluate and edit in pairs or small groups. Students will be asked to share some of the songs and poems they found or created.

2. Students will write a reflection in which they express what they learned about the text through the creation or discovery of their poems or songs. Students must answer the following questions in their Reflection Essay:
   - What surprised you about your learning or thinking in this unit?
   - In what ways has your understanding of a character influenced your ideas about justice and power?
   - What conclusion can you draw about the idea that absolute power corrupts absolutely?

Teacher notes:

Core Literary Resources:
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)
- *America Now* (Robert Atwan)
- *Upfront Magazine*

Other:
- *Laying the Foundation Grade 10* –Dialectical Journals Foundation Lesson
- www.poetry365.com
- www.poetryoutloud.org
- www.poetry180.com
- www.sing365.com
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/

Rubrics:
- 5 Level Rubric
- Windsor High School's 21st Century Rubrics

Key Vocabulary:
- allusion
- justice
- tragedy
- tragic flaw
- foreshadowing
- dramatic irony
- claim/counter-claim
- injustice
- perspective
- culture
- reflect
- autobiography

- biography

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 4: A Question of Truth	15 Blocks

Purpose of the Unit:

Understand how is truth is interpreted differently within a variety of cultures, historical events and societal beliefs.

Common Core State Standards Addressed in the unit:

RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

L.9-10.1a
Use parallel structure.

L.9-10.5a
Interpret figures of speech (e.g., euphemism, oxymoron) in context;

Analyze their role in the text.

L.9-10.5b

Analyze nuances in the meaning of words with similar denotations.

L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Big Ideas:	**Essential Questions:**
- Truth is what people interpret it to be because of cultural and other biases. - We use multiple sources to confirm the accuracy and truth of our knowledge.	- How does the cultural setting of a text connect us to a perceived truth? - What does the word truth mean? - What are the different sides of truth?
Students will know: - the importance of U.S. documents and the connection to literary themes and concepts; - how to interpret truth based on cultural bias; - the value of multiple sources in order to confirm the accuracy and truth of our knowledge. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Establish and maintain a formal style and objective tone while writing. 2. Develop a strong, focused thesis, including: - Use transitions to connect ideas and create a coherent text. - Understand how language functions in different contexts and analyze nuances in words and language. 3. Define the following terms: - rhetoric - rhetorical triangle (ethos, pathos, and logos) - tone - parallel structure - repetition - diction - syntax - figures of speech - tropes - opposing - compare and contrast

Significant task 1: *Effects Journal*

Students will begin this task by using the library media center's Opposing Viewpoints Website to investigate current topics that challenge the idea of truth; research can also be conducted in the classroom with a school-approved device. The teacher and/or media specialists will provide students with examples of these types of

topics. The teacher can choose to incorporate brainstorming into the task before the investigation begins, so that the class can generate its own list of appropriate topics. Individual students must select a topic and read opposing articles about that topic; in total, students must read and annotate a minimum of two articles.

The teacher will then show the students how to create an Effects Journal, so they can begin to understand how to analyze multiple texts to connect the themes and concepts contained within them; this task will provide students with a foundation for eventually analyzing historical documents. The teacher should supply a Model of an Effects Journal. Students will complete 3-5 entries for each article they read. (In the Effects Journal, the students use a double-entry journal format; the left side is labeled with "what happened" and the right side with "what might/should have happened" as a result of this.)

After completing the entries, students will be asked to summarize their findings. They can use the bottom of the journal page, or answer in a typed response. The teacher should facilitate the summary by asking students to answer this question: "After reflecting on your entries, what do you notice are the common themes and concepts between or among your different articles, even though they represent varying viewpoints?"

The teacher should encourage all members of the class to share their findings.

Timeline: 1-2 Blocks

Key vocabulary:
- tone
- opposing
- compare and contrast

Resources:
- Issues and Opinions
- all hyperlinked resources

Significant task 2: *Introduction to Rhetoric and Rhetorical Analysis*

The teacher will begin this task by introducing all of the key terms (see below) in an Interactive Lecture about rhetoric. As a result, students should have a foundation for understanding what it is and how it is conveyed through an author's use of language. Following the lecture, students should complete John Collins Vocabulary Cards, as a way of studying and applying the terms presented by the teacher. The vocabulary cards will assist students in defining the terms, illustrating them, and searching for sentences or passages in which an author uses the terms "in action."

The teacher will provide students with text(s), in which they can search for use of the rhetorical strategies defined by the key terms. If a teacher allows students to use a core text, they must also require the reading and annotation of an historical document. (The students must read and annotate the texts prior to completing all of their vocabulary cards.) Recommended texts, each of which challenge student beliefs or question their idea of "truth," can be found in the "Resources" section below. For example, a student may partially complete a vocabulary card on tone by defining it and illustrating it, but they will need to read a text- for example, "On Civil Disobedience"- to provide a real example of tone, in order to complete the card.

After reading and annotating the text(s), and completing the vocabulary cards, students will demonstrate their knowledge of the author's purpose, as related to the idea of truth, by engaging in a small group discussion about these questions:
- What is the author's message or argument, as related to truth?
- What techniques does the author use to convey this message?
- Who does the author believe his/her audience to be? How do you know?

To improve the discussion, the teacher should invite students to create supplemental questions using Question Starters. The Essential Questions can also be used to enhance the discourse. Participation in the discussion will be graded using the Socratic Circles Rubric and/or the 21st Century Rubrics. At the culmination of the task, students must take a quick Learning Check on the key vocabulary words.

Timeline: 3-4 Blocks

Key vocabulary:
- rhetoric
- rhetorical triangle (ethos, pathos, and logos)
- tone
- parallel structure
- repetition
- diction
- syntax
- figures of speech
- tropes

Resources:
- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- Parallel Structure notes from *Get it Write*
- Speech Analysis Questions
- TV Tropes website: http://tvtropes.org/pmwiki/pmwiki.php/Main/TruthAndLies
- *Using the Rhetorical Triangle & Rhetorical Appeals:* http://www.youtube.com/watch?v=5ODwmSYb3Tw
- all hyperlinked resources

Significant task 3: *Preparation and Outline- Rhetorical Comparison*

The purpose of this task is for students to plan and create an outline for a hypothetical rhetorical comparison essay. Students will not actually write the essay; they will demonstrate, however, that they can develop a strong focused thesis and support it by means of their preparation to write.

To begin, the student must choose a "main source" from the list of core *or* historical texts in the unit. Then, they need to decide which "secondary source" will be used as a comparison piece. Students can choose from songs, art, and film. It is suggested that the following secondary sources are offered to the students:
- *song*: "I Need to Wake Up" (Melissa Etheridge)
- *film*: *An Inconvenient Truth* (David Guggenheim)
- *art*: works of M.C. Escher

The teacher should allot time for students to explore their options for this secondary source; the media center can be utilized, or students can use school-approved devices to conduct an inquiry. Searches for an appropriate secondary source can also occur at home.

Then, students will create an outline that helps construct the framework for an essay that answers the following question: "How does the author/artist/film-maker/song-writer use similar rhetorical strategies in showing us the relationship between doubt and truth?" In other words, the students should use the two different sources to study both rhetoric and the role of truth in our lives.

The teacher should use in-class writing workshops to guide students through the task. For more accelerated students, the essay can be assigned for extra credit. Many resources are available to students, including: the Thesis Generator, Writing Templates, and Model Outlines. Students should be encouraged to complete multiple drafts of their outline and to revise it to meet the teacher's expectations of the assignment.

Timeline: 2-3 Blocks
Key vocabulary:
- rhetoric
- rhetorical triangle (ethos, pathos, and logos)
- tone
- parallel structure
- repetition
- diction
- syntax
- figures of speech
- tropes
- opposing
- compare and contrast

Resources:
- all hyperlinked resources
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- *Letters to a Young Brother*
- *Letters to a Young Sister*
- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*

Common learning experiences:

- movie clips of *An Inconvenient Truth*
- move clips of *Supersize Me*
- movie clips of *Waiting for Superman*
- listen to audio versions of speeches
- poetry readings and explications of selections that embody the concept of "truth"
- literature circles or book talks

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
The Effects Journal (Significant task 1) can be used to assess the students' ability to determine central ideas, analyze multiple texts (including works of non-fiction), and to write in a formal tone. This task will also allow the teacher to understand the students' capabilities with summarizing text.

Unit Post-Assessment(s):

1. Students will write an Extended Essay Analysis, in which they address the following prompt:

   "I search after truth, by which man never yet was harmed," wrote the Roman statesman and philosopher Marcus Aurelius. What light do the selections in this unit shed on the remark of Marcus Aurelius? Has truth ever harmed anyone? Why is a search after truth a considerable undertaking?

   Refer to specific selections in answering and suggesting some of the difficulties with which truth presents us. This assessment will be graded using the 5 Level Rubric. The teacher can choose to provide any scaffolding or support that is necessary.

OR

2. Students will write an Extended Essay Analysis, in which they address the following prompt:

   Plato's "Allegory of the Cave" makes a distinction between what appears to be true and what is actually true. Explain the distinction. Which of the selections in this unit develop a contrast between how things seem on the surface, and how they really are? Do any of the selections accept the surface appearance of things as embodying reality and the truth?

   This assessment will be graded using the 5 Level Rubric. The teacher can choose to provide any scaffolding or support that is necessary.

Teacher notes:

Core Literary Resources:
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- *Letters to a Young Brother*
- *Letters to a Young Sister*

Historical Documents:

- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*

Poems:
- "Not Waving, But Drowning" (Stevie Smith)
- "Allegory of the Cave" (Plato)
- "Night Face Up" (Julio Cortazar)

Other Resources:
- Parallel Structure notes from *Get it Write*
- Speech Analysis Questions
- TV Tropes website: http://tvtropes.org/pmwiki/pmwiki.php/Main/TruthAndLies
- *Using the Rhetorical Triangle & Rhetorical Appeals:* http://www.youtube.com/watch?v=5ODwmSYb3Tw
- http://www.history.com/speeches
- "Kohlberg's Six Stages of Moral reasoning" (Lawrence Kohlberg)
- Art: "Guernica " (Pablo Picasso)
- "I Need to Wake Up" (Melissa Etheridge)
- "An Inconvenient Truth" (David Guggenheim)
- Visual art (Escher)

Other:
- 5 Level Rubric
- Windsor High School's 21st Century Rubrics

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 5- Stirrings of the Imagination	15 Blocks

Purpose of the Unit:

To appreciate a variety of art forms, which include painting, sculpture, drawing, and music, and how each medium tells a story. Through the examination of art and text students will understand how artist's and author's influences are revealed in their work.

Common Core State Standards Addressed in the unit:

RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.1c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;

Actively incorporate others into the discussion;

Clarify, verify, or challenge ideas and conclusions.

Big Ideas:	**Essential Questions:**
- An artist's influences are reflected in their art. - Artists and poets draw from things in the world around them as well as from their own inner experiences, thoughts, feelings to create their art.	- How is the imagination influenced by a place and experience? - How do different artistic mediums tell a story?
Students will know: - how an artist's influences are reflected in their art - a variety of artistic mediums - how literature, culture and beliefs influence different art forms **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Respond to art and text through gallery walks and question and answer sessions. 2. Research and analyze artists and writers using MLA. 3. Create digital media presentations to demonstrate learning. 4. Define the following: - visual rhetoric - existentialism - surrealism - allegory - proposal - artistic terminology - inference - justification - rhetorical devices - sensory details - environmental symbols

Significant task 1: *A Picture is Worth…*

Students will take pictures either within the building or outside it while using an approved electronic device. Students will download their images to their student account or electronic portfolios, and print copies from either the classroom computers or library color printer. They can also print the images at home.

When writing, students will analyze their own artistic work by answering this question: "What is emphasized and absent in your picture?" Students should reflect on their environment, sense of place, and their experiences, in terms of how these contribute to their image. Students will then use this understanding to see

how authors, poets and artists connect to their art form.

This task is a Reflection and will be graded as such; it is not a "formal" essay.

Timeline: 2-3 Blocks

Key vocabulary:
- artistic terminology: http://poly.lausd.k12.ca.us/gate/artistic.html

Resources:
- technology related to the completion of the assignment
- student online account

Significant task 2: *Visual Features Mini-Lessons*

In this task, the teacher will assist students in designing and implementing a mini-lesson on the visual elements that are contained in the core texts. These elements include: visual imagery, the integration of shapes, sensory details, colors, and environmental symbols (sun, stars, etc.).

Student groups will be selected by the teacher according to ability, mixed ability, or heterogeneous. The teacher can use a Class Group Configurations Template to organize this task. The teacher will guide this process by providing a certain number of options and by "narrowing down" the amount of text being used for the lesson.

Students will create an actual mini-lesson that they will teach to their peers. The teacher will distribute a Lesson Plan Template and will model how to complete it. (The teacher may choose to model an entire lesson.) Each lesson will include some or all of these elements: an objective, a visual aid, key vocabulary, a focus passage(s), and an "assessment."

Timeline: throughout the duration of the unit

Resources:
- *The Stranger (Albert Camus)*
- *The Metamorphosis (Franz Kafka)*
- *The Pearl (John Steinbeck)*
- *The Little Prince (Antoine de Saint-Exupéry)*
- "The Handsomest Drowned Man in the World" (Gabriel Garcia Marquez)
- Poetry Selections from *The Poetry of Our World*
- Poetry Selections from *Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas*, 1900-2002
- Poetry Selections from *The Poetry of Our World: An International Anthology of Contemporary Poetry*
- Visual Rhetoric: http://owl.english.purdue.edu/owl/resource/691/01/
- Visual Rhetoric Slide Presentation: http://owl.english.purdue.edu/owl/resource/729/01/

Key vocabulary:
- visual imagery
- sensory details
- environmental symbols

Significant task 3: *Art-Inspired Writing*

This is a multipart task that will give students the opportunity to reflect on the unit's essential question: "How do different artistic mediums tell a story?"

PART 1
Students will choose a picture or painting, with guidance from the teacher and/or the media specialist. The students can also consult with the school's art teacher(s). It will be best if the student chooses something relatively abstract. Once they make their selection, students will choose to create a story or write an essay based on the image presented. The overall objective of this task is for students to make inferences from viewing the picture.

If students choose to write the narrative, they must recall their understandings from Unit 1 and incorporate the elements of narratives: plot elements, character development, conflict, etc. The narrative will be graded using the Narrative Writing Rubric from Unit 1.

If students choose to write the essay, they should critique the rhetorical strategies utilized in the piece. A 5 Level Rubric will be used to grade the rhetorical critique.

The length of this will be no longer than three pages. Included in both responses, students will have to write a ½ page rationale justifying their inferences and how the artist of the image, or the image itself inspired students' thinking.

PART 2
In a graded discussion that uses the 21st Century Rubrics, students will present their art piece and their reflection on it (narrative or critique). The presentation could be in the form of a gallery walk, but this is at the teacher's discretion. After viewing all of the art pieces, the whole class will discuss the unit's essential question- "How do different artistic mediums tell a story?" The discussion can be extended by answering the other essential question, "How is the imagination influenced by a place and experience?"

Timeline: 4-5 Blocks

Key vocabulary:
- inference
- justification
- rhetorical devices
- surrealism
- existentialism
- poetry terms

Resources:
- mason.gmu.edu/~montecin/**museum**.htm
- www.met**museum**.org/
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/

Common learning experiences:
- Explore virtual art galleries:
  - The Metropolitan Museum of Art- www.met**museum**.org/
  - Google Art Project- www.google**art**project.com/
  - Art & Museums Online- mason.gmu.edu/~montecin/**museum**.htm
  - Web Gallery of Art, image collection, virtual museum- www.wga.hu

- Visit actual art galleries for "Writing about Art" programs
- Classroom gallery walks
- Peer review
- Artistic expression

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will be shown a work of art and asked to respond to the following questions:
    - What is going on in this picture?
    - What else can you find?
    - What do you see that make you say that?
    - Who is the person (s) in the picture?(if applicable)
    - Where is this picture taking place?
    - When do you think this is taking place?
    - What stands out in this picture?

    Students may use a double entry/dialectical journal format to explore the pictures and record responses. Students must provide evidence for each of the questions.

Unit Post-Assessment:

1. Gallery Walk with Q and A
    - Students will select pieces of art that represent some idea, theme, plot element, or character from a core text or that relates to the mood or tone presented in the text. Students will display the piece(s) of "art" in the room with a sign displaying the artist, date, place (if given) and name of the art piece (if available).

    - As students participate in the Gallery Walk they will be required to comment or form a question about each piece they view. Students will be asked to incorporate questions from the Visual Art Questionnaire. The questions and comments will be on sticky notes and placed next to the art, so students can build on the knowledge of their peers.

    - For the Question and Answer Session, students will prepare a 3-5 minute presentation about the piece of art, the artist, and the influences that caused the artist to create it. Student will also be required to explain why he/she chose that particular piece of art, as well as how it connects to or represents the text. Students will then have the opportunity to address the "sticky note" comments and questions and take any new questions from the class. The 21st Century Rubrics will be used to grade oral communication.

    - Students will then create individual Gallery Brochures. These items will include each piece of art along with the students' own interpretations and explanations of the art; they will also include any connections they can make to the texts from the unit. Student writing will be graded using the 5 Level Rubric.

Teacher notes:

Core Literary Resources:

- *The Stranger (Albert Camus)*
- *The Metamorphosis (Franz Kafka)*

- *The Pearl (John Steinbeck)*
- *The Little Prince (Antoine de Saint-Exupéry)*
- "The Handsomest Drowned Man in the World" (Gabriel Garcia Marquez)

Poems:
- Poetry Selections from *The Poetry of Our World*
- Poetry Selections from *Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas*, 1900-2002
- Poetry Selections from *The Poetry of Our World: An International Anthology of Contemporary Poetry*

Other:
- www.readthinkwrite.com
- www.voicethread.com
- www.glogster.com
- www.museumbox.com
- mason.gmu.edu/~montecin/**museum**.htm
- www.met**museum**.org/
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/
- http://owl.english.purdue.edu/owl/resource/691/01/
- http://owl.english.purdue.edu/owl/resource/729/01/
- technology related to the completion of the assignment
- student online account

Key Vocabulary:
- visual rhetoric
- existentialism
- surrealism
- allegory
- proposal
- artistic terminology
- inference
- justification
- rhetorical devices
- sensory details
- environmental symbols

Rubrics:
- Windsor High School's 21st Century Rubrics
- 5 Level Rubric
- Narrative Writing Rubric

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit**:
UNIT 6- Crossing Borders	13 Blocks
Purpose of the Unit:	
To have students read about different cultures and make them aware of their own place in this world.	

Common Core State Standards Addressed in the unit:
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Big Ideas:	**Essential Questions:**
- We can understand our world by showing compassion and respect toward other people and cultures. - We need to hear the voices of people of different	- How can literature open our mind to new ways of seeing the world? - How can learning about different cultures and

regions, connect our lives to theirs through awareness, and respect the differences of culture. - We need to make basic connections to the collective humanity, and show care and understanding about global injustice in all cultures.	time periods help us to understand the world? - How can we diminish harmful stereotypes and ensure that we treat people we encounter in our lives with respect every human being deserves? - What does it mean to be a citizen of the world?
Students will know: - about other cultures; - that people struggle to understand their individual identity in relation to their group identity; - the influence of your environment on self; - the connection between both world and American Literature. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Analyze U.S. documents for historical and literary significance and how they address related themes and concepts. 2. Develop and support claims and counterclaims. 3. Conduct research. 4. Demonstrate mastery of the writing process and conforms to the MLA guidelines. 5. Define these literary terms: - literary nonfiction - historical fiction - subjectivity - objectivity - human rights - humanitarian - humanist - human responsibility

Significant task 1: *Defining Humanity*

PART 1
Begin a whole class discussion of the statement "*We are all humanists*" (that is, we are all concerned about the human condition). Then, ask students to respond to these questions regarding the statement:

- What does that statement mean to you?
- Why should we care about places half a world away?

Students can either work independently or collaboratively to create Journal Responses. If they work in small groups, the teacher should encourage students to discuss each question and to justify their answers before writing them down.

PART 2
Students will then read the United Nations' Universal Declaration of Human Rights and quotes by Eleanor Roosevelt. By annotating the document and quotes, students will begin to explore the concept of humanity and what it means to be a humanitarian. The teacher can choose to have students read independently, in small groups, or as a whole class.

PART 3

Then, students will then take their findings and define "human responsibility." To show their understanding of it, pairs or small groups should create a Denotation-Connotation Poster that covers the following aspects:

- a concrete definition of "human responsibility,"
- 3 visual representations of it
- 3 connections to how it actually looks in our world.

To supplement the discussions of the journal questions and/or the term "human responsibility," students can also read: "Hollowman" (T.S. Eliot) and "The World is Too Much With Us" (Henry Wadsworth).

Students will share findings in brief classroom presentations.

Timeline: 2-3 Blocks

Key vocabulary:

- human rights
- humanitarian
- humanist
- human responsibility

Resources:

- all hyperlinked resources
- Laying the Foundation Lessons on Connotation and Denotation

Significant task 2: *Global Literacy I-Search*

The I-Search (Macrorie, 1998) empowers students by making self-selected questions about themselves, their lives, and their world the focus of the research and the writing process.

Teachers will introduce the concept of the I-Search by sharing with students that they will be learning about a country and the human rights violations that occur there. Possible countries could be Romania, Mexico, Russia, Afghanistan, Syria, El Salvador, or Brazil. Students may choose another country as long as they show proof that they discovered human rights violations taking place there. They can also draw from any research accomplished in previous units. Students should choose a country that seems to have the most potential to result in productive research.

Students will brainstorm as many questions as they can think of; brainstorming can occur independently, or as a whole class. Students should also consider the following questions in order to determine the validity of their chosen nation, as a "place of strife."

- Who has the power?
- Why do they have power?
- What is being done to eliminate the violations?
- What can be done to make the world more aware?

Students should use their research, questioning, and answering to create a tentative central question—the main focus for their inquiry—and four possible sub-questions—questions that will help them narrow their research in support of their main question. The I-Search Chart can help students begin to see the relationships among their inquiry questions.

Using the I-Search, students will write a Research Proposal about why they chose the topic they did, what they already know about the topic, and what they hope to learn from their research.

Students will present their information through Power Point, Prezi, or flyer/brochure, or blog. Students will complete an I-Search Process Reflection Chart. Their oral communication skills will be measured with the

21st Century Rubrics.

Timeline: 4-5 Blocks

Key vocabulary:
- subjectivity
- objectivity

Resources:
- http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-inquiry-30783.html
- all hyperlinked resources

Significant task 3: *Paired Texts*

To illustrate the idea that both world and American literature can serve as an "eraser" to that line between "us" and them" and to help them cross the border of understandings of other cultures, students will be given paired texts that are connected thematically and challenge students' awareness of themselves and their place and that of others.

In an Analysis Essay, students will be asked to identify the ideas found it the world text and connect what is similar in the American text. The essay will be graded with the 5 Level Rubric.

These text pairs are suggested:
- "King of the Bingo Game" (Ralph Ellison) and "The Metamorphosis" (Franz Kafka)
- Poetry of William Carlos William and Wole Soyinka
- *Black Elk Speaks* (John Neihardt) and *Things Fall Apart* (Chinua Achebe)

Teacher has the option of choosing additional texts from the Literary Resources of the unit.

Timeline: 3-4 class periods

Key Vocabulary:
- N/A

Resources:
- all hyperlinked resources
- *Things Fall Apart (Chinua Achebe)*
- *When Rain Clouds Gather (Bessie Head)*
- *The Tao of Pooh (Benjamin Hoff)*
- *A Raisin in the Sun (Lorraine Hansberry)*
- *The Other Side of the Sky: A Memoir (Farah Ahmedi with Tamim Ansary)*
- *Angela's Ashes (Frank McCourt)*
- *American Born Chinese (Gene Luen Yang)*
- *Jihad Lipstick (Azadeh Moaveni)*
- *Baghdad Burning (Riverbend)*
- *Siddhartha (Herman Hesse)*
- "Geraldo, No Last Name" (Sandra Cisneros)
- "The Lesson" (Toni Cade Bambara)
- stories by Amy Tan
- Selections from Pablo Neruda
- Selections from Naomi Shahib Nye

Common learning experiences:

- visit the Library Media Center to use resources
- book talks or literature circles
- Use MLA documentation

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Give Students the following guided questions:
    - How does your view of the world compare to others' views of the world?
    - How can this shape personal identity?
    - What causes us to see through others' "I's"? (The teacher will need to clarify what this question means).
    - What happens when we do see through others' "I's"?

    Students will write Journal Responses and then discuss them in small groups. Oral communication skills will be measured by the 21st Century Rubrics.

Unit Post-Assessment(s):

1. Students will create a Crossing Borders Portfolio that captures the themes of the unit and answers one (or more) of the essential questions.

    - PART 1
      Students will select an excerpt of music, create a piece of art, or find a poem that illustrates their awareness of their place in this world.

    - PART 2
      Included will be a copy of Dylan Thomas' poem "Do Not Go Gentle into That Good Night."
      Students are to read the poem and must create a response to show how they will take an active approach to crossing borders and erasing the cultural lines drawn around the world.

    - PART 3
      Students will include a 2-3 page essay in which they discuss what they have learned during this unit. Students should include what they have learned about their own cultural beliefs, values, and assumptions.

    - PART 4
      Students will create a cover that states their personal credo about the world and a visual that incorporates the readings covered this year. A sample portfolio will be available as a model. This assessment will be graded using a Project Rubric and the 5 Level Rubric.

Teacher notes:

Core Literary Resources:

- *Things Fall Apart (Chinua Achebe)*
- *When Rain Clouds Gather (Bessie Head)*
- *The Tao of Pooh (Benjamin Hoff)*
- *A Raisin in the Sun (Lorraine Hansberry)*
- *The Other Side of the Sky: A Memoir (Farah Ahmedi with Tamim Ansary)*
- *Angela's Ashes (Frank McCourt)*
- *American Born Chinese (Gene Luen Yang)*

- *Jihad Lipstick (Azadeh Moaveni)*
- *Baghdad Burning (Riverbend)*
- *Siddhartha (Herman Hesse)*
- The Metamorphosis (Franz Kafka)
- *Black Elk Speaks* (John Neihardt)

Short Stories:
- "Geraldo, No Last Name" (Sandra Cisneros)
- "The Lesson" (Toni Cade Bambara)
- stories by Amy Tan
- "King of the Bingo Game" (Ralph Ellison)

Poetry
- Selections from Pablo Neruda
- Selections from Naomi Shahib Nye
- Poetry of William Carlos William and Wole Soyinka
-

Key Vocabulary:
- literary nonfiction
- historical fiction
- subjectivity
- objectivity
- human rights
- humanitarian
- humanist
- human responsibility

Rubrics:

Other:
- *Differentiation Instruction in Practice*
- *Using Literature to Teach Global Education: A Humanist Approach* (Delane Bender-Slack)

Windsor Public Schools
Curriculum Map for the Secondary Level
English 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 1- Foundations of the American Dream	8-10 Blocks

Purpose of the Unit:

This unit will establish an understanding of the American dream and the meaning of freedom, as depicted in various historical documents and literary selections; students' personal impressions of these concepts will be emphasized. The unit will provide a foundation for the concepts contained within subsequent units.

Common Core State Standards Addressed in the unit:

RL.11-12.7
Analyze multiple interpretations of a story, drama, or poem;

Evaluate how each version interprets another source text.

W.11-12.9a/W.11-12.9b
Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective;

Organize, develop a line of reasoning, in which style is appropriate to purpose and audience.

Big Ideas:	**Essential Questions:**
- Definitions of these terms are based on a person's collection of unique experiences and personal history. - Many Americans define the American dream as "life, liberty, and the pursuit of happiness."	- How do different members of society define the American dream? - How do *you* define it; does your definition match the traditional idea of it? - How would most Americans define "freedom"?

Students will know:	**Students will be able to:**
- how "freedom" and "the American dream" are defined through literature and historical documents; - the importance of acknowledging personal experience and personal history in defining "the American dream" and "freedom;" - how to identify a narrator's or author's point of view about a source text; - why understanding "the American dream" and "freedom" are essential to studying American literature. **Refer to the links below**: Depth of Knowledge LA	1. Analyze and evaluate multiple interpretations of texts. 2. Support analysis, reflection, and research with appropriate text. 3. Present an oral argument clearly. 4. Organize and develop an oral argument, as appropriate to audience and purpose. 5. Define these literary terms: - lens - point of view - topic - scope - purpose - setting (cultural, historical social) - narrative voice

Significant task 1: *Extended Definition Response*

In a whole class arrangement, students will first read the unit's historical documents with guidance from the teacher (using Interrupted Style is recommended). After reading and annotating them, students will prepare for a whole class discussion by creating open-ended questions in small groups; the teacher can provide Question Starters for scaffolding. Students will then engage in a graded Socratic-style seminar, as a whole class, which will be based primarily on a discussion of the essential questions and will also include an exploration of the students' supplemental questions for enrichment. The teacher will use the Socratic Circles Rubric to grade students for proficiency. Students will use the historical documents and individual background knowledge as support for their points during the seminar.

To finally demonstrate an understanding of the essential questions, students will independently write an Extended Definition Response; in this 1-2 page assignment, students must define either "the American dream" or "freedom" and support this definition with references to the texts and the Socratic seminar. This assignment can be a "take home" assignment, or completed in class with planning, drafting, and peer reviewing before a final draft is submitted. The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 2-3 Blocks

Key vocabulary:
- American dream
- freedom
- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose

Resources:
- "Speech at the Virginia Convention" (Patrick Henry)
- "Farewell Address" (George Washington)
- "Gettysburg Address" (Abraham Lincoln)
- *Plessy v. Ferguson*
- all hyperlinked resources

Significant task 2: *Critical Readings of Core Text(s)/ Reflection*

Students keep a Dialectical Journal, Key Line Journal, or any other Journal Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for reading and journaling, or this can be accomplished as a whole class. Ideally, this task should be accomplished independently.

After completing the text(s), students will prepare questions for a second Socratic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will again be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions.

Finally, students will independently write a 1-2 page Lens Response in which they analyze the author's definition of the American dream. Textual support will be required. The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 6-8 Blocks (independently)

Key vocabulary:
- American dream
- freedom
- lens
- literary analysis
- narrative voice
- speaker

Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- excerpts from *The Promised Land: The Great Migration and How it Changed America* (Lemann)
- all hyperlinked resources

Significant task 3: *Comprehension Checks*

Complete multiple comprehension checks of the major work(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 2-3 Checks in 6-8 Blocks

Key vocabulary:
- lens

- literary analysis
- point of view
- narrative voice
- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose
- speaker
- American dream
- freedom

Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- excerpts from *The Promised Land: The Great Migration and How it Changed America* (Lemann)
- Prestwick House Teaching Units

Common learning experiences:
- Debate: *Have the definitions of the American dream or freedom changed over time*?
- View Ken Burns' documentary of Mark Twain; use it to discuss Twain's view of freedom
- *United Streaming* clips (the Great Depression, Jim Crow)
- Field trip to the Windsor Historical Society
- Field trip to the Mark Twain House

Common assessments including the end of unit summative assessment:

Summer Reading Assessment: *Note*- This will be used as a Pre-Assessment in Unit 2, but the teacher can choose to give this assessment during Unit 1.

Unit Pre-Assessment:
1. Using Langston Hughes' poem "I Too" as a lens, complete a preliminary Lens Essay to show how the poem's speaker would interpret the purpose of the preamble to the *United States Constitution*. The preamble will be provided and a summary of it will be included. Definitions of "lens," "speaker," and any relevant terms will also be provided. The 5 Level Rubric will be used to grade this writing response. Within the response, students must:
   - summarize the poem
   - analyze the speaker's point of view about the Constitution and its connection to freedom and the American dream
   - use text from the poem support the analysis

Unit Post-Assessment(s):
1. Complete an Analytical Review (in paragraphs) of one or more of the unit's poems with an emphasis on topic, scope, and purpose. The students must also explore the historical, social, and cultural setting of the poem(s); additionally, the review must include an analysis of the speaker's point of view, as related to the concepts of the American dream and freedom. A sample will be provided by the teacher.

2. Complete a graded Pre-Writing Organizer (options will include: outlines, "Think in Threes," etc.).

3. Complete a Lens Essay using one or more of the unit's poems as a basis for analysis. Determine how the speaker would interpret the purpose of the preamble to the *United States Constitution*. A summary of key points will be included. The 5 Level Rubric will be used to grade this writing response. Within the response, students must:
   - summarize the poem
   - analyze the speaker's point of view about the preamble the *United States Constitution* and its connection to freedom and the American dream
   - use text from the poem to support the analysis

4. Engage in the peer-review process by completing a Student Review Protocol to create multiple drafts, including the final version to be submitted to "Turnitin.com."

Teacher notes:

Core Literary Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- *The American Reader: Writing That Moved a Nation* (Diane Ravitch)
- *The Promised Land: The Great Migration and How it Changed America* (Lemann)

Poems:
- "I Too" (Langston Hughes)
- "I Hear America Singing" (Walt Whitman)
- "I Stand Here Ironing" (Tillie Olsen)
- "Straw Into Gold" (Sandra Cisneros)
- "Revolutionary Dreams" (Nikki Giovanni)
- "The New Colossus" (Emma Lazarus)
- "What is an American?" (Michel-Guillaume Jean de Crevecoeur)

Historic Documents:
- "Speech at the Virginia Convention" (Patrick Henry)
- "Farewell Address" (George Washington)
- "Gettysburg Address" (Abraham Lincoln)
- preamble to *The United States Constitution*
- *Plessy v. Ferguson*

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Key Vocabulary:
- lens
- literary analysis
- point of view
- narrative voice

- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose
- speaker
- American dream
- freedom

Windsor Public Schools
Curriculum Map for the Secondary Level
English 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 2- Fear, Power, and the American Way	10 – 12 Blocks

Purpose of the Unit:

To develop an understanding of how the use and/or abuse of power and control has shaped American values and culture.

Common Core State Standards Addressed in the unit:

RL.11-12.2./RI.11-12.2
Determine two or more themes or central ideas;

Analyze textual development and how texts interact and build to produce a complex account.

SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions;

Work with peers to promote civil, democratic discussions and decision-making;

Set clear goals and deadlines and establish individual roles, as needed.

W.11-12.2a
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly;

Introduce a topic;

Organize complex ideas, concepts, and information;

Create a unified whole; include formatting.

Big Ideas:	**Essential Questions:**
- Governments opt to maintain power and control through fear, but this is not necessary. - Individuals who confront power must be willing to make significant sacrifices to affect change. - Our morals are personal, but the government has a duty to enforce morality.	- Must a government use fear to maintain power and control? - How can an individual confront power to affect change? - Should morality be a public (governmental) or private concern?
Students will know: - how "power" and "control" impacts individual freedom; - why a government uses fear to maintain power and control; - how American authors use their craft as a vehicle for social commentary and to promote change; - sacrifice is inevitable in order to affect change. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Determine themes, central ideas and be able to analyze various texts. 2. Participate effectively and collaboratively in all aspects of discussion. 3. Write to examine and convey complex ideas, concepts and information clearly and effectively. 4. Define the following: - theme - central idea - objective - informative text - explanatory text - formatting - hysteria - morals/ ethics - power - control - catalyst - change - persona

Significant task 1: *Annotating and Comparing Excerpts/ Written Response to Essential Question 1*

In a whole class setting, the teacher should review various annotating techniques including: Text Coding, Questioning, and/or Reflecting. (Models of these types of annotations should be provided to students.) While continuing in a whole class arrangement, students will begin this unit by reading, annotating and comparing three excerpted texts (using Interrupted Style is highly recommended) to determine common themes associated with the unit. Recommended texts are from *The Scarlet Letter* (Fiction), "Sinners in the Hands of an Angry God" (Sermon), and *The Mayflower* (Non-Fiction). The teacher should choose a variety of texts with which to work. After reading and annotating these excerpts, students will engage in a guided discussion in groups of 3-4 to compile evidence of common themes among the excerpts, specifically regarding the concepts of "fear" and "control." Teachers should assist students by using these questions to guide the discussion; these questions can be printed on index cards and distributed to each group:

- What examples of governmental control are evident?
- How does that control impact the people?
- Of what are they fearful?

To finally demonstrate an understanding of the essential question "Must a government use fear to maintain power and control?" students will independently write a 1-2 page Explanatory Response demonstrating their understanding of the relevance of the concepts "fear" and "control." Students will ultimately apply this knowledge to their reading of the core text(s). The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 5 Blocks

Key vocabulary:
- theme
- central idea
- objective
- formatting

Resources:
- "Sinners in the Hands of an Angry God" (Jonathan Edwards)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Mayflower*
- excerpts from *The American Reader: Writing That Moved a Nation* (Diane Ravitch)
- all hyperlinked resources

Significant task 2: *Critical Reading of Core Text(s)*

Students will keep a Dialectical Journal, Key Line Journal, or any other Journaling Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for reading and journaling, or this can be accomplished as a whole class. Ideally, this task should be accomplished independently.

After completing the text(s), students will prepare questions for a Socratic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions.

Timeline: 5 Bocks

Key vocabulary:
- hysteria
- morals
- ethics
- crucible
- power
- control
- catalyst
- change

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)

- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- all hyperlinked resources

Significant task 3: *Explanatory Essay or Presentation*

In a well-organized Explanatory Essay, students will independently present and defend opinions, and will make judgments based on the core text(s); they will also validate their own ideas when answering the following questions:

- How do authorities use fear as a means of control?
- What were they trying to control?
- Are they successful?
- Could they do things differently and still maintain control and power?

The 5-Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response. The teacher will provide Graphic Organizers for those students choosing this task and he/she will also allow time for the use of Peer Review Protocols. Class time will be used for all steps of the writing process: brainstorming, pre-writing, drafting, and peer reviewing. Students can also use the Warrior Writing Center for support and the teacher can send students to the Center during class time, as needed.

Students are expected to present their "best ideas" to the class, at the time of submission of this essay.

OR

In an electronic Persona Presentation (Power Point, Prezi, or Slide Rocket are all acceptable), students will independently adopt the persona of a character from the core text(s) and explain how "they" perceived their government's level of control and power. By means of their presentation, they must answer the questions:

- How do authorities use fear as a means of control?
- What were they trying to control?
- Are they successful?
- Can they do things differently and still maintain control and power?"

The teacher will grade the "written" portion of this project with the 5-Level Rubric; students must use proficient literacy skills when presenting their information. This includes the integration of proper textual support of their ideas. Additionally, the 21st Century Rubrics will be used to grade the oral communication aspect of the presentation, as these students must present all ideas to the class. Class time will be used for all steps of the creation process: brainstorming, pre-writing, creating the presentation, and peer reviewing. Students can use school-approved electronic devices for research and the design of their respective projects.

Timeline: 3 - 5 Blocks

Key vocabulary:
- informative text
- explanatory text
- persona

Resources:
- www.prezi.com

- www.sliderocket.com
- www.owl.english.purdue.edu/owl/
- www.writingcenter.uconn.edu
- all hyperlinked resources

Significant task 4: *Comprehension Checks*

Students will complete multiple *quick* comprehension checks of the core text(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 2-3 Checks in 6-8 Blocks

Key vocabulary:
- theme
- central idea
- objective
- informative text
- explanatory text
- formatting
- hysteria
- morals/ ethics
- power
- control
- change
- catalyst
- persona

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)
- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- Prestwick House Teaching Units

Significant task 5: *5-Level Character Analysis*

In this in-class task, students will complete a 5-Level Character Analysis for a specific character in the core text, in which students answer:

- What does he want?
- What is he willing to do to obtain his wants?
- What does this say about him as a person?
- What does the character's society say/think about him?
- What does this say about the character's society?

Students will be graded using the 5-Level Rubric. Teachers can use this task as a mechanism for assessing student growth from the pre-assessment through now.

Timeline: 1 Block

Key vocabulary:
- hysteria
- morals/ ethics
- power
- control
- catalyst
- change
- persona

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)
- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)

Common learning experiences:
- *The Crucible* (film clips)
- *The Scarlet Letter* (film clips)
- *The Village* (trailer)
- *The Trials of Darryl Hunt* (trailer or film clips)
- Teacher-led "Think Alouds" to review student work
- Teacher-led workshops on the writing process
- Training on the use of MLA format
- Exploration of writing support websites (Purdue Owl and/or UConn)
- Discussion of current events that are related to the unit's concepts
- Field Trip to Salem, MA

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):

1. Analyze one character from your summer reading book to complete a 3-Level Character Analysis that addresses the following questions:
   - What does s/he want?
   - What is s/he willing to do to obtain s/he wants?
   - What does this say about her/him as a person?

   The 5-Level Rubric will be used to grade this writing response. The writing response will be used a baseline assessment from which teachers will gather preliminary data on student writing competency.

Unit Post-Assessment(s):

1. Students will first complete a graded pre-writing organizer (outline, graphic model, etc.).

2. Write an Explanatory Essay that defends the idea that "*humans are the catalysts for change*." Consider how a specific character from a core text had the opportunity to be a catalyst for change in their

respective societies. Evaluate: (1) the potential each had to change the outcome of the narrative and (2) whether this character made the most of his/her opportunity. In defending your response, you must explain and support your claims with specific and relevant evidence from the text and your 5-level character template. It is expected that assignment will be typed and submitted in the proper format for a formal essay.

Students will be graded using the 5-Level Rubric and/or the 21st Century Rubrics.

3. Complete a student review protocol to create multiple drafts, including the final version to be submitted to www.turnitin.com.

Teacher notes:

Core Literary Resources:
- *The Crucible* (Arthur Miller)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *Zeitoun* (David Eggers)
- *Black Boy* (Richard Wright)
- *Americus* (MK Reed)
- "Sinners in the Hands of an Angry God" (Jonathan Edwards)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- Excerpt from *The Mayflower* (Nathanial Philbrick)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)

Poems:
- "Half Hanged Mary" (Margaret Atwood)
- "If I Must Die" (Claude McKay)

Historic/ Other Documents:
- *The Mayflower Compact*
- excerpts from *The Patriot Act*
- "What Should You Worry About?" (Stephen Levitt)

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Key Vocabulary:
- theme
- central idea
- objective
- informative text
- explanatory text
- formatting
- hysteria
- morals/ ethics
- power
- control
- change
- catalyst
- persona

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 3 - Individualism and the American Voice	15 Blocks

Purpose of the Unit:

Students will understand how significant events in American history have shaped our identities, and how American writers have used their craft to expose and challenge controversial issues pertaining to politics, values, and social tensions of specific time periods. Additionally, students will develop an understanding of how literature can serve as a vehicle for change and a call for justice in American society.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

RL.11-12.3/ RL.11-12.5
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

Analyze how an author's choices concerning structure contribute to the overall meaning and aesthetic impact of a text

RL.11-12.1/ RI.11-12.1
Cite strong and thorough textual evidence to support analysis of explicit and implicit understanding

SL.11-12.2
Ensure a hearing for a full range of positions on a topic or issue

Clarify, verify, or challenge ideas and conclusions

Promote divergent and creative perspectives

W.11-12.2b
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly

Develop the topic thoroughly

Select the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples

Big Ideas:	**Essential Questions:**
- The interplay of race, class, gender and other factors contribute to the formation of identity. - Significant events in American history influence how people see themselves through the lenses of race, class, gender. - American writers have used their voices to criticize controversial issues in America because literature can be a force for change in society.	- What shapes our collective identity? (Who are we?) - How have American writers acted as social critics on controversial issues in America?
Students will know: - how the formation of identity is impacted by race, class, gender and experiences; as well as the politics, values and tensions of a given time; - that American writers hope to affect change by both openly and subliminally criticizing controversial issues. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Analyze the impact of author's choices regarding development and structure. 2. Cite strong, thorough textual evidence to support analysis of implicit and explicit understanding. 3. Effectively communicate and engage in discussions, lectures, etc. 4. Write and develop complex texts. 5. Define the following: - relevant facts - concrete details - historical context - social context - cultural context - power - identity - racism - classism - gender - discrimination - subliminal - relic - voice - propaganda

Significant task 1: *Critical Reading of Core Text (s)* Teachers can choose from one or more of the following:

- Students keep a Dialectical Journal, Key Line Journal, or any Journal Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries and should emphasize that these journals should reflect the impact of the author's choices. The teacher can choose to use a limited amount of class time for reading and journaling, or this can be accomplished as a whole class. Ideally, this task should be accomplished independently.

- After completing the text(s), students will prepare questions for a second Socractic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will again be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions. Seminar questions should relate to the author's choices and the impact of these choices on the effectiveness of the text.

- Complete multiple comprehension checks of the major work(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 4-5 Blocks in 15 Blocks

Key vocabulary:
- relevant facts
- concrete details
- historical context
- social context
- cultural context
- power
- identity
- racism
- classism
- gender
- discrimination
- subliminal
- relic
- voice

Resources:
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride)
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)
- all hyperlinked resources

Significant task 2: *Historic Museum Exhibit*

Students will use the Internet to research a specific era of American history as it relates to one or more of the core text(s). Students can use any school-approved electronic device, or can use a computer lab to complete this part of the task. The students should use prescribed pathways on the school's website

(www.edline.net/pages/Windsor_High_School/WHS_Library) to explore a timeframe- or "era"- in which a core text is set. Students will track their findings on an electronic graphic organizer such as www.noodletools.com. During this initial phase of the task, the main objective is for students to collect information on the unique features of that era, especially in terms of the *social*, *cultural*, and *historical contexts* of it. For example, if students are reading *The Sun Also Rises* and are researching post-WWI America, they may come upon the Lost Generation as an element of the "social context."

Students will then use the research to create an exhibit in a "Museum of History" that represents their specific era. This exhibit can be electronic (on www.museumbox.com) or it can be a physical, three-dimensional display; the use of a tri-fold board could be appropriate. Included in the exhibit should be at least one "relic" that is symbolic of the social, cultural, and/or historical contexts that existed during the time of focus. Again, for a student studying *The Sun Also Rises*, they may create a relic like a "map" or "compass" that represents the Lost Generation's struggle to "find themselves" in the midst of an ever-changing political and social world of the post-WWI era.

The student must also write an Explanatory Summary (like that would appear next to an exhibit in an actual museum) to describe and support the meaning and importance of their relic, in relationship to the cultural, historical, and social contexts of the era. A Project Rubric will be provided and/or the teacher can use the 21st Century Rubrics as a way of measuring proficiency.

At the culmination of the task, the teacher should host a "Museum Day" in class, during which students should present their work and share their most significant findings with the class. The teacher can show the students online exhibits as models of the expected quality of the work. Links to online exhibits are listed below in "Resources."

Timeline: 5 Blocks

Key vocabulary:
- relic
- social context
- historical context
- cultural context

Resources:
- www.museumbox.com
- www.noodletools.com
- Windsor High School's website (media center link)
  Online Exhibits
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/
- all hyperlinked resources

Significant task 3: *Voice Presentation*

Students should read and annotate any of the recommended essays that pertain to identity and/or generations. After reading the chosen text, the teacher should facilitate a whole class discussion on these questions:
- What exactly is a "generation"?
- Why do you think that each generation should have a "voice"?
- Why do you think that the voices among different generations are so different?

During the discussion, students can use personal experience or the information from the essay to ponder each question. In an MCC-Style Graded Journal Response, students should reflect on the discussion and draw overall conclusions about the questions presented.

Next, the teacher will give students the following question: *If you were the voice of your generation, what would be your message and why?* Students will be given time to brainstorm ideas using several choices for Graphic Organizers, and will ultimately create a message to be approved by the teacher before beginning preparation for an oral presentation. Before beginning an individual Voice Presentation, students will share their ideas with the whole class. At this time, the teacher will assist students in keeping a list of all students' ideas about their generation.

Partially in-class and at home, students will create a Voice Presentation using a poem, song, speech, narrative, or propaganda poster to address the question. All presentations should be 3-5 minutes in length, and include both a visual and written component. For students who are uneasy about presenting to a live audience, the teacher can give the option of using www.upsidedownacademy.org as an outlet for recording a presentation and playing for the class.

A Presentation Rubric and/or the 21st Century Rubrics will be used to grade this task.

Timeline: 5 Blocks

Key vocabulary:
- identity
- voice
- generation
- historical context
- social context
- cultural context

Resources:
- all hyperlinked resources
- www.upsidedownacademy.org
- Selected essays from *The Seagull Reader* (Joseph Kelly) or *50 Essays: A Portable Anthology* (Samuel Cohen)

Significant task 4: *Analytical Essay*

Using a dynamic direct instruction technique like Harvey Daniels' Interactive Lecture strategy, the teacher should teach students about these 8 characteristics of analytical essays:

1. Analytical essays are used to respond to and examine ideas from a variety of texts.
2. They must be based on a central idea or "thesis."
3. This idea must be supported by evidence, which must include specific examples from the text. Quotes and paraphrases may be used but should be explained, so that the essay not simply be a list of quotes.
4. A key component of the essay is that it must show a clear connection of the evidence to the central idea. The essay should exhibit a connection between parts.
5. The essay should follow a logical order of thinking, but it should not follow a formula.
6. The writer must demonstrate critical thinking, such as making inferences, interpreting evidence, anticipating readers' needs, comparison/contrast, synthesis, argumentation, and analysis.
7. The writer should demonstrate an awareness of more than one perspective while also exhibiting a clear sense of audience and purpose.
8. The contents of the essay should be original, innovative, and well developed.

The teacher will review the process of writing an analytical piece with students before beginning the assignment; this includes providing a checklist for the essay's completion. It is recommended that the teacher incorporate the following steps: brainstorming, pre-writing, drafting, and peer reviewing. The teacher should also strongly consider conducting student-teacher writing conferences. The teacher will also provide samples of exemplary analytical writing, as to demonstrate the qualities of an effective analytical text. These samples can be found in Writer's, Inc. writing resource, 5 Steps to a 5: AP Language and Composition, or student samples can be used.

Students will then write an Analytical Essay in which they address the Big Idea ("Significant events in American history influence how people see themselves through the lenses of race, class, gender.") by answering one or more of these questions:

- A great writer can be the voice of a generation. What kind of voice does the author create through his or her text?
- Does the text speak for many people? What does this voice tell us about the concerns and dreams of its generation?
- Was this text a force for change and justice in society?

Teacher will use discretion regarding length, format, and core text(s). The 5-Level Rubric will be used to assess the quality of the students' writing. This assignment should be typed and formatted properly for a formal essay.

Timeline: 5 Blocks

Key vocabulary:

- relevant facts
- concrete details
- historical context
- social context
- cultural context
- power
- identity
- racism
- classism
- gender
- discrimination
- subliminal
- relic
- voice
- propaganda

Resources:

- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)

Common learning experiences:

- *Color of Justice* (video clip)
- Read excerpts of *The New Jim Crow* (Michelle Alexander)
- Interview family members to discover the roots of their identity and/or their generational affiliation
- View Ted Talks on www.ted.com of authors who conduct social commentary
- View and analyze photographs from the Great Depression and discuss them as a social critique: http://www.history.com/topics/great-depression/photos#the-dust-bowl
- Teacher led "Think Alouds" to review student writing
- Use online resources like www.upsidedownacademy.org to present information and to "flip" the classroom

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will read and annotate a short reading that is chosen by the teacher (see list of resources as a guide). Then, they will write a 2-part, well developed and well supported response in which they *first* inform the audience about the formation of a chosen character's identity. Students must take these factors into consideration:

    - Race
    - Class
    - Gender
    - Family
    - Values
    - Historical era
    - Any other relevant factor

    Next, the students will add an explanatory element to their essay by comparing the formation of this character's identity to that of a character previously studied in other units. Within their comparison, students will assess which character is afforded more power in society. The 5-Level Rubric will be used to assess the quality of the students' writing on this Identity Analysis response.

Unit Post-Assessment(s):

1. Students will complete a graded pre-writing organizer (outline, graphic model, etc.) based on the prompt (see below).

2. They will then write a 2-part, well developed and well supported Identity Analysis in which they first inform the audience about the formation of their own identity. Students must take these factors into consideration:

    - Race
    - Class
    - Gender
    - Family
    - Values
    - Historical era

- Any other relevant factor

Next, the students will add an explanatory element to their essay by comparing the formation of their identity to that of a main character from a core text read during the unit. Within their comparison, students will assess whether they or the character are afforded more power in society. The 5-Level Rubric will be used to assess the quality of the students' writing.

3. Engage in graded peer-review protocols to review written work while completing final version of essay to be submitted to www.turnitin.com.

Teacher notes:

Literary Resources:
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride)
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)
- Poems of the Harlem Renaissance by Hughes, Cullen, McKay, Pound, Giovanni, etc.
- "How it Feels to Be Colored Me" (Zora Neale Hurston)
- "Black Men in Public Space" (Staples)
- Selected essays from *The Seagull Reader* (Joseph Kelly) or *50 Essays: A Portable Anthology* (Samuel Cohen)

Historic Documents:
- *Plessy v. Ferguson*
- President Obama's first inauguration speech
- *Bill of Rights*

Other:
- Political cartoons
- "Notes of a Native Son"
- *The Trials of Darryl Hunt* (documentary)
- *In Search of Our Mother's Gardens*

Key Terms:
- Relevant facts
- Concrete details
- Historical context
- Social context
- Cultural context
- Power
- Identity
- Racism
- Classism
- Gender

- Discrimination

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 4—Social Justice: The Individual and Society	15 Blocks

Purpose of the Unit:

Students will examine challenges to social justice and how these challenges can impact the individual and society.

Common Core State Standards Addressed in the unit:

RL.11-12.3
Analyze a complex set of ideas or a sequence of events

Explain how specific ideas, events, or individuals interact and develop

RI.11-12.5
Analyze the effectiveness of the structure

Evaluate if the structure makes the author's points clear, convincing, and engaging

Sl.11-12.1d
Respond thoughtfully to diverse perspectives

Synthesize comments, claims and evidence to resolve contradictions

Determine what additional information or research is required

W.11-12.1a
Write arguments to support claims, using valid reasoning and relevant and sufficient evidence

Introduce claims

Establish the significance of the claims

Distinguish the claims from alternate or opposing claims

Create an organized, logical sequence

Big Ideas:	**Essential Questions:**
- The idea of justice often depends on perception. - Education, and access to resources and power determine who is capable of attaining justice. - Being denied justice can be a catalyst for improving one's condition.	- Who determines what is just? - How has the notion of "justice for all" been defined through time? - Can an individual maintain his/her dignity when denied justice?
Students will know: - that literature can be used to demand change and justice within a society; - that all people within a community are responsible for maintaining social justice. Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Analyze complex ideas and sequence of events. 2. Analyze and evaluate text structure and author's purpose. 3. Respond to and synthesize comments, claims and evidence. 4. Write effective arguments using sufficient evidence. 5. Define the following: - community - justice - dignity - social justice - perception - perspective - marginalization - caste (system) - institutionalization

Significant task 1: *Point-of-View Socratic Seminar*

Students will engage in a formal discussion based on the essential questions, as related to the core text(s). A Point of View Socratic Seminar will be used to accomplish this task. During these 3 or more graded seminars, students will take on the personas of several characters in the literature. As these personas, they will analyze "justice" and "dignity" through these characters' lenses. The teacher should use the essential questions to guide these discussions, but students must also create supplemental questions. Question Starters will be provided to ensure that these questions are of the highest order.

The Socratic Circles Rubric and/or the 21st Century Rubrics will be used to grade student proficiency.

Timeline: 3 Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:
- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- all hyperlinked resources

Significant task 2: *"Social Justice" Journaling*

Students will complete a series of journal entries in which they address social issues either in the core text. The teacher should provide options from several journal double-entry types- Dialectical, Key Line, Reflection, etc.:

- What social issue(s) is brought to your attention? How do you know?
- How has the social issue(s) been developed further? How do you know?

After each journaling session that is conducted at home or in class, students will engage in a Fishbowl Discussion about these questions. Students will be graded on their engagement and participation using the 21st Century Rubrics.

Timeline: 2+ Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:

- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- all hyperlinked resources

Significant task 3: *Debate*

Students will debate the Essential Questions: (Who determines what is just? How has the notion of "justice for all" been defined through time? Can an individual maintain his/her dignity when denied justice?) They will use their core text(s) and personal experience to defend a position.

Students will be graded on their oral presentation skills using the 21st Century Rubrics. The teacher will allot time for preparation. Students can debate individually, or in teams. This is at the teacher's discretion. At the culmination of the debate, students will write a final response to each question in an MCC-Style Graded Journal Response.

Timeline: 2 Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:
- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- all hyperlinked resources

Common learning experiences:
- Trip to Hartford to the Capitol
- Community service
- Guided book talks

- Community/ school conversations about relevant issues
- Reading and analyzing social justice publications (*Teaching Tolerance*, for example)
- Teacher-led "Think Alouds" to review student work
- Teacher-led workshops on the writing process
- Training on the use of MLA format
- Exploration of writing support websites (Purdue Owl and/or UConn)
- Discussion of current events that are related to the unit's concepts

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will complete an Anticipation Guide in which they will be asked questions about their understanding of justice (particularly social justice) and equity in Connecticut. They will support each response with prior knowledge to demonstrate their level of understanding of these concepts, in terms of how they apply to our local institutions. Questions will include references to the juvenile justice system, education, and job acquisition. Other questions will be asked.

Unit Post-Assessment(s):

1. Students will *write* a New Version of a Social Justice Anticipation Guide that demonstrates their understanding of the key concepts of the unit and their primary areas of learning; they should envision that this guide will be administered to next year's students. As part of this assessment, students must "justify" each of their questions with information as to why they are asking it. The justifications should reflect their learning from the unit and must include references to the core and supplemental texts.

2. Final Project (2 Options):

   - *Community Service*: Students will complete 10 or more hours of community service with a local organization that fosters social justice in the Hartford area; a List of possible organizations is available. They will write and present a graded MCC-Style Graded Journal Response that addresses the questions: "What is an individual's responsibility to his/her community in preserving justice and equity? (How) does your service express that?"

   OR

   - *Art Presentation*: Create a piece of art (including a photograph, if desired) and that raises awareness of a social issue in Windsor or the Hartford area. Write and present your reflection that addresses the questions: "What social issue does your art represent? How does it bring awareness to the issue?"

     (Possible Topics: poverty, discrimination, teen pregnancy, homelessness, neglect, depression, bullying, ignorance, immigration, intolerance, overreliance on technology…)

Teacher notes:

Resources

- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)

- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- *Incognegro*
- *"Paul's Case"*
- *"Sonny's Blues"*
- *The Yellow Wallpaper*
- *"We Wear the Mask"*

Key Terms:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 5 - Violence, War and Loss	10 - 1 5 Blocks

Purpose of the Unit:

To develop an understanding of war and adversity and how each impacts individual character and peace within a society.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

RL.11-12.4/ RI.11-12.4
Determine the meaning of words and phrases as they are used in a text

Determine the meaning of figurative, technical, and connotative language

Analyze the impact of specific word choices on meaning and tone

SL.11-12.3
Evaluate a speaker's point of view, reasoning, rhetoric, stance, links among ideas, word choice, points of emphasis, and use of evidence and tone

W.11-12.1b, 1c, & 1e
Write arguments to support claims, using valid reasoning and relevant and sufficient evidence

Develop claims and counterclaims

Supply the most relevant evidence

Establish and maintain a formal style and objective tone

Provide a concluding statement or section that follows from and supports the argument

Big Ideas:	**Essential Questions:**
- In order to achieve peace, we must use violence. - Adversity can be good or bad; it reveals character. - The outcome of war varies based on individual and societal perspective. - Bibliotherapy is a way for people to process, grow, and heal from trauma; therefore many writers use it as a cathartic outlet.	- How does war change people's values? - When faced with adversity why do some people fail where others prevail? - What are the consequences of war and do they vary based perspective? - How can writing help people heal from trauma?
Students will know: - That both war and adversity can have a great impact on shaping individuals and society. - How people often rely on the written word to process and understand human emotion. - How individual and societal perspective influence the severity of the consequences of war. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Determine the meaning of words and phrases as used in a text; determine the meaning of figurative, technical and connotative language 2. Evaluate a speaker's stance, including rhetoric, point of view, word choice, evidence and tone 3. Write arguments and counter-claims and support writing with valid reasoning and evidence 1. Define the following: - bibliotherapy - catharsis - adversity - rhetoric - figurative - connotative - open-ended (question) - point of view - tone - diction - syntax - figurative language - values - security - vulnerability - adversity

Significant task 1: *"War and Adversity" Journaling*

Students keep a Dialectical Journal, Key Line Journal, or any other Journal Options of their findings. (The

teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for independent reading and journaling, or this can be accomplished as a whole class.

While journaling, the teacher should encourage students to respond to the unit's Essential Questions:
- How does war change people's values?
- When faced with adversity why do some people fail where others prevail?
- What are the consequences of war and do they vary based perspective?
- How can writing help people heal from trauma?

The teacher should also model ways to track the author's use of language, particularly that which is figurative, connotative, or symbolic. It is required that students complete at least 2 journals that are aligned with a study of the author's craft. The above journaling types can still be used.

Timeline: 3+ Blocks

Key vocabulary:
- figurative
- connotative
- point of view
- tone
- diction
- syntax
- figurative language

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Significant task 2: *Lens Interview and Reflection*

Teachers will introduce the concept of "Interviewing" (suggested resource: Forbes 9 Tips for Conducting Great Interviews). Students will create interview questions for a character in the core text focused on values, security, vulnerability and adversity. Students will then conduct a Lens Interview during which one student assumes the persona of a character from the core text. Students will then switch roles so that each has an opportunity to interview and assume the persona of a character. Finally, students will use the information gathered during the Lens Interview to write a reflection piece analyzing the character's relationship to each of the following: values, security, vulnerability and adversity. The teacher will establish specific expectations

for the number of interview questions and the length and format of the reflection.

Timeline: 3 Blocks

Key vocabulary:
- values
- security
- vulnerability
- adversity

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Significant task 3: *Rhetorical Analysis and War Essay*

Using a dynamic direct instruction technique like Interactive Lecture strategy, the teacher should teach students about the characteristics of a Rhetorical Analysis Essay (focusing on POV, tone, diction, syntax and figurative language). The teacher will review the process of writing an analytical piece with students before beginning the assignment; this includes providing a checklist for the essay's completion. It is recommended that the teacher incorporate the following steps: brainstorming, pre-writing, drafting, and peer reviewing. The teacher should also strongly consider conducting student-teacher writing conferences. Possible resources for instructing students on writing a Rhetorical Analysis include: Writing and Speaking, and How to Write AP Rhetorical Analysis Paragraphs and Essays. The teacher will also provide samples of exemplary analytical writing, as to demonstrate the qualities of an effective analytical text. These samples can be found in Writer's, Inc. writing resource, 5 Steps to a 5: AP Language and Composition, or student samples can be used.

Students will then write a Rhetorical Feature Analysis Essay in which they demonstrate their understanding of war and adversity and how each impacts individual character and peace within a society through analysis of any rhetorical features introduced during the lecture. Teachers can establish expectations for the number of rhetorical features explored in the essay.

Teacher will also use discretion regarding length, and core text(s). The 5-Level Rubric will be used to assess the quality of the students' writing. This assignment should be typed and formatted properly for a formal essay.

Timeline: 3 Blocks

Key vocabulary:
- bibliotherapy
- catharsis

- adversity
- rhetoric
- figurative
- connotative
- open-ended (question)
- point of view
- tone
- diction
- syntax
- figurative language
- values
- security
- vulnerability
- adversity

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Common learning experiences:
- Holocaust/War/Victim/Soldier/Survivor Speaker
- Community service
- Peer Interviewing
- War Memorial Field Trip

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment :

1. Students will explicate one of the following war quotes:

   - "We would probably have gone on and discussed the war and agreed that it was in reality a calamity for civilization, and perhaps would have been better avoided. I was bored enough." *(Ernest Hemingway, The Sun Also Rises)*

   - "They carried like freight trains; they carried it on their backs and shoulders—and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry." *(Tim O'Brien, The Things They Carried)*

- "I would go to the war—I would kill and maybe die—because I was embarrassed not to. That was the sad thing. And so I sat in the bow of the boat and cried."
  (Tim O'Brien, The Things They Carried)

- "Man is the only Patriot. He sets himself apart in his own country, under his own flag, and sneers at the other nations, and keeps multitudinous uniformed assassins on hand at heavy expense to grab slices of other people's countries and keep *them* from grabbing slices of *his*. And in the intervals between campaigns, he washes the blood off his hands and works for 'the universal brotherhood of man'—with his mouth."
  (Mark Twain, "The Lowest Animal")

- "Special time with Bravo is just one of a multitude of pleasures available to them, and thinking about them makes Billy somewhat bitter. It's not that he's jealous so much as profoundly terrified. Dread of returning to Iraq equals the direst poverty, and that's how he feels right now, *poor*, like a shabby homeless kid suddenly thrust into the company of millionaires. Mortal fear is the ghetto of the human soul, to be free of it something like the psychic equivalent of inheriting a million dollars. This is what he truly envies of these people, the luxury of terror as a talking point, and at this moment he feels so sorry for himself that he could break right down and cry."
  (Ben Fountain, Billy Lynn's Long Halftime Walk)

Within the explication, students must:
- summarize quotes in their own words
- analyze specific words/phrases
- analyze speaker's point of view on war
- use text from the quotation to support the analysis

2. The 5 Level Rubric will be used to grade student responses.

Unit Post-Assessment(s):

1. Complete a Lens Essay using the following Hemingway quotation as a basis for analysis, and determine how an author or character from the core text would interpret it. The 5 Level Rubric will be used to grade this writing response.

   Within the response, students must:
   - summarize the quotation
   - analyze specific words and phrases
   - determine speaker's point of view on war
   - use text from the quotation to support the analysis

   "The world breaks everyone and afterward many are strong in the broken places. But those that will not break it kills. It kills the very good and the very gentle and the very brave impartially. If you are none of these you can be sure it will kill you too but there will be no special hurry." (Ernest Hemingway)

OR

Community Service Project: Students will complete 10 or more hours of community service with a local organization that focuses on Veteran's affairs in the area; a List of possible organizations is available. They will write and present a graded MCC-Style Graded Journal Response that addresses the question: "What is the impact of war and adversity on both the individual and society?"

Teacher notes:

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*

Poetry
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*

Video
- *The Pat Tillman Story*

Key Terms:
- bibliotherapy
- catharsis
- adversity
- rhetoric
- figurative
- connotative
- point of view
- tone
- diction
- syntax
- figurative language
- values
- security
- vulnerability
- adversity

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 6 - The Disintegration of the Dream and What it Really Means to be "American"	15 - 20 Blocks

Purpose of the Unit:

To help guide students through the history of the American Dream and to understand the changes that the premise of "working hard and prospering" have undergone.

Common Core State Standards Addressed in the unit:

R.I.11-12.8
Delineate and evaluate the reasoning in seminal U.S. texts and documents of public advocacy;

W.11-12.7
Conduct research projects to answer a question or to solve a problem;

Narrow or broaden inquiry;

Synthesize multiple sources;

Demonstrate an understanding of the subject under investigation.

W.11-12.8
Gather relevant information from multiple authoritative print and digital sources;

Use advanced searches effectively;

Assess the strengths and limitations of each source;

Integrate information into the text selectively to maintain flow of ideas;

Avoid plagiarism or overreliance on one source;

Follow a standard format for citation.

L.11-12.3a
Apply knowledge of language to understand how it functions in different contexts;

Make effective choices for meaning and style;

Vary syntax for effect;

Apply understanding of syntax.

Big Ideas:	**Essential Questions:**
- America is a unique and complex place in which our shared experiences contribute to our collective and individual values. - American values have been shaped by fear, racism, classism, war, optimism, and many historical factors. - Often the dream is portrayed as an illusion or as unattainable.	- What does it really mean to be "American"? - What perpetuates American values? How are American values compromised? - What happens to the Dream in American literature? **Sub-Questions to Consider:** - How do you attain happiness? - Why are there haves and have-nots? - Is the price of progress ever too high? - Can individual morality survive catastrophe?
Students will know: 1. That we are fortunate to live in a country where our lives are enriched by our cultural differences. 2. That historical factors had both an immediate impact, as well as a lasting influence on future generations. 3. How to distinguish between varying literary interpretations of the American Dream. Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Evaluate and interpret meaning in U.S. texts and documents 2. Conduct research, propose a thesis, synthesize and assess multiple sources, and compile information into coherent writing, while maintaining conventions of standard English 3. How to define the following terms: - power - identity - racism - classism - gender - discrimination - prosperity - optimism - "Rags to Riches"

	- capitalistic - "American Dream" - Illusion

Significant task 1: *Socratic Seminar*

Students will engage in a graded Socratic-style seminar, as a whole class, which will be based primarily on a discussion of the essential questions and sub-questions and will also include an exploration of the students' supplemental questions for enrichment. The teacher will use the Socratic Circles Rubric to grade students for proficiency. Students will use the all core texts, historic documents, and background knowledge as support for their points during the seminar.

Timeline: 3 -5 Blocks

Key vocabulary:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:
- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Significant task 2: *Reflection and Brainstorming*

PART 1
Before beginning the research process, students will complete a Reflection Response on the following quote:

> *"…A native of the United States clings to this world's goods as if he were certain never to die: and he is so hasty in grasping at all within reach that one would suppose he was constantly afraid of not living long enough to enjoy them…Men change their track for fear of missing the shortest cut to happiness."* (from *Democracy in America*, 1835, Alexis de Tocqueville)

Within the reflection, students must:

- summarize the quote in their own words
- analyze specific words/phrases
- analyze speaker's point of view on America(ns)
- use text from the quotation to support the analysis

The teacher should encourage students to share their findings, in a whole class discussion.

PART 2

The teacher will assist students in beginning process for writing their culminating research paper. Students will use the previous discussion to begin brainstorming answers to the Essential Question, "What does it mean to be "American"?" The teacher will supply Brainstorming Tools and students will be expected to incorporate their own experiences, but also, the findings they made throughout the previous five units. This should be considered a "capstone" assignment.

PART 3

The entire class should now engage in a large-scale brainstorm about this topic. All responses should be collected on chart paper or the Epson projector for all students to use as the basis for their research. If students have not incorporated the key terms below, the teacher should facilitate a discussion on them. Students must be encouraged to support their remarks with experience or text they read throughout the year.

To build further insight, teachers can also return to a discuss of any of the other Essential Questions or Sub-Questions:

- What perpetuates American values? How are American values compromised?
- What happens to the Dream in American literature?
- How do you attain happiness?
- Why are there haves and have-nots?
- Is the price of progress ever too high?
- Can individual morality survive catastrophe?

By the end of the this third part of the task, most students should have chosen a topic and/or thesis for their research papers.

Timeline: 4 – 5 Blocks

Key vocabulary:

- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:

- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)

- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Significant task 3: *Research, Pre-Writing, and Drafting*

Using Planning Tools provided by the teacher, students should begin partaking in all aspects of the research process, including:
- clearly defining a topic
- locating appropriate sources (especially those already studied in class)
- compiling accurate and relevant notes

Classroom Writer's Workshops or "pull out lessons" from the Warrior Writing Center can be embedded in daily classroom practices, so that students have the opportunity to revise their ideas and make them most effective for research writing. At this point, the teacher may decide to send students to the media center for further inquiry, or he/she may plan for research sessions that occur in class, with school-approved devices.

The students will receive the official Research Paper assignment, in which they will learn that a research paper is an organized, documented essay which requires careful planning, searching, studying, and writing. Students will be given the following guidelines for creating a draft of the research paper:
- Organize your information into a working outline
- Compose the text of your paper
- Correctly cite references and sources
- Revise, correct, and proofread your rough draft
- Double-check the requirements of the assignment and include any additional material required

Drafting should occur in the classroom, or in a computer lab. During this phase of the process, the teacher should consider conducting additional Writing Mini-Lessons, as needed, on:
- Thesis creation
- Development of ideas
- Use of MLA citations
- Writing a concluding paragraph
- Proofreading and revising
- Peer revision and Peer Protocols

Timeline: 4 – 5 Blocks

Key vocabulary:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:

- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Common learning experiences:

- Review sample research paper
- Using online resources (like Purdue OWL, UCONN Writing Resource) to enrich product
- Writing conferences
- Use of the Warrior Writing Center
- Review of student work
- "Think Aloud" reviews of writing
- Use of the Media Center
- Visit to the UConn Writing Center

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment: Mini-Research Page

1. Students will complete a mini-research page (1 page) as a baseline assessment before conducting a full-length research paper as the Unit Post-Assessment. Students will:
    - Clearly define a topic
    - Locate sources
    - Take accurate notes
    - Compose text based on findings
    - Cite Resources
    -

The 5 Level Rubric will be used to grade this page.

Unit Post-Assessment: Research Paper

1. Complete a multi-step Research Paper in which they:

    - Answer the essential question, "What does it really mean to be "American"?
    - Conduct advanced and sustained research on American society, culture, and history
    - Utilize knowledge from Units 1-6 to draw a conclusion about the essential question
    - Write drafts
    - Revise these drafts
    - Create a publishable, polished essay that exhibits effective stylistic and technical choices

2. The 5 Level Rubric will be used to grade this paper.

Teacher notes:

Resources:
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Rubrics:
- 21st Century Rubrics
- 5 Level Rubric

Key Terms:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

6th Grade Scope and Sequence

Unit Title	Length of Time
Unit 1 Launching Reader's and Writer's Workshop	6 Weeks
Unit 2 Nonfiction Reading and Expository Writing	6 Weeks
Unit 3 - Argument and Debate	6 Weeks
Unit 4 Historical Fiction & Narratives	7-8 Weeks
Unit 5 – Memoir	6 Weeks
Unit 6 - Poetry	3-4 Weeks

6th Grade ELA

Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the transition year between the elementary and middle school. This course recognizes the importance of this year. Student text levels of complexity and sophistication in reading materials and writing types, styles and genres continue to increase based on Common Core State Standards. In this course students read and discuss a variety of fictional and nonfictional texts to develop and mature participants in solving complex problems and developing novel ideas for a 21st Century world. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school and support the development of college and career ready students.

Name of the Unit:	Length of the unit:
Unit 1 Launching Reader's and Writer's Workshop	**6 Weeks**

Purpose of the Unit:

This unit reviews with students the common expectations of Reader's and Writer's Workshop as they enter middle school. Transitioning from the intermediate level to the middle level with similar knowledge between and among students helps quickly and smoothly facilitates the learning. Students begin tackling some of the most important standards that are further developed all throughout middle school. Students begin examining the ways reader analyze theme through characters, writing objective summaries, presenting ideas orally, and writing explanatory and informative texts. This unit sets the stage for the complexity and sophistication of work now expected at the middle school level.

Common Core State Standards Addressed in the unit:

1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

2. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

3. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (6.RL.9)

4. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

5. Determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

6. Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

7. Delineate a speaker's specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Big Ideas:	Essential Questions:
▪ Literature teaches us about life ▪ Authors convey themes through key details about major story elements ▪ Vocabulary unlocks the text's true meaning ▪ Readers write objective summaries of stories ▪ Writers write in various ways to share their thoughts and ideas	▪ Why do readers analyze characters in stories? ▪ How do the details about characters help convey themes? ▪ Why do readers determine the meaning of unknown words? ▪ How do readers demonstrate understanding of texts? ▪ How do writers share their ideas?
Students will know:	Students will be able to:
▪ Plot development is defined by how the episodes unfold (organizational structure) ▪ There are common themes in literature ▪ Point of view impacts story interpretation ▪ The context can help determine the meaning of unknown words ▪ There is specific criteria for an effective argument ▪ Listeners evaluate the speaker's claims and arguments	▪ Analyze plot development ▪ Analyze character development (change and responses) ▪ Determine theme using key details about characters ▪ Explain and identify point of view of the narrator in a text ▪ Write expository/informative pieces and paragraphs ▪ Support claims ▪ Select clear reasons and evidence ▪ Listen critically ▪ Present ideas sequentially and logically to accentuate themes ▪ Use specific descriptions, facts and details ▪ Use appropriate contact, adequate volume, and clear pronunciation

Significant task 1: Rituals and Routines

Students develop the rituals and routines of Reader's and Writer's Workshop based on previous year's experiences and new expectations. Students practice old and new rituals and routines and self-assess success based on classroom rubric. Students meet individually with classroom teacher to develop personal reading/AR goals based on STAR testing results, personal knowledge about strengths and challenges, reading interest inventories, on demand writing prompt, works in progress, etc. This information is utilized to develop student goals in the areas of number and types of books to read, consistency in reading, reading level goal, and focus areas in the traits of writing.

In reading students begin the unit receiving instruction in the criteria for writing objective summaries about books. Students write summaries about books they are reading and would recommend to their peers. Students create a classroom library of book summaries either digitally or in hard copy format upon which future reading selections can be based.

Students begin independent reading and writing the first day of school and continue independently reading for 45 minutes daily. Students write book summaries, take AR tests, and set personal goals over the course of the year as they finish a book, each quarter, etc. or as determined by the classroom's routines.

Students write and deliver a book talk about one of their summer reading selections they would recommend to their peers. Student book talks include the text's major story elements and what about it would be attractive to

their classmates.

Students complete an on-demand informational writing piece on a topic of the teacher's choice this can include allowing for student choice. Students write about something they feel confident about and feel then can produce a quality writing sample upon which goals can be developed. Students receive review instruction in the 6+1 traits of writing to lay the foundation of the general expectations for all writing. Focus areas: ideas & organization

Timeline: 2-3 weeks
Key vocabulary: judgment, opinion, summarize, exposition, rising action, climax, falling action, resolution, narrator, conflict, informational
Resources: summer reading packet, qualities of a good summary, book talk expectations, oral presentation rubric, book talk rubric, 6+1 trait rubric, on demand writing prompt, ritual and routine assessment

Significant task 2: Analyzing Theme

Students read *We Beat the Streets* as a whole class shared reading. Through direct instruction students learn about universal themes present in texts such as loyalty, friendship, courage, economic disparity, etc. Students discuss how these themes are present in real life and how characters' responses and changes apply to real life decision-making. Student discussion occurs as a whole class, in partnerships and small groups. Students also construct reading responses related to the themes and their real life applications. Students draw conclusions about characters orally, in reading response journals, and/or on Post-It notes. All conclusions are supported with key details from the text.

Students closely examine the characters, their motivations, feelings and behaviors (responses and changes to conflict) to identify and analyze the themes present in *We Beat the Street*. For each chapter/section small groups of students analyze one of the specific doctors in the texts. In 1-2 minute whip around Round Robin sessions, each group will share their analysis of their assigned character with the class at the chapter's/sections' conclusion. Student listeners are responsible for asking clarifying questions and keeping accurate notes based on information heard from classmates.

During independent reading students analyze the characters in their independent reading texts and how those characters convey the themes embedded in the text through partner discussions and reading responses. Students use post-it notes and reading response journals to highlight specific examples and keep key information/details from the text that help covey a particular theme or draw conclusions about specific characters. Students select two characters whose behaviors ultimately help to convey a similar theme in their respective (two different) texts. Students select one character from their independent reading history and one character (doctor) from *We Beat The Street*. Student letters briefly summarize the texts, determine themes, compare and evaluate the characters' choices/responses as related to similar themes presented in their texts.

Timeline: 3 weeks
Key vocabulary: theme, convey, analyze, clarify, loyalty, friendship,
Resources: universal themes, reading response journals, Round Robin directions, We Beat the Street (classroom set)

Significant task 3: - Explanatory Essay

Students hone explanatory writing skills through writing explanatory paragraphs reflecting about the doctors in *We Beat the Streets*. Students receive direction instruction in using notes to draw conclusions about the characters (doctors) and how to paraphrase the key details used from the text. Students reflect on the characters, their circumstances and choices. Students confer with the classroom teacher and peers to assess the quality of ideas, organization and voice in the writing using the 6+1 Trait rubric.

After reading *We Beat the Street* students write an explanatory essay that analyzes the evolution of the three doctors from who they were growing up in Newark to who they became by the end of the story. Students use

evidence from the story that shows how the three doctors changed. Provide support for your ideas by paraphrasing ideas and sentences from the book that support your understanding of the doctors' changes and highlights key points in the text.

Timeline: 3 weeks
Key vocabulary: explanatory, conclusion, paraphrase, ideas, organization, voice, evolution
Resources: 6+1 Trait rubric

Common learning experiences:

- Meet individually with every student in September and complete a reading interest inventory/survey. For students who perform below grade level, on district benchmark assessments, conducting a running record will help with establishing goals to accelerate learning.
- Teacher read aloud is We Beat the Street, begin reading early in the unit.

Mini Lessons

- Creating MS workshop experiences (routines)
- Goal setting (individual)
- Practice makes perfect – the importance of independent reading
- Working with AR and other expectations (rituals)
- An objective summary
- Recommending books
- Book Talk expectation
- Writing on demand
- 6+1 traits of writing: ideas & voice
- Universal themes in literature
- Examining how characters respond to conflict and challenges

Common assessments including the end of unit summative assessment:

Assessment 1: Informational on-demand essay
Pre-Assessment: On-demand informational writing assessment
Post—Assessment: On-demand informational writing assessment

Standards Addressed:

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Assessment 2: Summer Book Talk
Students give a brief talk summarizing one of the books they read this summer and would recommend to their peers. If they would not recommend any of the books they read, then they must explain why. Students are assessed both on their oral presentation and written summaries.

Standards Addressed:

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

Assessment 3: STAR/AR Tests

AR tests assess basic comprehension of texts read independently based on student's reading level. STAR assessments help determine an appropriate Zone of Proximal Development (instructional level) and grade level independence. This standard is assessed at least 4xs throughout the marking period. Typically students take between 2-4 AR tests and 2 STAR assessments.

Standards Addressed:

- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

Assessment 4: Character Letter

Students select two characters whose behaviors ultimately help to convey a similar theme in their respective texts. Students select one character from their independent reading history and one character (doctor) from *We Beat the Street*. Student letters briefly summarize the texts and determine, compare and evaluate character choices/responses as related to similar themes presented in their texts and how it moves plot toward resolution.

Standards Addressed:

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)
- Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (6.RL.9)

Teacher notes:

- Although reading We Beat the Street isn't called for until Significant Task 2, typically in order to complete the book, teachers should begin reading aloud around week 2.
- Students learn to summarize texts in 4th grade. The major difference occurs in 6th grades where the summaries are now free of any personal judgments. The summaries written in 6th grade are purely objective. This lesson introduces this idea and is elaborated upon in subsequent units.
- Many students will not be accustomed to the freedom in selecting their own writing topics. There may be a need to conduct lessons on writing independence and generating ideas independently.
- It is a good idea to partner with another teacher to conduct the on-demand writing piece. Only assess the writing for the areas of the rubric for which you will hold students accountable. For example, if you only provide instruction in ideas, organization and voice, then only assess those areas.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit:	Length of the unit:
Unit 2 Nonfiction Reading and Expository Writing	**6 Weeks**

Purpose of the Unit:

The purpose of this unit is to provide students with a comprehensive experience examining ideas and themes in texts both in literary and nonfiction texts. Students continue to expand and practice writing objective summaries and identifying and analyzing themes in literature. Students develop informative/explanatory essay writing through an expansion of their repertoire to the compare/contrast essay. Students are now not only asked to make comparison, but to analyze those comparisons.

Common Core State Standards Addressed in the unit:

9. Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text. (6.RI.1)

10. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RI.2)

11. Analyze in details how a key individual, event, or idea is introduced, illustrated, and elaborated in text. (6.RI.3)

12. Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings. (6.RI.4)

13. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RI.10)

14. Determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

15. Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

16. Conduct short research projects to answer a question, drawing on several sources and reinforcing the inquiry when appropriate. (6.W.7)

17. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to

what they perceive when they listen or watch. (6.RL.7)

18. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

19. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

20. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Big Ideas:	Essential Questions:
▪ Readers read closely for a variety of purposes ▪ Authors choose words and phrases purposefully ▪ Words and phrase can be interpreted literally and figuratively ▪ The quality of the writing impacts the reader ▪ Writers use compare/contrast to add structure to analysis	▪ How do we learn something new from our reading? ▪ Why do readers evaluate the quality of information? ▪ How do we unlock the meaning of words and phrases? ▪ How do we use our reading to grow as a writer? ▪ How do writers organize information to share with others?
Students will know:	Students will be able to:
▪ Reading is purposeful and requires strategic decision-making ▪ Authors use specific techniques and strategies to craft writing ▪ Vocabulary is important to growing as a reader ▪ Textual evidence supports ideas ▪ Universal themes can be compared ▪ Writers compare and analyze comparisons ▪ Use the best evidence to support ideas and make inferences	▪ Read closely to understand, interpret, analyze, and evaluate texts ▪ Identify and analyze how information is introduced, illustrated and elaborated in NF texts ▪ Select strategies to determine the meaning of unknown words ▪ Cite textual evidence ▪ Make inferences ▪ Support analysis ▪ Determine a theme/central idea ▪ Write informative/explanatory texts and provide analysis of content ▪ Conduct short research ▪ Compare texts from multiple modes/genres ▪ Draw evidence from literary/informational texts

Significant task 1: Nonfiction Reading & Author's Craft

As a whole class students receive direct instruction in establishing a purpose for reading and reading closely to determine the text's explicit and implicit meaning. Students work either independently, in small groups (3-4) or with a partner to select from a variety of whole class generated nonfiction topics related to the text *We Beat the Street*. Through SERS (library search engine) and the use of additional tools and resources located at the library or classroom, students collect and select between 10-15 articles about their selected topics from previewing and skimming to select the most reputable and credible sources upon which to build their knowledge. Students develop a purpose for reading with at least 2-4 interest questions based on reading done as a whole class. These interest questions direct student choices about which final 5-7 resources they will utilize to build and enhance knowledge about their topic. Individually students construct reading responses that support their selection of the final resource list utilizing information about sources, interests, and content.

Independently students read and take notes from a teacher-approved final resource list that supports student-selected purposes for reading (2-4 interest questions). Students orally defend resource list in a "group" conference. Based on readings selected, students discuss central ideas and draw conclusions about their topics as it compares to how it is portrayed in *We Beat the Street*. Students use a graphic organizer to help analyze information by asking guiding questions like, Does the article make sense? (central idea) What did the author say? (explicit and implicit information) How did the author develop and support the ideas? (structure of ideas, paragraphs, etc.) Does this article support purpose for reading? (close reading, central idea). Students collectively select the best evidence to support conclusions drawn regarding interest questions. Students provide teacher with a copy of the evidence list as it pertains to each interest question and explains the inferences the evidence leads the student to make.

Students write informative paragraphs to answer interest questions using information gathered from various sources. Students all answer a guiding question, after reading from selected resources and taking notes, students write 1-2 paragraphs synthesizing information to evaluate it's relevance to how students live today and foresee living in the future. Students construct a written response that answers the question, *How are the experiences of the doctor's lives in We Beat the Street compare to today?*

Timeline: 3 weeks
Key vocabulary: reputable, credible, compare
Resources: SERS, nonfiction articles

Significant task 2: Compare and Contrast Essay

Students work from prepared text sets of poems, short biographies and selected chapters of their choice from *We Beat the Street*. From the teacher text set the whole class reads at least two poems, two biographies, and re-reads a chapter of *We Beat the Street*. Students participate in a shared writing of an objective summary, including identification of themes/central ideas of each poem, biography and chapter of the novel. The class discusses the themes/central ideas using key ideas from the story as support. With a partner, students examine writing for 6+1 traits of ideas, organization and choice and offer suggestions for improvement. Student learning of objective summarizing, including theme/central idea identification, is assessed individually with a differentiated assignment asking students to read either a leveled poem or short biography, summarize the two texts including the theme/central idea.

From the student text set, students work collaboratively with the teacher to select two leveled poems and biographies to write a compare/contrast essay, including an analysis of content, comparing the themes/central ideas of the readings to a chapter in We Beat the Street. Student instruction will focus on organizing ideas using compare/contrast format, developing comparisons with facts from several resources. Students experiment with several forms of comparison graphic organizers using Inspiration or another graphic organizer program to plan and organize essay. Students experiment and use both ABAB and AABB format to convey ideas in writing. Students organize writing using known transition words to connect ideas. Students also use precise language to communicate ideas and content-appropriate academic language when appropriate.

Timeline: 3 weeks
Key vocabulary: analysis
Resources: comparison graphic organizers, student and teacher text set, differentiated assessment

Common learning experiences:
Mini Lessons:

- Author's Purpose
- Literary Elements
- Plot Development
- The Relationship of Story to Elements to Create Conflict

- Theme Development
- Point of View
- Determining the Central Idea of nonfiction text
- Writing Summaries for both fiction and nonfiction
- Determining Fact and Opinion
- Close Reading: (This may be taught in the very first reading unit.)
- Responding to open-ended questions

Routine Writing (Daily Tasks):

- Annotate the text (close reading) while reading the text, take notes on how the characters change in We Beat the Streets and in their own books for the final writing assessment
- Exit slips
- Journals -short responses to text
- Complete the story map as it unfolds

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Writing Piece – Compare/Contrast Essay (Pre & Post)
Students write a compare/contrast essay comparing two things of their choosing. Ask students to draw a conclusion analyzing their comparisons in their conclusion paragraph. This piece is used to determine individual and whole class strengths and challenges as writers based on 6+1 traits of writing of ideas, organization, and voice.

Standard Assessed

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Assessment 2 – Interest Questions/Resource Justification
Students create two interest questions upon which they will do additional, focused reading. Students write a constructed response that explains justification for resource list.

Standard Assessed

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 3 – Evidence List
Students share with teacher evidence s/he intends to use to answer interest and guiding questions and orally explain the inferences drawn from the evidence.

Standard Assessed

- Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text. (6.RI.1)

Assessment 4 – Interest Question Answers
Students write informative paragraphs to answer interest questions using information gathered from various sources. Students all answer a guiding question, after reading from selected resources and taking notes, students write 1-2 paragraphs synthesizing information to evaluate it's relevance to how students live today and foresee living in the future. Students construct a written response that answers the question, *How are the experiences of the doctor's lives in We Beat the Street compare to today?*

Standards Assessed

- Conduct short research projects to answer a question, drawing on several sources and reinforcing the inquiry when appropriate. (6.W.7)

Assessment 5 – Compare/Contrast Essay
Students read two poems, two biographies and refer to a chapter from *We Beat the Street*. From this reading students summarize and identify and compare themes and analyze the comparisons.

Standards Assessed

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Teacher notes:

- This is the first formal introduction to the compare/contrast essay format. Spend a lot of time discussing comparisons and recording these comparisons for the class before assessing student ability to complete independently.

- Students need exposure to multiple ways to make comparisons. Go beyond the Venn diagram. See graphic organizer websites

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 3** - **Argument and Debate**	Length of the unit: **6 Weeks**

Purpose of the Unit:

This unit allows students to explore and read about various controversial issues facing citizens of the world in the 21st Century. Students read multiple arguments about various controversial topics exploring the various points of view. Students learn to identify and evaluate how these arguments are constructed. Students develop the ability to speak and advocate passionately about a topic of interest while also developing the ability to listen and evaluate the argument of others. As speakers and listeners are and writers, students develop the ability to craft arguments and support claims with reasons and evidence.

Common Core State Standards Addressed in the unit:

21. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)

22. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)

23. Compare and contrast one author's presentation of events with that of another. (6.RI.9)

24. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RI.10)

25. Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)

26. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

27. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

28. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)

29. Present claims and finding, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Big Ideas:	Essential Questions:
▪ All arguments are not equal	▪ What makes one argument stronger than

	another? ▪ How are arguments created?
Students will know: ▪ Good arguments follow a specific logic ▪ Qualities of an effective argument ▪ Types of argument writing ▪ Define claims, reasons, and evidence ▪ Authors use words purposefully	Students will be able to: ▪ Read closely to understand, interpret, analyze, and evaluate texts ▪ Trace and delineate arguments ▪ Distinguish claims supported by reasons ▪ Compare and contrast two authors point of view ▪ Write arguments ▪ Support claims ▪ Develop and identify clear reasons and relevant evidence ▪ Participate in debate ▪ Write fluently using precise word choice

Significant task 1: Controversial Issue – Nonfiction Reading
Students receive instruction in what constitutes a controversial issue and participate in whole class discussions about various generated issues. Students work from a teacher text set of nonfiction articles about controversial issues approached from a variety of view points. Through guided practice students read various articles tracing the argument for each issue. Students use highlighters, underlining, circling, etc. (or some other visual) right within the text to "see" the author's argument. Students examine the structure (cause & effect, problem-solution, description, main idea & details, etc.) and organization of ideas (sentences and words within the paragraph) and notice the precise language an author uses to make argument. Students work collaboratively to determine what evidence an author has used to support his/her arguments and/or claims and evaluate the quality of the reasons/evidence. Various graphic organizers are used to help visually depict the relationship between the argument, claims, reasons, and evidence. Students reflect as a whole class on the importance and impact of the author's argument.

Independently students work from leveled text sets about various controversial issues and trace and evaluate the author's claims, reasons, and evidence. Students provide evidence of this thinking to the teacher in conferences using post-it, highlighters, etc. Daily students discuss arguments read about during independent practice, record key ideas and details, and discuss and compare the author' point of view with that of their own. After reading several articles about at least 4-5 controversial issues, students select one about which they feel passionate. Students use a graphic organizer from Inspiration or self-created to organize/trace two different viewpoints of the article's argument(s). This organizational chart includes the main argument(s), claims, reasons and evidence. Students use notes to paraphrase authors' ideas to include on the graphic organizer. Students work with partners to share articles and give feedback on the accuracy of the organizational chart. Students present organizational chart to small group of students in the class as a foundation for brief comments and discussion. Students assess quality of author's argument within the group using a class created rubric and presentation of the author's argument by the reader. Students share graphically represented organizers with classroom teacher in individual conferences.

Timeline: 3-4 weeks
Key vocabulary: controversy, argument, claim, evidence, reason
Resources: qualities of effective argument rubric, tracing an argument organizer directions

Significant task 2:

Students engage in reading and discussion about controversial issues. Students learn and explore the various types of argument writing that exists. Students explore writing various types of argument writing to build repertoire or modes. Students work with teacher and partners to trace and evaluate various arguments and

analyze the organizational structure authors use to communicate an argument, claim, reason, etc. Students participate in regular oral arguments with peers and provide each with feedback based on quality argument criteria. Students use independent writing practice to explore using various organizational structures. Students build understanding that the elements of a quality written argument, introduces the claims and builds evidence and reasons logically and practice and assess. Students repeat this process daily over at least 2-3 weeks. Students decide on a controversial issue about which they feel passionately, choose a type of argument writing and audience and develop a published piece.

Students choose a controversial topic about which they will create a class debate. Students select a topic about which a majority of the class feels passionately about. Students work in teams to develop an argument for or against a particular controversial issue. Groups determine their claims and work to develop strong reasons supported credible, important evidence. Students conduct debate in front of another team who will score each team based on a variety of criteria. Every student will be assessed as a presenter and listener.

Timeline: 3-4 weeks
Key vocabulary: debate, passionate
Resources: comparison

Common learning experiences:

- Student dates should occur with students from other teams/periods. This will create a more authentic experience.

Mini Lessons

- A controversial issue- what is it?
- Generating ideas
- Using highlighters
- Analyzing the organizational structure
- Analyzing the argument
- Evaluating reasons, claims, evidence
- Thoughtful "arguments" – respecting each other
- What is a debate?
- Different types of arguments
- Comparing my point of view to the author's
- What do you feel passionate about?
- Comparing arguments
- The quality of the argument
- Presenting an author's argument
- Explore various types of arguments in your writing
- Creating a debate

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Argument Piece (Pre & Post)
Students write an on-demand argument piece based on explicit teacher directions. Teachers assess student writing not only for the characteristics of argument writing, but also building on the traits ideas, organization, voice, with sentence fluency and conventions.

Standards assessed:

- Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 2 – Deconstructing Argument
Students create a visual representation tracing two opposing viewpoints on a controversial argument. The visual depicts the argument, claims, reasons, and evidence. Students write a reflective paragraph explaining the visual's significance, including viewpoint, and orally explain ideas to a small group. Students analyze the opposing arguments deciding which viewpoint they agree with. Students assess presentations based on whole class criteria.

Standards assessed:

- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)
- Compare and contrast one author's presentation of events with that of another. (6.RI.9)
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

Assessment 3 – Argument Piece
Students select a type of argument writing and audience to whom they would like to write. Student writing is assessed on the characteristics of an effective argument and the 6+1 traits of writing.

Standards Assessed:
- Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Teacher notes:
- Conduct whole class discussions about the controversial issues until you are confident that students can engage in thoughtful passionate discussion without being disrespectful. These topics elicit strong emotions that must be managed.
- Work with librarian to create a teacher text set of controversial issue and various leveled student text sets. Students who can independently locate articles/information are allowed and encouraged to do so.
- Significant Task 1 & 2 occurs concurrently.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 4 Historical Fiction & Narratives**	Length of the unit: **7-8 Weeks**

Purpose of the Unit:

This unit enhances and builds on student understanding of narrative writing and analyzing complex fictional plots to determine an author's message. Students explore the historical fiction genre as a Webquest to build and develop independent skills. Students work at their own pace to learn about various qualities of historical fiction, read and evaluate historical fiction texts, and compose a historical fiction narrative.

Common Core State Standards Addressed in the unit:

30. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

31. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

32. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

33. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

34. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

35. Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. (6.RI.2)

36. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

37. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

38. Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

39. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

40. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

Big Ideas:	Essential Questions:
▪ Authors use the story and plot elements purposefully ▪ Facts give the story a "real" context ▪ Authors use information to promote their ideas	▪ How do authors use characters to convey the message to the reader? ▪ How are facts used in historical fiction? ▪ How do authors present facts or interpret and manipulate them for their purposes?
Students will know: ▪ Characteristics of historical fiction ▪ Readers use lessons from history to plan, problem-solve and discuss future ▪ Characters and plot episodes help determine themes in literature ▪ Themes in literature communicate the author's message ▪ Authors bring their point of view to texts ▪ Point of view impacts author's message. ▪ Author's write with a purpose/message ▪ The components of historical fiction narrative ▪ Readers integrate and synthesize information	Students will be able to: ▪ Identify historical fiction characteristics ▪ Make connections between historical facts and fictional plot ▪ Ask and answer questions about texts read aloud and independently ▪ Identify and analyze how characters and plot events convey theme ▪ Analyze how themes point to author's message ▪ Examine point of view and it's impact on text, message, themes, etc. ▪ Determine author's message using key information to support conclusions ▪ Write reading responses integrating a variety of information ▪ Determine central idea of informational texts ▪ Conduct short research ▪ Write historical fiction narrative

Significant task 1: Historical Fiction Genre Exploration – Section 1

Students work at home and school to complete Section 1 of a Historical Fiction Webquest to enhance understanding about the genre and its' uniqueness as compared to other fictional genres. Students work from a historical fiction genre template that calls for the definition and characteristics/criteria of the genre. Students use various websites to search for and verify information specific to the genre. This is completed using at least 3-5 sources that students eventually include on a works cited list.

After gaining teacher approval, students work with partners to read 3-5 identified historical fiction picture books. Partnerships identify the traits of the genre, summarize the story, notice common themes and how conveyed, and identify and analyze point of view. Student assessment of learning is done through the collection and feedback provided from Section 1. Students independently complete a reflective question demonstrating understanding of the genre and its' uniqueness as compared to other genres using key details and examples from stories read independently or aloud to support conclusions.

Timeline: 1-2 weeks
Key vocabulary: historical, Webquest, verify, genre, works cited
Resources: HF Genre template, Picture book analysis, computer access or availability at home, planning your work, website regarding historical fiction genre, Live Binder access, *The Mighty Miss Malone*

Significant task 2: - Historical Event - Independent Reading Journals – Section 2

Students select from a pre-selected list of historical events to explore through historical fiction and informational texts. Students select an accompanying "just right" historical fiction text to read independently at home and in class. Students complete an independent reading response every 2 weeks to practice and demonstrate understanding of various reading standards including incorporating key details. To select from differentiated reading responses, students choose from a variety of independent instructional opportunities to learn about choices. Instructional options include: via a podcast, written instructions, video clips, etc. Students complete at least 3 different instructional and response options.

Students access Live Binder or a hard copy of credible internet resources to research from websites to read short informational articles about their self-selected historical events. Student make a record on works cited list from where the information has come. Students identify the articles' central ideas and take notes based on these readings. Students select from a variety of note-taking styles to record key ideas & details read and/or shared from partner/group. Students reflect, in discussions and in written responses, on the author's integrated use of the historical events to convey specific ideas, themes, and messages in their independent reading historical fiction text about the same event. Students read at least 3 different articles per individual in small group/partnerships. Each article is summarized including central ideas. Students write response that identifies the author's message upon finishing their independent reading text.

Timeline: 4-6 weeks
Key vocabulary: message, integrated, response, podcast
Resources: list of historical events, nonfiction texts about historical events, Section 2 Webquest, reading response list, groups of historical fiction texts at various levels, computer/digital media access

Significant task 3: - Prezi/Power Point Presentation – Section 3

Students present a Power Point or Prezi to a small group that's studying a different historical event. Students present 3-5 slides that encompass the major understandings about this historical event and make connections between the factual information collected and information expressed in the historical fiction text read independently. Students are assessed both on group presentation and individual literary analysis that demonstrates how the main character in their texts conveys the author's message.

Timeline:2 weeks
Vocabulary: presentation, metaphor, literary analysis
Key Resources: Power Point/Prezi, computer access

Significant Task 4: Historical Fiction Narrative

Students use developed understanding of the historical fiction genre, mentor texts being read aloud and independently and nonfiction information to write a historical fiction narrative. Students build on previously learned knowledge of writing narratives. Students establish a context and introduce narrator/characters, use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Student narratives include a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Writing is precise using relevant descriptive details, and sensory language to convey experiences and events and provide a conclusion that follows from the narrated experiences or events. Student writing can occur at home and at school. Students use time with partners or students use the historical event studied in a small group as background or history. Student writing is assessed based on 6+1 traits of writing with a focus on ideas, organization, word choice, and conventions.

Timeline: 2-3 weeks
Vocabulary: narrative
Resources: 6+1 trait rubric

Common learning experiences:

- The teacher uses as the mentor text The Mighty Miss Malone. This is the text used to model mini lesson instruction.

- Teacher leads students through a study of the Great Depression to model conducting short research.

- Work with instructional technology to review Power Point and Prezi

Mini Lessons:

- Characteristics of Historical Fiction
- Working effectively with partners
- Exploring various historical fiction websites (review previous lessons)
- Creating a works cited list
- Selecting independent reading selection
- Examining texts against the criteria
- Responding to reflective questions (R.A.C.E.)
- Historical events – the popular ones
- Introducing reading responses
- Credible sources (review)
- Note-taking format
- Taking notes from informational articles – central ideas & details
- Re-reading your notes
- Turning your notes into your own words
- Integrating facts into responses
- Summarizing nonfiction texts
- Identifying the author's message
- Review narrative writing
- Incorporating the historical event into your writing
- Using Power Point and Prezi

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Narrative (Pre & Post)
Students write a narrative based on a prompt selected by the teacher.

Standards assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 2 – STAR/AR Assessment

Standards assessed:

- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

Assessment 3 – Webquest Section 1
This section of the Webquest introduces the task and begins several expectations for students. Students are expected to define/identify characteristics of the genre, read, summarize, including themes and central ideas, included in text and evaluate based on criteria of genre. Additionally, students complete a reflective question.

Standards Assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 4 – Webquest Section 2

The first part of this assessment requires students to write at least 3 reading responses reflecting upon their independent reading texts. Students read, take notes and summarize informational texts. This information is integrated into an evaluation of their independent reading text's interpretation of the historical event.

Standard(s) assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)
- Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. (6.RI.2)

Assessment 5 – Prezi/Power Point Section 3

Students make a brief presentation of information researched about their historical event and integrate and make connections to historical fiction text being read independently and read aloud.

Standard(s):

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Assessment 5 – Historical Fiction Narrative

Students write a narrative based on the historical event studied. Students are assessed using the 6+1 trait rubric.

Standard(s) assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

Teacher notes:

- Significant task 2 can begin while significant task is occurring
- Significant task 1 - Have students keep their works cited list as they go along – very few can ever go back.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 5 - Memoir**	Length of the unit: **6 Weeks**

Purpose of the Unit:
This unit focuses on comparing two historical events written as memoirs by different authors. Students compare the point of view of the author and how it impacts the story. Students continue to develop as listeners and speakers by working in book clubs and discussion groups to make comparisons and share ideas. Students also practice writing a new mode of fictional narrative a memoir. Students will all select from common historical events and write a personal memoir.

Common Core State Standards Addressed in the unit:

42. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

43. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

44. Determine the meaning of words and phrase as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)

45. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

46. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

47. Compare and contrast one author's presentation of events with that of another. (6.RI.9)

48. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Big Ideas:	Essential Questions:
▪ Authors purposefully use specific words and phrases ▪ Relevant evidence promotes/supports the point/idea ▪ Characters are shaped by the events ▪ Point of view impacts interpretation ▪ Authors use many genres to tell stories – memoir is one of them	▪ How do authors convey tone? ▪ What makes textual evidence relevant? ▪ How does the setting affect the story's plot? ▪ How do the events in the story affect the characters' development? ▪ How can different authors interpret events differently? ▪ How do authors tell their stories?
Students will know: ▪ Words and phrases reveal tone and point of	Students will be able to: ▪ Identify and analyze the words and phrases

view ▪ All evidence is not equal' ▪ Evidence Is what builds conviction ▪ Characters' responses and changes are significant to the themes and message of the text ▪ Memoirs are basically true stories that focus on a brief span of time or an event	used to create tone ▪ Select evidence that best supports ideas and conclusions ▪ Analyze how characters develop over the course of the story ▪ Explain how author develops point of view ▪ Compare information included in texts and draw conclusions ▪ Define memoirs and distinguish between autobiography

Significant task 1 – Timeline of Events

Students are introduced to the memoir genre through picture books. Students read with a partner, as a whole class read aloud and/or independently various memoirs written as picture books. Students discuss the difference between an autobiography, a memoir and a fictional narrative. Students write a response that clearly defines and explains the difference between the two.

In small groups, students read independently, listen to an audio version or read along with the teacher one of two texts, *So Far From the Bamboo Grove* and *When My Name was Keoko*. Students summarize each chapter/section highlighting the historical events, including any themes identified through character responses and challenges. Student groups share summaries at designated points asking questions to enhance or clarify understanding of the plot or history. Students participate in book club discussions and make comparisons between how each author's memoir tells the story, interprets and integrates the historical events. Following book club discussions, students complete a discussion reflection to give to the teacher.

As a whole class students create a timeline of historical events located in the texts. Students work in partnerships to create a nonlinguistic representation of the event and how each author portrays the event. Students use the timeline and metaphorical representations to create a class flip book of the memoirs.

Students work as individuals, then partners, then as a small group, then as a whole class, a set of questions they would ask each author. Students are given the opportunity to meet the author and ask very specific questions about her experiences.

Timeline: 3-4 weeks
Key vocabulary: (text related cultural vocabulary) – integrity, memoir, span
Resources: So Far From the Bamboo Grove, When My Name was Keoko, audio versions, headphones, book club reflection, picture book collection of memoir

Significant task 2: - Writing Memoir

Students brainstorm common historical events the class has lived through, the Snow Storm of 2013, Power Outage 2011, etc. Students select one of these events about which to write a personal memoir. Students are expected to organize events in a logical sequence, incorporate dialogue, description, and pacing in order to convey purpose. Additionally, students incorporate precise language (words and phrases) to communicate tone and point of view. Students will publish this piece.

Students will also record their memoirs and students will listen to at least 5 different memoirs of their classmates, comparing the experience and point of view of the common historical event.

Timeline: 3-4 weeks
Key vocabulary: memoir, historical event, brief, voice
Resources: 6+1 trait writing rubric, recording devices

Common learning experiences:

- Teachers introduce WWII and the internment camps through various picture and video clips. Students taken note to help remember the basic facts.

Mini Lessons

- What is memoir?
- Revisit summarizing
- Identifying theme
- An effective book club
- Writing an effective reflection
- Interpreting and integrating the history
- Making comparison
- Selecting a historical event
- Deciding on the story behind the story
- Using details and dialogue effectively
- Copying the author's craft
- Communicating point of view and tone with words and phrases

Common assessments including the end of unit summative assessment:

Assessment 1 – Memoir versus Autobiography
Students write a reading response comparing autobiographies to memoirs. Students use current reading as evidence.

Standards assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 2 – Book Club Discussion Reflection
Following club discussion, students complete a reflection that summarizes the discussion and provides any additional reflection and comparison between the texts.

Standards assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 3 – Questions for the Author
Based on the text read, students write a list of questions that they would like answered by the author.

Standards Assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

Assessment 4 – Writing a Memoir
Students write a personal memoir about a common historical event. Student publish their memoirs and record them for their classmates to listen to and compare.

Standards Assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Teacher notes:

- The author of Far from the Bamboo Grove lives on Cape Cod and annually has agreed to come and speak with 6th graders about her book.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 6 – Poetry**	Length of the unit: **3 Weeks**

Purpose of the Unit:

This unit expands student ability to read, interpret and write poetry. Students read and interpret 5 types of poems and experience the work of real-life poets. Students practice speaking and listening standards by delivering poems in front of a "real" audience. Students typically have a whole-team poetry assembly where every student delivers at least one poem.

Common Core State Standards Addressed in the unit:

49. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

50. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)

51. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)

52. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

53. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

54. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Big Ideas:	Essential Questions:
▪ Authors purposefully use words and phrases to convey meaning and tone?	▪ How does a poet use word choice to convey meaning and tone?
Students will know:	Students will be able to:
▪ Readers use specific evidence to support conclusions about author's message ▪ Word choice matters ▪ The organization of stanzas conveys purpose and theme ▪ Point of view impacts interpretation	▪ Cite text evidence from poetry ▪ Analyze what a poem says explicitly and figuratively ▪ Determine the meaning (literal and figurative) of word and phrases as they are used in the text ▪ Analyze impact of word choice on meaning and

▪ Readers reflect on	tone ▪ Analyze the organization of stanzas to determine theme and message and tone ▪ Determine how point of view impacts the speaker

Significant task 1 – Introducing Poems

Students read as a whole class several examples of 6-8 types of poems. Students work with the classroom teacher to analyze what the text says, explicitly and figuratively, using/highlighting specific evidence from the text. Students work through guided practice and then partner work in answering specific questions to demonstrate understanding. Students analyze word choice, author's placement/organization of stanzas and point of view to determine theme and tone. Ultimately students synthesize learning to determine the author' message. Students daily read various text sets of leveled student poetry. Students meet with the classroom teacher through conferences to determine students understanding and application of skills. Students create a "My Favorite Poems" book with 3-5 of the student's favorite poems with an accompanying analysis.

Timeline: 3 weeks
Key vocabulary: figurative, connotative literal, stanza
Resources: leveled student text sets of poems, materials for "My Favorite Poems"

Significant task 2: - Writing Poetry

Daily students write independently various self-selected modes and types of writing. Throughout the poetry unit students are invited to add poetry to their repertoire. Students attempt various types of poetry during independent writing and work with the classroom teacher and classmates to receive feedback. At times students will write poetry as a whole class or in partnerships. Of the 6-8 types of poems to which students are introduced,, students are asked to write at least 4 completed poems, all different types, and publish. These poems are added to "My Favorite Poems" book. Students select one of the four poems to deliver and present to the team at a poetry assembly.

Timeline: 2-3 weeks
Key vocabulary: (poetry types), presentation
Resources: examples of

Common learning experiences:

Mini Lessons

- Introduce each type of poem with an example
- What does the text say?
- Figurative and literal language
- Word choice and meaning and tone
- Point of view
- Organization of poetry – tells the story
- The author's message
- Sticking with poetry – it's subjective
- Giving feedback effectively
- Delivering a great poem

*Students watch a variety of video clips of Def Poetry Jam to determine what the characteristics of a good delivery of a poem "looks like."

Common assessments including the end of unit summative assessment:

Assessment 1 – My Favorite Poems
Students create a book of their favorite poems. Students include a copy of at least 3-5 poems that they have read. Students include with a copy of the poems an analysis of what the poem says explicitly and figuratively. Students analyze the organization of stanzas and how point of view impacts the story.

Standards assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)
- Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)
- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 2 – Writing Poetry
Students write poems in at least 4 of the 6 types taught n class. Student poems are focused on their organization of stanzas and use of words and phrases to convey tone.

Standards assessed:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)

Teacher notes:

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Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit:**
UNIT 1 - The Search for Identity	16 Blocks

Purpose of the Unit:

This unit will establish an understanding of the development of personal identity and its influence over human behavior through the analysis of various works of fiction and non-fiction. It will provide a foundation in the various elements of literature, which will be used to analyze literature in this and in subsequent units.

Common Core State Standards Addressed in the unit:

RL.9-10.2
Determine a theme or central idea of a text;

Analyze in detail the development of a theme over the course of the text, including how it emerges and is shaped and refined by specific details.

RL .9-10.3
Analyze how complex characters develop over the course of a text, interact with other characters;

Analyze how the development of characters advances the plot.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W. 9-10.4
Produce clear and coherent writing.

L .9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Big Ideas:	**Essential Questions:**
- Personal identities are the result of two things: (1) assigned identities that can't be controlled and (2) personal choices. - Your sense of identity affects your actions and behaviors. - Readers develop a deeper understanding through reflection and analysis of text.	- Who am I and how did I get that way? - How do our decisions reveal our character? - How do the various elements of literature work together to present a theme or develop a character?
Students will know: - the various factors that shape personal identity; - the influence of culture on personal identity; - reflection and close analysis of a text lead to better understanding and appreciation; - an author's personal experiences influence his/her writing. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Thoroughly annotate a text to identify evidence to support arguments. 2. Identify literary elements in a text. 3. Analyze an author's use and development of literary element to create mood, to develop character and theme or to develop plot. 4. Organize and develop a written literary analysis. 5. Use specific evidence from a text to support an argument or position. 6. Use technological resources to present information clearly 7. Define and/or review the following terms: - personal identity - significant experiences - life map - cultural beliefs - character (characterization) - bias - point of view - plot - exposition - rising Action - inciting Incident - climax - falling Action - resolution - conflict (internal and external) - direct characterization - indirect characterization - theme - narrative voice - perspective - lens - protagonist

	- antagonist - round/flat characters - static/dynamic characters - imagery - figurative Language - diction - setting - mood - tone - indirect characterization - essay - thesis - occasion - projected organization - topic sentence - transition - MLA citation format

Significant task 1: *Identity Mapping*

In a whole class arrangement, the teacher will begin by defining a "life map." Students should come to the understanding that significant events in our lives have an impact on the development of our personal identities. After students have developed this understanding, the teacher will present a model drawing a life map (Drawing a Life Map). Working individually, students will develop a "life map" for themselves, making sure to identify the significant events in their lives. Various graphic organizers are available for this work (Graphic Life Map, Life Map Checklist Sample). For process differentiation, students also have the option of using Inspiration© software to create a "thought web" to brainstorm their ideas.

Students will meet in groups to discuss their life maps. During these discussions, the student presenters must explain how the significant events in their lives have shaped their personal identities. This discussion will be assessed by the teacher using the Windsor High School 21st Century Rubric for Working Collaboratively.

Working in the same groups, students will then select a character from one of the unit stories and complete a similar map for this character, once again making sure to identify significant events in the character's life. This information will be presented to the class. For product differentiation, students may choose to use the Graphic Life Map format, The Epson TeamBoard© software, a PowerPoint presentation or any other presentation method that meets the requirement of the Life Map Presentation Rubric.

After the presentations are complete, students will use the work they did individually on their own life maps and the information developed with their group on the fictional character to prepare a graphic organizer from which they will plan a journal response to the following questions:

1. What was the most significant event in your life?
2. How has this event defined your identity?
3. Which event in the character's life is most similar to your own?
4. How did this event define the character's identity?
5. Compare and contrast the ways in which the events shaped identity. Be sure to discuss how it might have developed differently if different choices had been made.

This assignment can be a "take home" assignment, or completed in class with planning, drafting and peer reviewing before a final draft is submitted. The 5 Level Rubric will be used to assess this assignment.

Timeline: 2 - 3 Blocks

Key vocabulary:
- personal identity
- significant experiences
- life map
- cultural beliefs
- character (characterization)

Resources:
Note—All short stories are available on audio CD using the Elements of Literature (Third Course) Anthology Supplementary Materials. They may also be printed for annotation using the One-Stop Planner CD available in the same collection.

- "Helen on 86th Street" (Wendi Kaufman)
- "The Scarlet Ibis" (James Hurst)
- Thank You, Ma'am" (Langston Hughes)
- "The Cask of Amontillado" (Edgar Allan Poe)
- "A Sound of Thunder" (Ray Bradbury)
- "Those Who Don't" (Sandra Cisneros)
- "American Hero" (Essex Hemphill)
- "The Girl Who Loved the Sky" (Anita Endrezze)

Significant task 2: *Introduction to Literary Terms*

As students are introduced to the various literary terms, they will complete notes (Cornell or Other Note-taking Types) on all terms. All notes are accompanied by a Power Point (see below). After the notes are completed for each element, students will work in a variety of groupings on sub-tasks designed to reinforce the concepts presented. These whole group, small group, or partner assignments can be completed in any style of the teacher's choice, including: jigsaw, stations, rotating groups, etc.

Plot:
Students will work in a partnership or small group to complete a plot chart based on a popular book they have both read. To facilitate this sub-task, the teacher should consider using a children's book with which the students are familiar that has clearly defined elements of plot. Many of the Dr. Seuss stories are appropriate for this part of the task. These texts can be used as models.

Characterization:
In a whole group or small group, students will view a slide show that presents a variety of photographs of diverse individuals. As they watch the slide show, they will be asked to record adjectives that describe the various individuals. Through class discussion, students will come to understand that personal appearance sometimes dictates how a person is perceived by others. The teacher will guide the discussion to assign other characteristics related to the Five Methods of Indirect Characterization used by an author. Students will come to understand the various ways that an author "brings a character to life" using language.

Narration:
Students will work in small groups to tell a story through a particular lens. Each group will be given the same photograph of a man and a woman engaged in a conversation. (See resources below.) The groups will be assigned a different narrator to tell the story; the groups will be given a "back story" that explains the narrator's bias. For example, one group may be told that the man is the father of a patient; the woman is a doctor; the "back story" is that the man's daughter has just been diagnosed with cancer, and he has been kept waiting for information. Students will tell their stories to the class; teacher will use this conversation to present the concept of reliable vs. unreliable narrators.

Setting:
The class will be divided into teams. For planning purposes, the teacher can use a Group Planning Template prior to the implementation of the lesson. Each team will be told that they are going to describe and illustrate a house on a hill, but each team will be given a different mood that it must create by adding details to the illustration. Students may use a variety of techniques to illustrate their setting: Epson TeamBoard©, Paint©, manual drawing, or any other medium that the teacher chooses. The groups will present their illustrations to the class, and ask the class to identify the mood that the setting illustration is meant to convey. Teacher will use this information to lead students to understand the relationship between setting, and mood and tone. Following the presentations, students will describe the setting they illustrated in a well-developed paragraph, using vivid language to create the details in the drawing.

Theme:
Students will complete a Theme Comparison Matrix which asks them to differentiate between topic and theme. After they have completed it, the teacher will review the answers with the class, explaining any misunderstandings and reviewing the difference between topic and theme. Students will then work in pairs to identify the topics and themes of various movies they have seen. This work will form the basis of more class discussion on the differences between topic and theme. Students will work in groups to read a children's book and identify the theme of the book, which they will present to the class.

After all literary elements have been introduced and studied the class will be divided into five groups. Each group will be assigned one of the five elements they have studied (plot, characterization, setting, narration and theme). Each group will use their knowledge to prepare a Literary Foundations Mini-Lesson to review the assigned element. This lesson will be prepared using Epson Teamboard© so that students may record it and play it for the class to view. Another option for electronic presentation is: www.upsidedownacademy.org.

Timeline: 5 – 6 blocks

Key vocabulary:
- bias
- point of view
- plot
- exposition
- rising action
- inciting incident
- climax
- falling action
- resolution
- conflict (internal and external)
- direct characterization
- indirect characterization
- theme
- narrative voice
- perspective
- lens
- protagonist
- antagonist
- round/flat characters
- static/dynamic characters
- imagery
- figurative language
- diction
- setting
- mood
- tone

Resources:

- all hyperlinked resources
- Cornell Notes:
  How to Take Cornell Notes
  Blank Cornell Note Sheet
- Plot:
  Power Point Notes
  Plot Chart Diagram
- Characterization:
  Characterization Do Now Power Point
  Characterization Do Now Worksheet
  Cat in the Hat Characterization Activity
  Cat in the Hat Activity Journal Response
  STEAL Chart
- Narration:
  Narrator and Voice Power Point
  Narrator Bias Photos
  What's Their Story Graphic Organizer
  Quiz on Narration
- Setting:
  Teacher Guide for Notes
  Blank Guided Note Taking
  Examples of Settings (Photos)
- Theme:
  Power Point on Identifying Theme
  Guided Note Sheet
  Using Children's Books to Identify Theme
  Topic vs. Theme Worksheet
  Movies and Theme Power Point

Significant task 3: *Found Identity Poem*

In a whole class grouping, students will read a recommended short story such as "The Talk" by Gary Soto. Students will be asked to identify examples of the methods of characterization used by the author; for example, if "The Talk" is used, students will identify ways the author develops the personality of the two young boys. Students will record the words and phrases related to characterization on a STEAL Chart. These words and phrases will also be recorded on the board and shared with the class. After identifying the information, the whole class will work together to select those words/phrases that best represent the character(s). The teacher will model various ways to arrange the words and phrases to create the most powerful image.

Students will be then placed in pairs to create a Found Poem based on the short story that they read. In this poem, students will be directed to select words/phrases that demonstrate the special features of their chosen character(s).

After completing the whole-class poem, students will be given a second story and assigned to groups. Each group will focus its work on a different method of indirect characterization: physical appearance, words, thoughts, actions or effects on others. For each story, the teacher will identify the character under study, making sure to select a character for which there are sufficient examples of indirect characterization present in the story. As the reading progresses, students will be asked to take note of and highlight those words/phrases that are illustrative of their assigned method of characterization. After the reading is completed, students will work in their groups to continue the identification of the words and phrases that they feel best exemplify the characterization method they have been assigned. When the groups have

completed their work, they will "report out" to the class. As they list their words and phrases, this information will be recorded on the board using the Epson Brightlink© whiteboard software. When the list is complete, the teacher will print a copy of this list for all class members.

Students will use the words and phrases from the story to create another poem that represents the assigned character. Students may choose to focus on one method of characterization (limit choice of words/phrases to actions or another of the five methods) or they may choose to use multiple methods that reveal the same character trait (e.g. words, actions and physical characteristics that reveal a hostile attitude).

Timeline: 2 - 3 Blocks

Key vocabulary:
- indirect characterization
    - what a character says
    - what a character thinks
    - a character's effect on others (or the effect of others on the character)
    - what a character does (actions)
    - how a character looks (physical traits or expressions)

Resources:
- "The Talk" by Gary Soto (p. 377-8 in *Elements of Literature* Third Course)
- STEAL Chart
- Short stories used throughout the unit or teacher-selected alternatives
- all hyperlinked resources

Significant task 4: *Writing the Essay*

Students will write a Literary Analysis Essay that addresses the following essential question: How do the various elements of literature work together to present a theme or develop a character?

Mini-Lessons on Writing the Essay

Based on the teacher's assessment of student writing from the summer reading benchmark assessment, he/she will develop mini-lessons on the various parts of the writing process. These lessons may be delivered in whole-class, group or individual student formats, depending on the needs and learning styles of the students. These mini-lessons will address as many or as few of the following topics as necessary:

- Elements of literary analysis
- Creating an appropriate graphic organizer (organizing one's thoughts)
- Selecting and using specific text evidence in writing
    - Using annotation to select specific evidence
    - Proper format of quoted material
    - Proper MLA citation of evidence
- Organization of an essay
    - Introductory paragraphs
        - Occasion
        - Thesis statement
        - Projected organization
    - Transitions
    - Body paragraphs
        - Topic sentences
        - Unity
        - Cohesion
    - Conclusion
- Student Review Protocol
- Conventions

- Grammar
- Sentence structure

Student Writing

Using their text annotations and graphic organizers, students will write the essay. Part of the writing will be completed in class; part will be completed at home. Teacher will facilitate peer review and evaluation of the writing. This may take several forms, such as:

- Exemplar essays
- Guided peer review
- Narrative peer review
- Whole class review, using student papers

  Note: Teacher can use the document camera to project an essay using the BrightLink© projector. As students make suggestions, these comments will be added to the paper, which can be saved and/or printed for the students' use during the revision process.
- Student conferences (peer-to-peer; student-to-teacher)

Timeline: 3 – 4 Blocks (If essay is written in class, this task may take more time.)

Key vocabulary:

- essay
- thesis
- occasion
- projected organization
- topic sentence
- transition
- MLA citation format

Resources:

- "The Cask of Amontillado" by Edgar Allan Poe
- "A Sound of Thunder" by Ray Bradbury
- "The Gift of the Magi" by O. Henry
- "The Lady or the Tiger" by Frank Stockton
- "Harrison Bergeron" by Kurt Vonnegut
- "Thank you, Ma'am" by Langston Hughes
- Writing the Essay Flow Chart
- all hyperlinked resources
- "The Struggle to be an All-American Girl" (Elizabeth Wong)
- "Not Much of Me" (Abraham Lincoln)
- "Learning to Read" (Malcolm X)

Common learning experiences:

- Flocabulary Video on the Elements of a Short Story
- Daily Oral Language (editing and revising practice)
- Introduce the importance of reading strategies; use "Learning to Read" (Malcolm X) as a "hook"
- Annotation practice (sticky note and margin notes)

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):
This assessment will be based on the summer reading, and is intended to determine the students' level of knowledge prior to beginning the first unit. Students who have not completed the summer reading assignment will be given a choice between two short stories, "The Sniper" by Liam O'Flaherty or "The Most Dangerous Game" by Richard Connell, and will complete the assessment based on the chosen story.

1. The first part of the assessment will require students to demonstrate that they know specific literary terms. This will be in an objective-test format such as matching or multiple-choice. The second part of the assessment will ask students to apply their knowledge of these elements as they pertain to the specific reading they did over the summer. Students will be asked to:
    - Complete a plot chart for the story.
    - Identify the ways in which the author has developed the characters in the story.
    - Identify the setting, mood and tone of the story.
    - Identify the theme of the story and explain how the author reveals this theme to the reader.

    The 5 Level Rubric will be used to grade this assessment. This rubric will be revised to reflect the grade 8 Common Core requirements.

Unit Post-Assessment(s):
Students will analyze the author's use of the various literary elements to present and develop a theme/character in a short story. Students will be given the opportunity to select one of the stories they read as part of the unit on which to base this essay. Students may also choose to analyze a story that is outside the unit (with teacher approval). If they select the second option, they must provide a copy of the story for the teacher's review and use in grading. Students will be graded using the 5 Level Rubric and/or the 21st Century Rubrics.

1. Students will read and annotate a short story, emphasizing the various literary elements presented in the story. As they annotate, students should be reminded that they are going to use the information as specific evidence in their literary analysis.

2. Students complete a graded pre-writing organizer (outline, graphic model, etc.).

3. Write a Literary Analysis Essay that answers the following essential question: How do the various elements of literature work together to present a theme or develop a character? Students will be required to explain and support their analysis with specific and relevant evidence from the text. It is expected that assignment will be typed and submitted in the proper format for a formal essay.

4. Complete a student review protocol to create multiple drafts, including the final version to be submitted to www.turnitin.com.

Teacher notes:

Core Literary Resources:
Note—All short stories are available on audio CD using the Elements of Literature (Third Course) anthology supplementary materials. They may also be printed for annotation using the One-Stop Planner CD available in the same collection.

Short Stories:
- "Helen on 86th Street" (Wendi Kaufman)
- "The Scarlet Ibis" (James Hurst)
- Thank You, Ma'am" (Langston Hughes)
- "The Cask of Amontillado" (Edgar Allan Poe)
- "A Sound of Thunder" (Ray Bradbury)
- "Those Who Don't" (Sandra Cisneros)
- "The Gift of the Magi" (O. Henry)
- "The Lady or the Tiger" (Frank Stockton)
- "Harrison Bergeron" (Kurt Vonnegut)

Non-fiction:
- "The Struggle to be an All-American Girl" (Elizabeth Wong)
- "Not Much of Me" (Abraham Lincoln)
- "Learning to Read" (Malcolm X)

Poems:
- "American Hero" (Essex Hemphill)
- "The Girl Who Loved the Sky" (Anita Endrezze)

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Writing Rubric
- Life Map Presentation Rubric

Key Vocabulary:
- personal identity
- significant experiences
- life map
- cultural beliefs
- bias
- point of view
- plot
- exposition
- rising action
- inciting incident
- climax
- falling action
- resolution
- conflict (internal and external)
- direct characterization
- indirect characterization
- theme
- narrative voice
- perspective
- lens
- protagonist
- antagonist
- round/flat characters
- static/dynamic characters
- imagery
- figurative language
- diction
- setting

- mood
- tone
- essay
- thesis
- occasion
- projected organization
- topic sentence
- transition
- MLA citation format

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 2 - Coming of Age	17 Blocks

Purpose of the Unit:

The unit will focus on developing a conceptual understanding of maturity, as it relates to human development. This unit will continue to emphasize the writing process, including the revising and editing that is required when creating a professional publication.

Common Core State Standards Addressed in the unit:

W.9-10.2.b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2 c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.2. 9-10.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1. b.
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;

Actively incorporate others into the discussion;

Clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement;

Qualify or justify views and understandings;

Make new connections in light of the evidence and reasoning presented.

Big Ideas:	**Essential Questions:**
- The decisions we make determine our character. - Maturity is not a function of age. - Writers have a purpose for writing. - Writing is a reflective process.	- What turning points determine our individual pathways to adulthood? - What does it mean to "grow up"? - How does the purpose and audience influence the format of our writing? - How can we use evaluation and reflection to improve our writing?
Students will know: - people share similar milestones in their maturation process - one's personality and character are determined by his/her reactions to life events - how individuals mature is a function of the historical time period, specific culture, economic environment, and/or personal characteristics - an author's choices of format is determined by the purpose and audience of the work - good writing is an ongoing process which requires the author to revisit and reevaluate his/her work **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Write, review, analyze, edit/revise an essay to final publication. 2. Critically evaluate peer writing and make appropriate comments/suggestions to improve writing. 3. Participate actively in class discussion by posing and responding to questions, including others in discussion and demonstrating respect for diverse perspectives. 4. Define key terms: - dialogue - debate - cohesion - unity - open-ended questions - Socratic seminar - peer evaluation - purpose - audience - editing - revision - memoir - vignette

Significant task 1: *Socratic Seminar*

Using the work of Matt Copeland, teacher must first introduce the concepts and ideas necessary to facilitate the Socratic Circle.

Teacher-directed instruction will be used to teach the differences between dialogue and debate. (Copeland, p. 47)

- The teacher will provide a series of Controversial Statements and Staged Responses to each statement. Some of the responses will be designed to encourage dialogue, while others will encourage debate. These sets of statements will be color-coded so as to make it clear to students that these are related. For example:
    - Controversial Statement: One should be considered an adult at age 14.
    - Staged Response (Debate): 14 year-old people make foolish decisions.
    - Staged Response (Dialogue): How is a 14 year-old different from an 18 year-old?
- Teacher will read a statement and a student who has a response card in a color matching the teacher statement will read the answer on his/her card in response. The students in the class will be asked to identify the response as dialogue or debate, and explain their reasoning.
- Students will view a YouTube© video on how to conduct and participate in a Socratic Circle Seminar: "Creating Good Discussion."

Teacher will facilitate a lesson on creating good discussion questions.

- In a whole class configuration, students will read and annotate a short, but meaningful piece of text. (Some examples of how to do this annotation appear on pp. 52-3 of the Copeland work.)
- Working in pairs, students will write two "Good Thinking Questions" using the handout "Creating Great Questions" as a guide.
- Students will evaluate the questions generated by other pairs using the "Checklist for Analyzing a Question" rubric.

The teacher will then assist students in conducting the Socratic Seminar using the following steps:

- *Practice with Socratic Circle Format*
    - Using the questions generated in the previous section, students will set up and conduct a Socratic Circle Seminar.
    - After the practice seminar has concluded, teacher will lead a "debriefing" session, asking students to identify what went well and what needs works. If necessary, students will watch the video again and make comparisons between their performance and that of the class on the video.

- *Conduct a Socratic Circle Seminar*
    - Teacher will assign reading from the text currently under study by the entire class. The selected text will focus on a portion of the text that addresses decisions made by the characters in the story and/or the process of a character's maturation from child to adult. Students will work in pairs to generate questions to be used during the seminar. This work can be done in class or be assigned as homework.
    - Students will conduct the Socratic Circle Seminar. This portion of the significant task with be evaluated using the 21st Century Rubric.
    - Students will evaluate their own discussion questions using the Analyzing a Question Rubric. Teacher will review their assessment before assigning a final grade to the questions.

Timeline: 3 – 4 Blocks

Key vocabulary:
- dialogue
- debate
- open-ended questions
- Socratic seminar

Resources:
- Strategy Guide: Socratic Seminars (Read/Write/Think)
- You Tube Video on Socratic Circles
- Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)
- all hyperlinked resources

Novels
- *To Kill A Mockingbird* (Harper Lee)
- *Rite of Passage* (Richard Wright)

Poems
- "The Road Not Taken" (Robert Frost)
- Others of the teacher's choice

Non-fiction
- *Simeon's Story* (Simeon Wright with Herb Boyd)
- "Those Who Don't" (Sandra Cisneros)
- "Everything Had a Name" (Helen Keller)

Significant task 2: *Guided Peer Review*

Teacher will begin this task with an introduction designed to determine the students' previous experiences with peer review. The teacher will distribute the following items to students:
- a short survey that addresses student experiences with and their opinions of peer evaluation;
- a prompt- "Talking about writing is the most important step in the writing process"- to which a journal response is requires.

Teacher will then conduct a group discussion of the value/meaning/purpose of peer evaluation. Students will refer to *Write for College* (see resources below) as a guide for these discussions.

In a whole class discussion, teacher will lead the class to understand the importance of maintaining good relations while completing peer evaluations. This will include information on acceptable/appropriate comments and the criteria for helpful comments. The teacher and students can conduct improvisational modeling of effective peer review practices.

Using the worksheet Sample Peer Review Comments, teacher will again model the procedure for evaluating the comments that appear on the sample. Working in pairs, students will evaluate the remaining comments using the protocol previously demonstrated. The class will review the completed work in a whole group format.

Students will be instructed to bring their writing with them to the next class; this writing can include any items completed in Unit 1 or in this unit of study. Students will use the Peer Conference Sheets that appear on page 160 of the Peery book. Students will work in groups of three or four. Before beginning the peer review, each student will write at least one thing that they would like help on at the top of the page, making one sheet for each of the group members. The sheets will then be distributed to the group. Students will read their work aloud to the group. As they listen the remaining group members will complete the peer review sheets. The sheets will be returned to the writer, who will review the comments and conference with their peer reviewers to clarify any comments. The writer will use the comments to complete a revised draft.

This procedure can be repeated as often as the teacher deems appropriate in order to bring the draft to final status.

Timeline: 2 – 3 Blocks

Key vocabulary:
- peer evaluation
- purpose
- audience
- editing
- revision

Resources:
- Sebranek, Patrick, et al. *Write for College*. Wilmington, MA: Great Source Education Group. 1997.
- Peery, Angela. *Writing Matters in Every Classroom*. Englewood, CO: Lead + Learn Press. 2009.
- all hyperlinked resources

Significant task 3: *Memoir Vignette*

The teacher will lead the class in a mini-lecture using a dynamic strategy like Harvey Daniels' Interactive Lecture on the characteristics of a memoir. Students will use either the Guided Notesheet or Cornell Notes to record findings on these characteristics. (The teacher can also choose from any other type of note-taking technique.)

The teacher will model a memoir by either telling a personal story or presenting a completed memoir.

In a whole class configuration, students will read a vignette from *The House on Mango Street* (or any other appropriate source) and annotate it using the notes as a guide. The teacher will review the annotations by displaying the written text on the whiteboard and using the Epson Brightlink© software in "annotation mode" to provide an example of a well-annotated piece of work. The teacher could also opt to use a document camera, like an Elmo device. After completing the model, students will be placed in pairs or larger groups to read and annotate a second vignette. As they work, teacher will circulate to ensure that they understand the characteristics of the memoir and are annotating correctly.

Next, the class will work in the computer lab, or use approved electronic devices in the classroom. Each student will select a student-written memoir that captures their interest from the website (see below). They will print and annotate this memoir, again using the notes as an annotation guide.

After reviewing and annotating several vignettes/memoirs, students will be ready to begin writing their own memoir and will start with a brainstorming activity in which they will record personal information on the Who Am I? Worksheet. Students will isolate the person, place, animal or object that has been most important to them and will begin planning and writing their own memoir. Students are expected to complete the writing at home. They will review these drafts in class the next day using the Self-Revision Worksheet for Memoirs. As they review the drafts, the teacher will conference with students to help guide their work. Students will use the revision notes to complete a second draft, which will be peer-reviewed the next day in class using the Peer Editing Worksheet for Memoirs. Students will complete the final revised copy of their memoir; this work may be done in class or as a take home assignment.

Timeline: 4 -5 Blocks

Key vocabulary:
- memoir
- vignette

Resources:
- Cisneros, Sandra. *The House on Mango Street*. New York: Vintage Books. 1984.
- Website that Features Student-Created Memoirs
- all hyperlinked resources

Common learning experiences:
- Use of computer lab for accessing memoirs and publishing their writing
- Video on Emmitt Till
- Daily Oral Language (editing and revising)
- Read and annotate a novel

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will read a short work of literature and write a journal response that addresses the issues of growing up and/or how personal decisions define one's character. As the focus of this assessment is to determine the ability of students to identify the key lessons in a piece of literature and to explain their ideas in writing, the reading(s) should be kept short and should be of high interest to the students. The Elements of Literature Third Course anthology is a good source for these readings, although the teacher may select others that appeal to the interests of specific students. Some examples include:
    - "No One Ever Told Me Not to Dream" (Charlayne Hunter-Gault)
    - "Life's Changes" (Candice Nolan)

    As an alternative, the teacher may provide celebrity biographies that exemplify the theme of choices that determined that person's future.

    This assessment will be scored using the 5 Level Rubric.

Unit Post-Assessment:

1. Final revised memoir. This memoir will be assessed using the 5 Level Rubric, modified to specifically address the requirements of the memoir.

2. Literary Analysis Essay
    - Based on the novels under study, students will write **one** of the following essays:
        - the lessons presented in *To Kill a Mockingbird*
        - the changes undergone by Johnny in *Rite of Passage*

    This assessment will be scored using the 5 Level Rubric.

Teacher notes:

Core Literary Resources:
Poems:
- "The Road Not Taken" (Robert Frost)
- "If" (Rudyard Kipling)

Novels:
- *To Kill a Mockingbird* (Harper Lee)
- *Rite of Passage* (Richard Wright)
- *The Absolutely True Diary of a Part Time Indian* (Sherman Alexie)
- *The Perks of Being a Wallflower* (Stephen Chbosky)
- *I Love Yous Are for White People* (Lac Su)
- *The Fault is in Our Stars* (John Green)
- *House on Mango Street* (Sandra Cisneros)

NOTE: The GoodReads website is an excellent source for titles related to the theme of Coming of Age.

Non-fiction:
- *Simeon's Story* (Simeon Wright)
- "Everything Had a Name" (Helen Keller)
- "Those Who Don't" (Sandra Cisneros)
- Celebrity Biographies from a variety of sources

Other Resources:
Teacher Texts:
- Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)
- Sebranek, Patrick, et al. *Write for College*. Wilmington, MA: Great Source Education Group. 1997.
- Peery, Angela. *Writing Matters in Every Classroom*. Englewood, CO: Lead + Learn Press. 2009.

Miscellaneous Resources:
- *Video on Socratic Seminars* *http://www.youtube.com/watch?v=6pGVR6ZF_2M*
- *Emmitt Till Videos*: PowerPoint Presentation
- Strategy Guide: Socratic Seminars (Read/Write/Think)-
- all hyperlinked resources

Key Terms:
- dialogue
- debate
- cohesion
- unity
- open-ended questions
- Socratic seminar
- peer evaluation
- purpose
- audience
- editing
- revision
- memoir
- vignette

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 3 - Family	15 Blocks

Purpose of the Unit:

The unit will focus on the concept of family and will explore the changing definition of the family unit. Students will further explore the role of the family in forging their identities. This unit will expand on the memoir written in Unit 2 and will focus on the concept of writing as multi-step, ongoing process. Students will be introduced to the art of explicating poetry.

Common Core State Standards Addressed in the unit:

W.9-10.1.d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.W.4
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.9-10.1. b.
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Big Ideas:	**Essential Questions:**
- People are molded by their upbringing and their environment - Families have different structures or compositions. - Writing is a multi-stage process. - Writing is a reflective process.	- How does a child's upbringing impact who he/she becomes? - How and why has the definition of "family" changed over time? - How does each step in the process impact your writing? - Why is it important to think about your writing?
Students will know: - "family" may be defined in many ways; - the importance of planning their writing carefully to improve the quality of the product; - the importance of including strong and well-developed support for their opinions to improve the quality of the product; - the value of revisiting and rethinking their writing. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Plan and organize a variety of writing tasks, paying close attention to purpose and audience. 2. Review, revise and edit writing to conform to norms and conventions of the genre in which they are writing. 3. Work effectively with peers for a variety of purposes, including peer review and group discussions. 4. Define and/or review these terms: - scansion - meter - explication - rhyme scheme - symbols - literary devices - sound devices - rhythm - diction - iambic pentameter - imagery - memoir - anecdote - occasion - thesis statement - projected organization - body paragraph - topic sentence - unity - cohesion

	- transition - conclusion - guided peer review - narrative peer review

Significant task 1: *Family Memoir*

The teacher will distribute a journal response prompt that requires students to explain and interpret one or more of the following quotes related to the memoir:

- Virginia Woolf: "A memoir is not what happens, but the person to whom things happen."
- William Zinsser: "Memoir is a window into a life."
- Jean Little: "Memoir is not the whole head of hair but one or two strands of hair."
- Lucy Calkins: "Our memoir will come not only from our memories but also from our imaginations."
- Gore Vidal: "A memoir is how one remembers one's own life, while an autobiography is history, requiring research."

By referring students to their notes from Unit 2 on the characteristics of a memoir, and assisting through discussion the teacher should help students to recall these characteristics. In a whole class arrangement, the class will read a memoir that focuses on a family member of the narrator, rather than on the narrator him/herself. As they read, students will annotate the memoir using their notes on the characteristics as a guide. Several examples are available on the Scholastic© website. (Sample Memoirs by Students)

The teacher will distribute the family Memoir Assignment and review the interview process using the Sample Interview Questions. In a whole-class configuration the teacher will lead the students in a discussion focusing on the qualities of a good interview question, emphasizing the following points:

- Open-ended questions ("Could you tell me about your family?") usually evoke more interesting answers than close-ended questions ("How many people are in your family?").
- Interview questions should invite people to answer more expansively. For example, an open-ended question like "Could you tell me about your family?" might well result in an answer like, "Well I can't begin without telling you about the time my sister . . . ." This kind of response can lead to a series of anecdotes and connections.
- Interview questions are just a rough guide for the actual conversation between an interviewer and the person being interviewed. Be prepared to follow the conversation rather than to keep to a set list of questions. After all, with open-ended questions, the interview might go anywhere!

In small groups, students will then brainstorm to generate a list of open-ended questions that they would like to ask the family members whom they will interview. Groups should record their questions on the white board (using the whiteboard feature of the Epson Brightlink© allows the teacher to save and print the list for student reference) or on chart paper. Teacher will lead the students to examine and analyze the questions to determine if they meet the qualities noted above. If time allows, students can go to the computer lab to access Getting Nosy with Aunt Rosie (a website for help with interviewing family members). If a computer lab is not available, students could use their own school approved devices to access this information.

Students will interview their selected family member outside of class, using notes and/or electronic recordings to collect information. Upon return to class, students will organize their ideas using a self-designed graphic organizer based on the option(s) they chose from the memoir assignment. Students who wish to do so may use the online organizer provided by ReadWriteThink© (Prewriting Online Organizer).

Students are expected to assemble and write a draft version of their family memoir at home. Students will then work in pairs or in groups to complete a peer evaluation of the draft using the Memoir Rubric as a guide. Using the comments, students will make all necessary revisions and submit the final family memoir project.

Timeline: 3 – 4 Blocks
Key vocabulary:
- memoir
- anecdote

Resources:
- all hyperlinked resources

Core Literary Resources

Nonfiction:
- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)
- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* (Liz Murray)
- *All over but the Shoutin'* (Rick Bragg)
- *Always Running: La Vida Loca: Gang Days in Los Angeles* (Luis Rodriguez)

Fiction:
- *Of Mice and Men* (John Steinbeck)
- *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie)
- *Ordinary People* (Judith Guest)
- *To Kill a Mockingbird* (Harper Lee)
- *When the Legends Fall* (Hal Borland)
- *Catherine, Called Birdy* (Karen Cushman)
- *Whale Talk* (Chris Crutcher)
- *Annie John* (Jamaica Kincaid)

Short Stories:
- "Everyday Use" (Alice Walker)
- "The Lady or the Tiger" (Frank Stockton)
- "A Brief Moment in the Life of Angus Bethune" (Chris Crutcher)
- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Significant task 2: *Poetry Explication*

Note: This task is written based on the study of three poems that reveal the various relationships between fathers and sons. It will be equally effective using poems that depict other familial relationships such as those between siblings or mothers/daughters, grandparents, etc. It is assumed that this significant task will be completed after the students have received instruction on elements of poetry.

Teacher will select a poem that is relatively short (10 – 20 lines) and accessible to all students in the class. It may be more helpful to select the lyrics to a popular song. Exercise caution in making this selection, as the poem must be school-appropriate and have some "substance" (i.e. there must be something in the song lyrics that merits literary analysis. One poem that works very well as an introduction to explication is "Tears of a Teenage Mother" by Tupac Shakur.

Begin the lesson with the PowerPoint Presentation on Explicating a Poem. This follows the TPCASTT model. Print the poem on a half-sheet of paper, leaving the other half empty and available for writing the notes and annotations. Distribute these sheets to the students. Work through the poem having students make their

annotations throughout the presentations. It may be appropriate to have students work together, either in pairs or small groups. Each students must complete a worksheet.

When the annotations are complete, display the poem using the Epson Brightlink© projector. Students will come to the board and annotate the poem for the following:

- Rhyme scheme
- Images
- Symbols
- Literary devices
- Sound devices
- Meaningful lines

Volunteers are asked to come to the board and add anything else that they feel is important to the understanding of the poem.

In a whole class arrangement, work with students to create an Outline for the Poem Analysis.

Review the process for annotating a poem in preparation for explication. Distribute copies of "Those Winter Sundays." Students will work in pairs to annotate the poem using the model previously demonstrated. As students work, the teacher circulates and assesses student work in order to answer questions, redirect, etc. If it appears that there are areas of confusion common to many students, teacher will use the opportunity to conduct a mini-lessons on the area of confusion.

When all students have completed the annotations, display the poem on the board and invite students to add their annotations to the displayed poem. Review the outline for explication presented in the previous class and work with students to prepare an outline for "Those Winter Sundays." Distribute the Sample Explication and read it with the class, highlighting areas in which the author's explication matches their own annotations.

Students will work independently or in pairs to read and annotate "The Secret Heart" and "My Papa's Waltz." Teachers will assess student work by circulating in the room, addressing areas of confusion while students work.

The teacher will introduce the Explication Essay Assignment, which will be assessed using the 5 Level writing rubric. The writing may be assigned to be done at home or completed in class.

Students will be expected to completed self or peer evaluation of the writing and engage in revision and editing activities, as the teacher deems appropriate.

Timeline: 4 -5 blocks

Key vocabulary:

- explication
- annotation

Resources:

- Poetry Reading Strategies
- Worksheet for Poetry Explication using Power Point Presentations
- A Simple Guide to Analyzing Poetry
- Power Point on Explicating a Poem Using TPCASTT
- Shakur, Tupac. *The Rose That Grew from Concrete*. New York: Simon and Schuster. 1999.
- all hyperlinked resources
- "Those Winter Sundays"
- "My Papa's Waltz"
- "The Secret Heart"

Significant task 3: *Character Study*

In this task, students will read and analyze a work of fiction and a work of non-fiction, in order to answer the essential question: *How does the way a child is raised impact who he/she becomes*? In answering this question, students must consider the significant forces in the development of a protagonist: family, environment or self.

The students and/or the teacher will select an appropriate pairing of fiction and non-fiction (both dealing with issues of family) from the resources. There are several ways in which the teacher can assign texts:

- Whole class reads the same fiction and non-fiction
- Whole class reads same fiction; individual students select non-fiction
- Whole class reads same non-fiction, individual students select fiction
- Students individually selects both fiction and non-fiction
- Literature circles

The teacher should model the process of his/her thinking about the text using sticky note annotations. Students will then read and annotate both a fiction and a non-fiction work, in the same fashion, with an emphasis on how the family/environment influences the development of the protagonist and how the protagonist controls his/her own destiny. Students will use their sticky note annotations to complete a Character Study Graphic Organizer. Students will complete reading and annotating both in and outside of class.

Timeline: 5 – 6 Blocks

Key vocabulary:

- MLA citation format
- writing process
- occasion
- thesis statement
- projected organization
- body paragraph
- topic sentence
- unity
- cohesion
- transition
- conclusion
- exemplar
- guided peer review
- narrative peer review

Resources:

- all hyperlinked resources

Core Literary Resources

Nonfiction:

- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)

- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* (Liz Murray)
- *All over but the Shoutin'* (Rick Bragg)
- *Always Running: La Vida Loca: Gang Days in Los Angeles* (Luis Rodriguez)

Fiction:
- *Of Mice and Men* (John Steinbeck)
- *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie)
- *Ordinary People* (Judith Guest)
- *To Kill a Mockingbird* (Harper Lee)
- *When the Legends Fall* (Hal Borland)
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Short Stories:
- "Everyday Use" (Alice Walker)
- "The Lady or the Tiger" (Frank Stockton)
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- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Common learning experiences:
- Daily Oral Language practice (editing and revising)
- Various lessons on the elements of poetry and literary devices/figurative language

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
Students will have written a personal memoir in the previous unit. This memoir will be used as the pre-assessment for the current unit.

Unit Post-Assessment:
This assessment is based on students reading and annotating the text(s) selected for Significant Task 3. The assessment will be graded using the 5 Level Rubric.

1. Students will read and annotate a short story, emphasizing the various literary elements presented in the story. As they annotate, students should be reminded that they are going to use the information as specific evidence in their literary analysis.

2. Students complete a graded pre-writing organizer (outline, graphic model, etc.) Students will develop and use the graphic organizer to write an essay that addresses the following: "Which force is most significant in the development of the protagonist?
   - role of family
   - role of environment
   - role of the individual

   Students will have the choice of completing an in-depth character study of one protagonist OR a compare/contrast study of both.

Teacher notes:

Core Literary Resources

Nonfiction:
- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)
- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
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- *Ordinary People* (Judith Guest)
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- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Rubrics:
- 21st Century Learning Expectations Rubrics
- 5 Level Rubric
- Memoir Rubric

Key Vocabulary:
- scansion
- meter
- rhyme scheme
- symbols
- literary devices
- sound devices
- rhythm
- diction
- iambic pentameter
- imagery
- memoir
- anecdote
- explication
- MLA citation format
- writing process
- occasion

- thesis statement
- projected organization
- body paragraph
- topic sentence
- unity
- cohesion
- transition
- conclusion
- exemplar
- guided peer review
- narrative peer review

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 4 - Heroes and Courage	13 Blocks

Purpose of the Unit:

This unit will establish an understanding of the role of culture in storytelling and the basis upon which societies identify their heroes. This unit will provide a basic background in mythology as a literary genre and make students familiar with mythological allusions that appear in literature and modern-day culture.

Common Core State Standards Addressed in the unit:

RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10. 3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Big Ideas:	**Essential Questions:**
- Cultures shape the core beliefs of the individual. - The values of a culture define its heroes. - The myths of the past continue to be relevant to modern readers.	- How do the beliefs and values of a culture affect the lives of individuals? - Why has ancient mythology endured? - Can ordinary people be heroes?

- Heroes have the same capabilities and failings as the average person. - Heroes face challenges of their time, place, and circumstance with dignity, courage and perseverance. - Courage is shown in different ways in different situations. - Effective communication relies on the usage of proper forms.	- What does it mean to be courageous? - How is your style of writing influenced by your purpose?
Students will know: - an individual is a product of the culture in which he/she lives; - studying the mythology of other cultures helps modern individuals better understand their own; - heroes share similar personal characteristics; - courage takes many forms; - the purpose of a piece of writing determines the form it will take. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to**: 1. Explain how the values of a culture are revealed through its myths. 2. Identify the traits/characteristics of an epic hero present in a myth; use evidence from the text to support the identification. 3. Identify the type and purpose of specific myths; use evidence from the text to support conclusions. 4. Apply knowledge of mythology to better understand the use of mythological allusions in literature and modern culture. 5. Write effective narratives based on Greek mythology. 6. Define these terms: - epic hero - tragic flaw - call to adventure - refusal of the call - mentor - crossing the threshold - supreme ordeal - resurrection - homecoming - cultural values

Significant task 1: *Hero's Journey*

In a whole class arrangement, the teacher will conduct a dynamic lecture (Interactive Lecture can be used) on the traits of the epic hero and the hero's journey. Students will take guided notes, in any format dictated by the teacher. See: (Power Point on the Interactive Lecture). Teachers who are extremely comfortable may

find that this is an excellent opportunity to experiment with the "Flipped Classroom."

Students will read the myth of Heracles as a class, with teacher guiding the annotation of the text to identify the characteristics of the epic hero and his journey. A "Think Aloud" annotation can occur on the projector or a document camera, like an Elmo. Students will be grouped in pairs to analyze and chart Heracles' journey. Pairs will report out to the whole class while teacher or student volunteer charts the journey using a copy of the Graphic Organizer displayed in annotation mode on the Epson Brightlink© Projector.

Students will then work either independently or with a partner to chart the journey of a second Greek epic hero. Based upon their choices, students will be given the stories of Perseus, Theseus, or Jason. Graphic novel versions of these myths may be available to supplement student reading. The myths may be assigned as homework or as an in-class assignment. Students will complete the graphic organizer for their particular hero. When students have completed the organizer for their story, they will be placed into three groups, one for each hero. Students will work together to create a Hero Poster that details the journey of their assigned hero, using Joseph Campbell's Plot Chart as a guide. After all posters are complete, the three student groups will tell the story of their hero and explain how this character exemplifies the classic Greek epic hero.

As an alternate method of completing this task, the teacher may work in a whole-class configuration to create a T-chart of the traits of the classic Greek hero and a modern-day hero. Once the T-chart is complete, students are assigned to either (a) read the myth of Perseus and identify the specific sections of the text that indicate his heroic traits (this reading may be in the form of text or graphic novel), or (b) review a visual representation of a comic book hero and identify his heroic traits. When groups have completed their work, the class will reconvene to share their findings. Students who read the text of Perseus may display their own work and teach the other class members how they identified the traits of a hero from specific passages in the Perseus myth.

Students will be assessed on the group work and the presentations using the 21st Century Skills Rubric. The content and layout of the poster will be assessed using Hero Poster Rubric.

Timeline: 3 – 4 Blocks

Key vocabulary:
- epic hero
- tragic flaw
- call to adventure
- refusal of the call
- mentor
- crossing the threshold
- supreme ordeal
- resurrection
- homecoming

Resources:
- myths of Heracles, Perseus, Theseus, and Jason
- all hyperlinked resources
- Visual Representation of Spiderman Hero
- Myth Web Story of Perseus
- Myth Web Story of Theseus

Significant task 2: *Modern-Day Hero*

In a whole class arrangement, students will read a biographical article about a modern-day celebrity hero. Using the graphic organizer developed in the previous task, students and teacher will work together to highlight traits/events related to the actual individual that fit into the classic epic hero's journey and personal

characteristics of the epic hero. Where information is missing or inconsistent with those of the classic tale, students will be encouraged to be creative and supply fictional details that will make the story a classic epic. Throughout this process, the teacher will reinforce the characteristics of the epic hero and his journey presented in the previous task.

In the computer lab, or by using school-approved devices in the classroom, students will be directed to the Oracle ThinkQuest Website titled "Heroism: Stories and Biographies." Students will select one of the individuals listed on the website for whom they will write an epic hero's journey myth. Prior to receiving approval for their selection, students must thoroughly read the information and answer the following question about their choice: "What is it about our cultural values that elevate this person to hero status?" Students will submit their selection to the teacher, who will approve it. Each student must research a different individual.

Students will conduct research to obtain information and use this information to complete the hero's journey Graphic Organizer. Where necessary, students will fill in fictional details to complete the myth. Using the graphic organizer as a starting point, students will write a myth that "stars" the individual they selected.

Research will be assessed using the 21st Century Skills Rubric.
Writing will be assessed using a 5 Level Rubric.

Timeline: 3 – 4 Blocks

Key vocabulary:
- cultural values

Resources:
- all hyperlinked resources
- computer lab

Common learning experiences:
- Review modern-day advertisements and identify/explain their mythological origins
- Direct instruction on the types of myths
- Read *The Odyssey*
- View video clips of *The Odyssey*
- Introduction to the Greek pantheon
- Daily Oral Language (editing and revising)

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment
The initial task- "Hero's Journey"- will be used as a pre-assessment. The teacher can also use common learning experiences to measure each student's prior knowledge.

Unit Post-Assessment
1. Objective Section
   - Students will demonstrate knowledge of the Greek pantheon and types of myths.
   - Students will identify/sequence the elements of the hero's journey.
2. Application Section
   - Students will identify the mythological reference that appears in a modern day advertisement. Students will identify the god (or character) represented in the advertisement and explain why the advertiser selected this individual to represent their product and/or service.

- Students will read myths (not previously addressed in class). Students will identify the type of myth and explain its significance.

Teacher notes:

Core Literary Resources:
- Rouse, W.H.D. *The Odyssey*. New York: Signet Classics.1937
- McCaugherean, Geraldine. *The Odyssey Retold*. London:Oxford University Press.1993
- Hinds, Gareth. *The Odyssey: A Graphic Novel.* Somerville, MA: Candlewick Press. 2010
- The Odyssey (poetic version) *Elements of Literature* (Third Course)
- Whitehead, Dan. *Jason and the Argonauts* (graphic novel). New Delhi: Kalyani Navyug Media PVT LTD. 2011
- Foley, Ryan. Legend: *The Labors of Heracles* (graphic novel). New Delhi: Kalyani Navyug Media PVT LTD. 2011
- Myers, Kathleen, Ed. *Classic Myths, vol 1*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Classic Myths, vol 1*. *Teacher Resources*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Classic Myths, vol21*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Retold Classic Myths, vol 2*. *Teacher Resources*. Logan. IW: Perfection Learning. 1990
- Reece, Paula, Ed. *In the Time of Gods and Heroes.* Logan, IW: Perfection Learning. 2002
- Ofner, Terry. *Echoes from Mt. Olympus.* Logan, IW: Perfection Learning. 2006
- Ofner, Terry. *Echoes from Mt. Olympus, Teacher Guide.* Logan, IW: Perfection Learning. 2006
- Various nonfiction articles about modern-day heroes

Other Resources:
- The All-Purpose Guide to Epic Movies
- The Hero's Journey: An Interactive Website for Creating the Hero's Journey
- The Hero's Journey Graphic Organizer
- "Where I Find my Heroes" by Oliver Stone
- The Lion King: A Hero's Journey
- Star Wars: A Hero's Journey
- "Holding Out for a Hero" by Bonnie Tyler
- Song Lyrics and Worksheet
- YouTube Video
- "Superman" by Five for Fighting
- Song Lyrics and Worksheet
- YouTube Video
- How Have the Qualities of the Hero Changed Over Time? WebQuest
- Slide Show Presentation of the Story of Jason

Rubrics:
- 21st Century Learning Expectations Rubrics
- Hero Poster Rubric
- 5 Level Rubric, modified as appropriate for specific assignments

Key Vocabulary:
- epic hero
- tragic flaw
- call to adventure
- refusal of the call
- mentor
- crossing the threshold
- supreme ordeal
- resurrection

- homecoming
- cultural values
- Types of myths
    - creation
    - hero
    - scientific/nature
    - morality
- narrative writing

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 5 – Shakespeare's Families	*15 Blocks*

Purpose of the Unit:

In this unit, students will be introduced to the plays of William Shakespeare, in particular, two plays which deal with the relationships of parents and children. Through their study of the language and story-telling expertise of William Shakespeare, students will develop an appreciation of the dramatic form and an understanding of similarity between the lives of teenagers in Shakespeare's time and their own.

Common Core State Standards Addressed in the unit:

RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10. 7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10. 8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

Assess the usefulness of each source in answering the research question;

Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Big Ideas:	**Essential Questions:**
- Through time, great works of literature provided insights across cultures about the human experience. - Despite the passage of time, human nature has remained essentially the same. - Information can be acquired from various sources. - The research process requires the use of a variety of resources to ensure validity.	- How is the literature of the past relevant to modern readers? - How does the work of Shakespeare reveal the universality of man? - What are the benefits of using multiple media to locate information? - How do I know my information is reliable?
Students will know: - despite cultural differences, the issues and problems facing human beings are essentially the same; - Shakespeare has endured over time because his work reveals how the human condition has remained unchanged; - researchers use various types of resources to obtain different types of information; - a researcher's credibility is directly related to the validity of his/her sources. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Analyze and how Shakespeare uses mythology to develop the story in his plays. 2. Conduct research using a variety of sources. 3. Assess the validity and usefulness of research sources. 4. Synthesize information from multiple sources. 5. Integrate information into a text in order to: a. Maintain flow of ideas b. Avoid plagiarism 6. Accurately cite sources using MLA format.

Significant task 1: *Annotated Bibliography*

Teachers will develop a list of topics related to Elizabethan England that students may select for research. Depending on the class, the teacher may choose to assign topics to specific students, have students draw topics at random, or offer the option to choose topics of interest based on a lottery. Some possible topics include:

- Queen Elizabeth I's life and reign
- Elizabethan politics
- Everyday city life in London, England during the time of the Renaissance
- Elizabethan Theater (show business
- William Shakespeare's life and accomplishments
- The Globe Theater
- Fashion of the 1500-1600's in England
- The Elizabethan view of the universe (science)
- The four humors/psychology and physiology
- Sports, hunting, and gaming of Elizabethan England
- Courting and marriage customs
- The role of the church and religion
- Masques and masquerades
- Music of the Elizabethan Era
- Poetry of the Elizabethan Era
- The Black Death/ the plague
- Disease and medicine
- Schools and education
- Crime and punishment

- Arms and armory/weaponry
- The role of women
- The social classes

Teacher works in conjunction with library media specialists to organize instruction on the research process. This instruction, as well as the ensuing research is conducted in the Media Center.

- Introduction to the Sources Available (presented by library media specialists)
    - database
    - print sources
    - web sites
- Evaluating and Validating Sources (presented by library media specialists)

Students conduct research to locate information on their assigned topic. During this research process, the teacher and the media specialist(s) work as facilitators to assist students in the completion of the research. Students will be expected to record information on all sources they access using the library forms listed below. These forms are available on-line or in hard copy.

Teacher and/or media specialist(s) conduct direct instruction on the creation of the Annotated Bibliography. (This site gives a sample of a three-entry annotated bibliography on Elizabethan England.) There is a Power Point presentation on how to use the sources to create this product. It is advisable that this instruction take place in a computer lab, so that students have access to EasyBib.com, a software tool used to assist students in the citation of research information, including the development of an annotated bibliography.

Students work in computer lab to create the final annotated bibliography. If available, students should be encouraged to save their work in an Internet-accessible format, so that they may continue to work at home. This portion of the task will be assessed using the Annotated Bibliography Rubric.

Timeline: 2-3 Blocks

Resources:

Library forms for research

Free Online Images
In-text Citation Guide
MLA Style Guide - 7th edition
Notes by Source
Notes by Subtopic
Notes with Evaluation Criteria for Books
Notes with Evaluation Criteria for Databases
Notes with Evaluation Criteria for Websites
Evaluating Sources
Website Evaluation

Instructions for Using EasyBib.com

Significant Task 2: *Acting Companies: Preparing/Interpreting a Scene*

While reading the play, students will work continuously in acting companies to deepen their understanding of the play using the techniques outlined in the Folger Shakespeare Library's Shakespeare Set Free. Students will work together to assist one another to understand and interpret a Shakespearean play,. Their work will culminate in a dramatic performance of a key scene in the selected play.

Establishing Acting Companies

The class is divided into groups of five. This is the optimal configuration for most of the scenes in either of the two plays. Once the groups have been determined, the groups work together to select the following:
- A group name
- A meeting place

- Rotation order for directors
    - Responsible for maintaining the folder during the meeting, taking notes on activities, logging unanswered questions, keeping company on task

Working in Acting Companies

In subsequent classes, the acting companies will work together to read and interpret key scenes and dialogue, and to develop their own scene, once it has been selected. The work in the acting company will be scored using the 21st century learning expectation rubric on Working Collaboratively. Some of the specific activities in which the acting companies will engage are:

- Round robin reading
- Identification and definition of unknown vocabulary
- Paraphrasing
- Close reading of the text to determine the significance of playwright's decisions regarding character,
    - setting, plot movement
- Preparation of scene
    - Rehearsal (lines and blocking)
    - Setting (backdrops, music, etc)
    - Costumes
    - Props

Common learning experiences:

- Daily Oral Language practice (editing and revising)
- Review and instruction on the language of Shakespeare (For these activities, the teacher will reference the Folger Shakespeare Library text *Shakespeare Set Free*, edited by Peggy O'Brien).
    - Tossing Lines
    - Elizabethan forms: Second Person Familiar and Verb Inflections
    - The Rhythms of Shakespeare
    - Shakespeare's Unusual Language
        - Unusual word order
        - Omission of words
        - Archaic words and idioms
        - Words with old meanings
        - Old verb inflections
    - Shakespearean Insults
    - Analyzing Subtext
    - Paraphrasing Dialogue
- Close reading of the Play
- Memorization of a Key Speech

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment

Annotated Bibliography

Using research, students will compile an Annotated Bibliography (minimum of five sources). The bibliography will include:

- A written evaluation of the source
- MLA Works Cited page in proper format

Unit Post-Assessment

At the end of the unit, students will present their adaptation of a scene from the play they have studied. Students will be given a choice in how they choose to represent their scene. Some options are:

- Live traditional performance of the play using Shakespearean language
- Live traditional performance of the play in which students have "translated" Shakespeare's language
- Puppet show

- Videotaped performance
- Rap/hip-hop interpretation of the scene
- Dance interpretation of the scene
- Tableaux interpretation of the scene

This performance will be evaluated using the Performance Evaluation Rubric, which emphasizes:

- Understanding if the characters, plot and language of the original play
- Ability to use language to portray a character
- Ability to use movements and facial expressions to portray character
- Well designed and planned props, costumes and setting

Teacher notes:

Core Literary Resources

Drama
- *A Midsummer Night's Dream* (William Shakespeare)
- *Romeo and Juliet* (William Shakespeare)

Myth
- *Pyramus*
- *Thisbe*

Other Resources

- O'Brien, Peggy, Ed. *Shakespeare Set Free: Teaching A Midsummer Night's Dream, Romeo and Juliet, and Macbeth*. New York: The Folger Shakespeare Library. 1993.

Rubrics

- Windsor High School 21st Century Learning Expectations Rubric
- Promptbook Evaluation
- Performance Evaluation Rubric

Key Terms
- annotated bibliography
- aside
- blocking a scene
- dialogue
- drama
- Elizabethan England
- iambic pentameter
- irony (dramatic and situational)
- MLA Citation
- plagiarism
- poetic syntax
- prose
- soliloquy
- sonnet
- subtext
- website evaluation

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 6 – The Search for Utopia	15 Blocks

Purpose of the Unit:

The purpose of this unit is to introduce students to the genre of dystopian literature. Emphasis will be placed on applying the concepts and ideas they have learned throughout the year to determine how authors use literature to convey an overall message. Focus during the unit will be on the attempts of human beings to create a perfect society and on the role of human nature in the success or failure of these societies.

Common Core State Standards Addressed in the unit:

RI 9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;

Provide an objective summary of the text.

W 9-10. 7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL 9-10.2
Integrate multiple sources of information presented in diverse media or formats.

SL 9-10.2
Evaluate the credibility and accuracy of diverse sources.

SL 9-10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence.

SL 9-10.1. b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Big Ideas:	**Essential Questions:**
- People develop systems to manage conflict and create order. - One person's utopia can be another person's dystopia. - Different types of resources provide different types of information. - An author's personal bias affects the reliability of the information he/she presents.	- Why do human beings create/change societies? - What is the relationship between human nature and the attainment of utopia? - How do I determine the types of resources I should use for a specific task? - How do I know my information is reliable?
Students will know: - human beings seek order in their environment; - the differences among human beings make it difficult to design the ideal society; - meaningful research requires the use of multiple relevant resources; - careful evaluation of resources requires the researcher to identify and consider author bias. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Identify and analyze the theme of a work of literature. 2. Analyze an author's craft in developing a theme. 3. Conduct a research project. 4. Evaluate the validity of research sources. 5. Develop and deliver oral presentations, utilizing multiple reference sources. 6. Evaluate and assess an oral presentation. 7. Work effectively within various group configurations. 8. Define these terms: - utopia - annotated bibliography - database - web site - validity - reliability - MLA citation format

Significant task 1: *Research Presentation on Real-Life Utopian Experimental Societies*

Students will work in groups to research a real-life utopian society. The teacher will assign one of the following "utopian" societies to each group for research.

- Brook Farm
- Oneida Community
- Harmony Society
- The Farm
- Twin Oaks Community
- Sabbathday Lake

Note: Information on additional experimental utopian societies can be found on the Yale Library Website.

The links noted above lead to a number of websites that students will use for their research. Prior to conducting their research, students will conduct website evaluation, including identifying sites that are "red herrings." Those sites deemed appropriate for their research will be used and documented as an annotated bibliography in the final project.

Students will identify the chief characteristics of the society and determine the reasons for the society's success or failure. Students will continue to work within their groups to create a Power Point slideshow that addresses the questions presented in the Research Assignment:

- When was the real-life Utopia formed?
- Where was it formed?
- Who were the founders?
- Why was it formed?
- What was the community's philosophy
    - religious beliefs
    - organizing principles
    - views on the outside world
    - views on gender equality
    - methods of being self-sufficient
- Did it fail? Why did it fail?
- Did it survive? How is it different today as compared to its beginnings?

Timeline: 2 - 3 Blocks

Key vocabulary:

- utopia
- annotated bibliography
- database
- web site
- validity
- reliability
- MLA citation format

Resources

- Yale Library Website
- EasyBib.com
- all hyperlinked resources

Significant task 2: *Understanding Dystopian Societies*

In a whole-class configuration, students will take guided notes using any formats presented in previous units (Cornell, two-column, etc.) on a combination of teacher lecture and a Power Point on Utopian vs. Dystopian

Societies. The lecture and Power Point provide detailed information on the elements of a dystopian society. If students experience difficulty in organizing their notes, the teacher may choose to provide a Guided Note Taking Sheet. (An Answer Key is provided.)

In order to provide students with an opportunity to apply this knowledge, and to assess their understanding, students will read an Article about the PIXAR film *WALL-E,* which includes a discussion of Earth as Dystopia. Students will identify the elements of a dystopian society that are discussed in the article using the notes they completed above as a guide. Students will use this information to complete a Pre-viewing Worksheet. This activity is appropriate for a variety of groupings:

- whole-class reads the article together and completes the note sheet, or
- students work in pairs/groups to complete the note sheet and report out to the class.

The teacher will introduce and explain the use of the Graphic Organizer that details the dystopian elements present in the excerpt of *WALL-e* that the students are about to watch. Students will watch the opening 20 minutes of the film and complete the organizer. They will use their notes from the article and the film notes to write an essay titled Dystopia on Earth, or to complete a Journal Response that addresses the same issue. The writing assignments may be completed in class or assigned as homework. The writing will be assessed using the grade 9 Journal Response Rubric.

Timeline: 3 - 4 Blocks

Key vocabulary:

- utopia
- dystopia
- dystopian literature
- dystopian protagonist

Resources:

- *WALL-e* video
- Article about *WALL-e*
- all hyperlinked resources

Significant task 3: *Literature Circles*

The literature circle task is based on the work of Harvey Daniels. Two of his texts on literature circles are referenced in the Resources Section below. In a whole-class arrangement, the teacher will introduce and explain the concept and requirements of the literature circle format, which are detailed on the Exploring Dystopia through Literature information sheet.

In order to familiarize students with the novel choices available to them, they will be brought to the Media Center, where a media specialist will conduct book talks on the various novels. After listening to book talks in the media center, students will select the dystopian novel that they would like to read by completing a teacher-generated Selection Form. Students should be advised that they may not receive their first choice, as the teacher will have to make assignments based on the number of available texts or grouping considerations. They will be placed in literature circle groups based on their selections.

Teacher will introduce and model the various literature Circle Roles, answering any student questions or concerns.

Note: The teacher will determine which of the various roles he/she will use. It should be noted, however, that there will be specific roles that the teacher may designate as required.

Each individual group will set up its reading schedule, and assign roles. From this point on, students will read the books as required by the schedule, and complete the roles as assigned. (Should it become obvious that a

student(s) has not completed the reading, the teacher may choose to have the student complete the reading separate from the group, thereby losing the participation points associated with literature circle activities.)

During this segment of the task, the teacher will circulate and function as a facilitator, assisting groups with the completion of roles. In some cases, although all students have completed the reading, one or more of the role activities may not have been completed. The teacher may provide a List of Suggested Activities designed to help the group work together to complete the role assignment. In addition, the teacher will identify areas of common misunderstanding or need, and design and deliver various "mini-lessons" and activities that will enhance student understanding of their novel as an example of dystopia.

Timeline: 5 - 6 Blocks

Key vocabulary:
- literature circles
- literature circle roles
    - discussion director
    - illustrator
    - connector
    - DJ
    - summarizer
    - vocabulary enricher
    - predictor

Resources:
- all hyperlinked resources

Literature Circle Texts:
- *1984* (George Orwell)
- *Brave New World* (Aldous Huxley)
- *Lord of the Flies* (William Golding)
- *Delirium* (Lauren Oliver)
- *Divergent* (Veronica Roth)
- *The Hunger Games* (Suzanne Collins)
- *Matched* (Ally Condie)
- *On the Beach* (Nevil Shute)

Common learning experiences:
- Daily Oral Language practice (editing and revising)
- View and assess peer oral presentations

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
As part of the research work, students will be assessed on their ability to evaluate websites, including the elimination of clearly inappropriate sources. The teacher will use the Website Evaluation Worksheet as the basis for this assessment.

Unit Post-Assessment:
The final assessment is based on the book students read as part of their literature circles. Students will be given a choice as to which three assessments they will complete. To review the various products and assessments available, see Unit Post-Assessment Materials, which are included in the Teacher Resource

section that appears at the end of this unit description.

Teacher notes:

Teacher Resource Materials:
- Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann. 2004.
- Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York ME: Stenhouse Publishers. 1994.
- Westphal, Laurie.e. *Differentiating Instruction with Menus*. Waco, TX:Prufrock Press, Inc. 2009.

Core Literary Resources:
- *1984* (George Orwell)
- *Brave New World* (Aldous Huxley)
- *Lord of the Flies* (William Golding)
- *Animal Farm* (George Orwell)
- *Delirium* (Lauren Oliver)
- *Divergent* (Veronica Roth)
- *The Hunger Games* (Suzanne Collins)
- *Matched* (Ally Condie)
- *On the Beach* (Nevil Shute)
- PIXAR article on WALL-E
- Articles on Real-life utopian experimental societies Yale Library website

Short Stories:
- "Harrison Bergeron" (Kurt Vonnegut) This text is available in the Elements of Literature anthology, and also on the audio CD provided with this text.
- "The Lottery" (Shirley Jackson)
- "The Machine Stops" (E.M. Forster)
- "There Will Come Soft Rains" (Ray Bradbury)

Rubrics:
- 21st Century Learning Expectations Rubric
- 5 Level Writing Rubric
- Grade 9 Power Point Rubric

Key Vocabulary:
- Dystopia
- Utopia
- Annotated bibliography
- Database
- Web site
- Validity
- Reliability
- Bias
- MLA citation format
- Dystopian Literature
- Dystopian Protagonist
- Literature Circles
- Literature Circle Roles
    - Discussion Director
    - Illustrator
    - Connector

- DJ
- Summarizer
- Vocabulary Enricher
- Predictor

Other Resources:
Film:
- WALL-E
- Harrison Bergeron

Unit Post-Assessment Materials:
- List of Assessment Products
- Description of Assessment Products
- Project Choice Proposal Form
- Tic Tac Toe Project Choice Form
- Sample Story Cube

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Walking the Grid Unit 1	Length of the unit: 7 blocks (84 minutes)
Purpose of the Unit: This unit involves the discussion of what evidence is, how to identify it, and what probative value it may have in court. Students explore the credibility of eyewitness testimony and compare it with different types of physical evidence that they will study in more detail in other units. Once students learn how a scene is processed they navigate through an actual case before processing a mock crime scene with a "squad". This unit includes two levels - the first one with badge status of "flatfoot" after successful completion significant task 1 and the second badge status of "investigator" after successful completion of significant task 2.	

Common Core State Standards Addressed in the unit: College and Career Ready Attributes: Students demonstrate independence, build strong content knowledge, respond to varying demands or audience, task, purpose and discipline, value evidence, use technology and digital media strategically, and understand other perspectives and cultures.

Big Ideas:	Essential Questions:
Forensic science is the application of science concepts and skills to answer legal questions Physical evidence is more reliable than eyewitness testimony Evidence can be anything that links a suspect to a location (scene), event and/or the victim Different kinds of evidence vary in probative value	What is evidence? How does or can forensic science affect your life now or in the future? How can science answer legal questions even absent eyewitness testimony? Why do we process a crime scene?

Scientific literacy is essential when called to serve on a jury in civil or criminal case	Why is the role of scientific evidence different in civil versus criminal cases? What factors influence the outcome of a trial independent of the scientific evidence presented?
Students will know: • The definition of forensic science • The probative value of evidence varies • The components of processing a crime science • The various professionals/careers involved from collecting the evidence to presenting it to the jury	Students will be able to: • Identify the kinds of legal questions science may answer • Assess the probative value of evidence (DNA, spatter, trace, fingerprints, etc.) • Explain the implications of the 4th amendment search/seizure in a context • Apply the 5th amendment within a context • Correctly process a mock crime scene as an effective member on a team or "squad" • Assess the quality of the processing of a fictitious crime scene

Significant task 1: Forensic Science

As a whole group, students will discuss what makes forensic science different from other applications of scientific content. A list of legal questions that science may answer will be compiled and recorded by the class. An authentic case will be presented to the class for practice in identifying evidence and the veracity of witness statements. This will lead to opportunities for students to identify physical evidence and inconsistencies between the evidence and the assessment of "the facts" in the case. The status of the case will be shared for student reaction and to provide the context for the entire course.

In a Café conversation setting or other structured small group setting students will answer the following questions or other related questions: 1. What is evidence? And how do you know what evidence is when processing a scene or scenes? 2. Compare the value of physical evidence and eyewitness testimony? 3. What do you think is involved in processing a crime scene and why do we do it? 4. How may evidence become "corrupted" and lose its probative value? The collective answers will be shared in whole group.

As a whole group students will evaluate the limits of eyewitness testimony through programs such as FACES, Shodor online activities or other teacher designed activities. Students may be asked to individually write a description of a famous person or staff member. The descriptive narratives are exchanged among classmates to see if they can identify the person based on the written text provided. Students may use the FACES program to "reconstruct" the person's face as described by their peer.

Timeline: 4 blocks
Key vocabulary: Forensic, criminalistics, physical evidence, veracity, probative value, preponderance, criminal, civil
Resources: FACES software, markers, paper tablecloths, centerpieces, crime scene photos, sketch and notes

Significant task 2: Crime Scene and Warrants

Students work through a Jigsaw activity or other grouping strategy to learn how to process a crime scene (mechanics of the process, details of the sketch, storage of evidence, and chain of custody) The teacher will provide appropriate texts for each component of the process. Each student needs the others information and will verbally share out details as the chosen protocol dictates. Direct instruction will be given on the attributes of a warrant and "fruits of the poisonous tree". This may be face to face instruction or captured via a video technology for personalized pacing.

The teacher will post mock warrants on the class web page for each scene the students will process. Squads will access the appropriate warrant to gain entry into their assigned scene. In squads (3-4 students) students photograph, take notes, measure, sketch and properly collect/catalogue evidence from a mock scene within the building. The squad work may be posted on the class web page for peer/teacher evaluation. Students are not expected to evaluate any evidence at this point in time nor "resolve the crime". The exercise is to understand the judgments and processes associated with collecting evidence and how the quality of the process has enormous influence on the outcome of a case.

Timeline: 3 blocks of 84 minutes

Key vocabulary: grid, warrant, chain of custody, search and seizure, 4th amendment, 5th amendment

Resources: crime scene sketch templates, measuring tape, evidence markers, digital cameras, computers, evidence collection bags and tags, crime scene tape, fictitious evidence

Common learning experiences:

- "Do nows" that explore and develop observations skills (www.dcitybraingames.com penny slide, cow, flamingo picture, etc.)
- Problem Based Learning Strategies
- Walking the grid through a closed Connecticut case
- Assessment of the variation eyewitness statements/descriptions using FACES
- Rotation through evidence stations/evaluation of information different evidence can provide
- Discussion of the limitations of various types of evidence and direct instruction on chain of custody

- Introduction and exploration of the 4th amendment search/seizure laws in context
- Video clip (10-15 minutes) “Fruits of the Poisonous Tree” - OJ Simpson case
- Examining and writing a “search warrant”

Common assessments including the end of unit summative assessment:

- Individual/partner assessments of a fictitious crime scene processing scenario
- Mock crime scene processing including photographs, sketch, evidence log and report (squad/team work)
- Warrant writing/revision

Teacher notes:
Sensitivity to crime scene context-warn students about the context and make arrangements for alternative assignment if there are issues.

Students will want to “solve” the crime scenes they are processing. Remind them this exercise is to sensitize them to the subjective attribute of crime scene processing and the many opportunities for evidence to be corrupted and never get to the jury. There will be many opportunities throughout the course to use their scientific skills to “solve a crime”. Teams also find difficulty in maintaining their specific roles. Frequent reminders are necessary.

The resource officer can provide examples of redacted warrants. The students are generally surprised at the detail of writing involved in this process and the fact the judge may not sign the document. This is an opportunity to speak about “revisions” in writing within the career world.

Windsor Public Schools
Curriculum Map
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Name of the Unit: Trace Evidence and Spatter Unit 2	Length of the unit: 8 blocks (84 minutes)

Purpose of the Unit: This unit introduces students to different kinds of trace evidence and how each is processed, evaluated and used to link a suspect to a victim/location/crime. All students will complete the human hair module and choose two of three other modules to complete. Specialty areas students may choose from include animal fur, fiber evidence or blood spatter to complete this level. Probative value and statistical likelihood of specific trace evidence being found at crime scenes will be examined. Extra XP's and/or badges are available for completing additional modules beyond the first two. This is level three in the course with badge status as "junior lab technician".

Content Standards addressed in this unit:

From Molecules to Organisms: Structure and Processes (Hair/fur modules)
HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out essential functions of life through systems of specialized cells.

Structure and Function-Disciplinary Core Ideas

- Systems of specialized cells within organisms help them perform essential functions of life. (LS1-1)

From Matter and Its Interactions (Fiber module)
HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Planning and Carrying Out Investigations-Science and Engineering Practices

- Plan and conduct an investigation individually or collaboratively to produce data to serve as the basis for evidence, and in the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of data and refine the design accordingly. (PS1-3)

Structure and Properties of Matter-Disciplinary Core Ideas

- The structure and interactions of matter at the bulk scale are determined by electrical forces within between atoms. (PS1-3)

Patterns-Crosscutting Concepts

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (PS1-3)

From Motion and Stability: Forces and Interactions (Blood spatter module)

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and it acceleration

Forces and Motion-Disciplinary Core Ideas

- Newton's second law accurately predicts changes in motion of macroscopic objects (PS2-1)

Cause and Effect-Crosscutting Concepts

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PS2-1)

Analyzing and Interpreting Data-Science and Engineering Practices (PS1-1)

College and Career Ready Attributes

Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
Human hair and animal fur have similar and yet distinctive characteristics that can be used to identified the source of the hair/fur. Physical and chemical structures of materials dictate the unique reaction/behavior in the presence of other chemicals and may be used to identify the material. Newton's Laws of Motion apply to all objects in motion including blood. Mathematical formulas can be used to reconstruct a blood spatter event and or evaluate the statistical significance of specific evidence.	How do everyday interactions contribute to the evidence available for evaluation in an investigation? How can common objects transferred readily such as hair, animal fur, and fiber evidence have any probative value in a case? What can blood evidence at a crime scene tell an investigator? (Newton's Laws, DNA, blood type, etc.) How does the language of mathematics support scientific and legal investigations?
Students will know: • The basic structures of human hair, medulla, cortex, cuticle, follicle, root ball • The basic structures of animal fur (cat, dog, rat, horse, etc.) • Newton's Laws apply to the fluid dynamics • At least two mathematical methods to locate the point of origin on the donor's body (height above floor where injury	Students will be able to: • Identify human hair among other hair samples and describe the basic structures accurately • Identify animal fur among a sample pool by using specific morphological attributes • Predict the angle of impact of a blood droplet by applying Newton's Laws • Effectively use a mathematical model

exists) • How statistics and probability contribute to the resolving a case • Fibers may be natural, synthetic or a blend of both and have unique chemical and physical properties	(trigonometry or 3 dimensional modeling) to determine how far off the floor the injury is that is the source of the spatter • Examine a series of cases with various trace evidence in common and understand the statistics/probability used to link them • Use the properties of fluorescence, solubility, flammability, chemical reaction to dyes and fiber count to identify the specific kind of fiber evidence and its source

Significant task 1: Human hair All students will complete this significant task. In a whole group students will be introduced to the morphology of human hair, hair growth and the process of creating a standard collection. In teams of two students will work to document/sketch observations of various samples of human hair. Students will create nail casts with clear finger nail polish to assist in identification of cuticle/scale patterns The team will then examine and record characteristics of their own hair. Unknown samples may be available for matching as a mechanism to assess mastery in this module. Timeline: 2 blocks of 84 minutes Key vocabulary: medulla, cortex, cuticle, pigment granules, interrupted medulla, continuous medulla Resources: Prepared slides with a range of human hair samples including treated hair, microscopes, clear nail polish, slides and cover slips.
Significant task 2: Animal fur (Student choice module) In a small group students will compare the morphology of various animal fur characteristics with human hair. In teams of two students will work to document/sketch observations of various samples of animal fur. The team will then examine and record characteristics of their own hair. Unknown samples may be available for matching as an extension. Students will summarize what they have learned on video or screencast to provide other classmates access to the content. Timeline: 2 blocks of 84 minutes Key vocabulary: medulla, cortex, cuticle, pigment granules Resources: Prepared slides with a range of animal fur samples including treated hair, microscopes
Significant task 3: Fiber evidence (Student choice module) In teams of 2-4 students will explore how various fibers (natural, synthetic, blends of polymers) behave when introduced to a common chemical (black or brown dye). Based upon those observations students

will develop their own questions to investigate about the polymers which may include solubility, flammability, thread count, fluorescence, behavior in other dyes, structural formulas, etc. Squads or teams will share out their observations and all students will document the content for future use in investigations. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Caution: 6 M HCl and 6 M NaOH are caustic and must be used with extreme caution under a properly functioning hood with goggles and other safety precautions. Direct supervision by the teacher is absolutely necessary for this exercise if it is offered.

Timeline: 2 blocks of 84 minutes

Key vocabulary: polymer, synthetic polymer, natural polymer, blend polymer, flammability, solubility, fluorescence, structural formula, thread count

Resources: multi-fiber ribbon kit, magnifying glasses or stereoscopes, metric rulers, tweezers, unscented tea lights, matches, 6 MHCl/6 M NaOH, hood, test tubes, stirring rods, uv handlights appropriate UV goggles.

Significant task 4: Blood spatter (Student choice module)

In teams of 2-4 students will explore the patterns simulated blood makes falling from different heights and angles. Connections will be made to the inertia and momentum of fluids in motion like blood droplets and how inertia influences the shape of the droplet. Through direct instruction students will learn the trigonometry involved in using the shape of a spatter droplet to determine the angle of impact and subsequently the height from which the spatter originated. Students will practice measurements and calculations in a dry lab mock up before beginning the performance assessment. As a performance assessment, teams will be given a spatter pattern and select a series of droplets (at least 10) from which they will determine the point of origin. Students may use straightforward trigonometry once the droplet ratios are obtained or create a three dimensional model using string to determine the point of origin. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 2 blocks

Key vocabulary: spatter, sine, arc sine, inertia, momentum, projectile

Resources: Scientific calculators/trig tables, simulated blood, string, meter sticks, metric rulers, tape, various surface samples (tile, flooring, rugs, glass, paper)

Common learning experiences:

- Human hair direct instruction and investigation
- Review of slide preparation and microscope protocols
- Direct instruction of the Locard's Principle
- Statistical analysis of trace evidence (Wayne Williams Case)
- Video clips TBD
- Creation and review of screencasts/videos

Common assessments including the end of unit summative assessment:

- Human hair portfolio
- Animal fur portfolio (if this module is selected)
- Fiber examination portfolio (if this module is selected)
- Blood spatter reconstruction including procedure, pictures and calculations to support conclusion (if this module is selected)
- Screencasts/videos demonstrating evidence of understanding in elective modules

Teacher notes:
This is the first unit where students have some choice in the modules they engage in. It would be beneficial to give a brief overview of each module and the corresponding significant task before students make their selection. Be sensitive to instructional timing as this will also be the students' first time producing instructional videos or screencasts and technical issues and edits should be anticipated.

It is advisable to have standard samples of human hair, fur and fiber prepared in advance. Organizers from hardware stores that are used to store nails, picture hangers, etc. make for great storage devices for these prepared slides. Each drawer can house a specific exemplar. Students/colleagues have access to all sorts of animal samples and should be encouraged to add to the collection.

For the blood spatter module, students who select the most arrow droplets versus the round ones will get the most precise results. Remind students not to include the "tail" of the droplet when recording measurements. It is helpful to take some time when doing the dry lab to ensure students are using the ruler correctly and starting to measure from the first hatch mark and not the end of the ruler and they are correctly entering the measurements into their calculators.

The teacher may want to consider adding glass evidence as a module choice and have students design an investigation using Archimedes' Principle to evaluate density of samples and continue with a refraction investigation.

Windsor Public Schools
Curriculum Map
Forensic Science

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Name of the Unit: Leaving an Impression Unit 3	Length of the unit: 7 blocks (84 minutes each)
Purpose of the Unit: The purpose of this unit is to explore the shift from the use of Bertillon measurements to the use of fingerprint evidence to identify a specific individual. This will serve as an example of how advancements in science and technology change how investigations unfold and what evidence has the greatest value. Students will study the chemistry and biology behind fingerprints and the various processes available to make the invisible visible on a variety of surfaces. All students will complete the fingerprint module and then choose from one of two other modules: tool marks or or footwear impressions. This is level four the course with badge status as "senior lab technician".	

Common Core State Standards Addressed in the unit:

From Molecules to Organisms: Structure and Processes
HS-LS1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. **(Fingerprint module)**

Science and Engineering Practices:

- Constructing Explanations and Designing Solutions (HS-LS1-1)

Disciplinary Core Concept:

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
The uniqueness of fingerprint pattern to a specific individual makes it a valuable piece of evidence. Evidence with enormous probative value may be invisible to the naked eye but can be retrieved/developed through the use of chemistry. Many ordinary products leave impression evidence behind and can link a suspect to a crime scene/victim.	How does the advancement of science and technology change the probative value of evidence? If there are three categories of fingerprints: loops, whorls and arches, how can a fingerprint be unique to an individual? How can consumer products like shoes, tires and tools link a suspect to a scene/victim?
Students will know: • The chemical composition of a fingerprint • The three basic categories of prints • What minutiae characteristics are and the names of the most common ones • How the AFIS system "matches" a print • An human expert is still needed in court to testify a print is a match • The factors that influence the appearance of a fingerprint • What is not looked for will not be found • Footwear, tool mark and tire impression evidence can be important physical evidence • Class and identifying characteristics of footwear	Students will be able to: • Develop fingerprints identifying and using the appropriate technique: magnetic and or powder dusting, superglue fuming, ninhydrin (iodine sublimation demo only) • Identify the characteristic pattern given a print • Calculate the frequency of each print in the class population and the percent error against accepted frequency in the general population • Identify the donor of an unknown print against a sample of known prints (fingerprint, footwear print, tire impression, tool mark)

Significant task 1: Bertillon System and Fingerprint Evidence

Students in teams will explore the flaws of the Bertillon measurement system by creating Bertillon cards and answering guiding questions about the limitation of this identification system used in a pre-TV, pre-computer, pre-internet environment. As a whole group the downfall of the Bertillon system of measurement will be reviewed using the Will/William West case. Students will be introduced to the basic characteristics of fingerprints, minutiae and the frequency of each in the general population. Each student will roll their right thumb print, categorize it and post it for analysis and frequency calculations. Students will work in teams of two to create individual fingerprint portfolios to display their ability to develop/retrieve prints from various items and surfaces. Some students will need repeated trials to lift or develop good quality prints. (Caution: masks must be used when dusting for prints as the black powder and magnetic dusts may trigger respiratory events. Black powder is extremely messy and tracks easily around the building) Complete the task with a whole group debrief on the probative value of fingerprint evidence versus Bertillon measurements.

Timeline: 3 blocks of 84 minutes

Key vocabulary: loop, arch, whorl, minutiae, sublimation

Resources: magnetic dust, various powders, non-latex gloves, brushes, magnetic brushes, lifing tape and dispensers, fingerprint standards, index cards, print samples, superglue, fuming tank or fish tank, coffee warmer, aluminum foil, alternative light sources and goggles. (ninhydrin and iodine for teacher demos)

Significant task 2: Footwear impressions (Student choice module)

In small groups students will create relief impressions of their own shoes using baby powder, carbon paper and newspaper. The small group will receive direct instruction in class/identifying characteristics using student exemplars as reference points. Exemplars will be displayed with brand name, shoe size with class/identifying characteristics noted. Team will research other methods of retrieving footwear impressions including electrostatic retrieval, casting methods, photographic preservation and lifts. Students may practice casting methods with dental stone. Connections may be made to other items such as tires that leave similar impression and may serve as valuable evidence in an investigation. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 3 blocks

Key vocabulary: electrostatic, class characteristics, identifying characteristics, endothermic, exothermic

Resources: carbon paper, baby powder, newspapers, casting frames, dental stone, spatulas, hairspray, mixing bowls, soil and aluminum trays for casting, digital camera

Significant task 3: Toolmarks (Student choice module)

Students will examine different sets of like tools and observe/record how they leave unique striations in tin, wood, soap or other materials selected by the teacher. Unknown samples will be available for matching. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 3 blocks

Key vocabulary: striation

Resources: tool sets, materials including tin, wood, soap and unknown samples

Common learning experiences:

Bertillon card production
Direct instruction on the function of the organ called skin, the chemical composition of sweat and the anatomy of a fingerprint
Direct instruction on the physical and chemical retrieval mechanisms
Fingerprint development/practice/retrieval
Creation and review of video/screencasts – 1 block

Common assessments including the end of unit summative assessment:

Fingerprint portfolio
Video/screencast of optional module
Digital media product for student choice module
Mini-whodunit incorporating content from Units 1, 2 and 3.

Teacher notes:

Caution! Carbon powder may trigger asthmatic attacks and masks are recommended.
Superglue tank needs proper ventilation and direct supervision.

It is helpful to have a series of “known suspect” fingerprints available on FBI cards, ask staff members if they would be willing to “donate prints” for use in “whodunits”.

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of content. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Skeletal Evidence Unit 4	Length of the unit: 8 blocks of 84 minutes
Purpose of the Unit: The purpose of the unit is for students to learn about the function and structure of the human skeletal system and how it can provide an enormous amount of information about the identity of a person including age, health, gender, ancestry, hobbies and economic status. Students will also learn that some skeletal differences among the gender groups and racial groups are ordinary. This level 5 in the course and students are eligible for the badge status of "Windsor CSI". Additional badges/XPs/privileges may be available for extended learning in skeletal remains of animals, reading/critiques of books approved by the teacher.	

Common Core State Standards Addressed in the unit:

From Molecules to Organisms: Structure and Processes

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- Systems of specialized cells within organisms help them perform essential functions of life (LS1-A)
- All cells contain genetic information in the form of DNA molecules. (LS1-A)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range.(LS1-A)

HS-LS3 Heredity: Inheritance and Variation of Traits
HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Environmental factor also affect the expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS-B)

College and Career Ready Attributes
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use

technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
The skeletal system protects soft organs and is a framework for the muscular system. Some differences are ordinary Hobbies, diet, genetics, historical context and economic status influence wear and tear on the skeletal system throughout one's lifetime Regression formulas can be used to reconstruct the height of a person when skeletal remains are available Skeletal remains can also be evidence in criminal cases	How can skeletal remains tell a story about a person's life and death? Why are skeletal traits different depending upon ancestral origin? How will human skeletal evaluation change over time as the world becomes smaller? How can non-human remains be important evidence in a criminal case?
Students will know: The function of the skeletal system. The major skeletal features used to determine gender including skull features The names of the major bones in the body, especially those used to determine gender and race. Know the species most vulnerable currently to poaching	Students will be able to: Identify the race, gender, age, height, handedness, hobbies/career from skeletal clue and regression formulas Identify individuals in their class based upon skeletal evidence. Use the correct nomenclature for major bones in the body including the skull Identify the sources that are available to assist in the evaluation and identification of skeletal remains Analyze the remains of poaching crimes

Significant task 1 – Human Skeleton Basics Students in small groups or teams of two are given a reference of the human skull with major bones and sutures labeled. They are also provided with sketches of a male and female skull. Using the reference

students are asked to use the correct nomenclature to distinguish between the genders with at least 10 pieces of evidence. After students conclude this activity direct instruction will continue to highlight other indications of a particular gender including but not limited to the pelvic structure and y chromosome fluorescence test. The teacher demonstrates the "pencil tests" for racial identification using a reproduction of a human skull and the students will work in groups of three or four with sketches of these skulls to compare and contrast the features of the three racial anthropological categories: caucasoid, mongoloid and negroid. Again students must use the appropriate nomenclature in completing the task and cite at least 10 differences among the three groups. Whole group discussion about the reasons supporting structural differences should be guided by the teacher with an emphasis on structural differences being ordinary. Block two may be "closed" via a whip around, geometric exit slip or any other reflection technique. (See teacher notes).

Timeline: 2 blocks of 84 minutes
Key vocabulary: Caucasoid, negroid, mongoloid, regression formula, mandible, maxilla, zygomatic process, frontal bone, occipital bone, parietal bone, mastoid process, occipital protuberance
Resources: gender and racial skull references diagrams with labels of sutures and bones.

Significant task 2: "Windsor Warrior Skeletons"
As a whole group students brainstorm the evidence skeletal remains may afford. The obvious characteristics will emerge early: gender, age, height, dental history leading to possible identification. Through the use of a mini-case student of a sample skeleton the teacher may tease out other characteristics: health, handedness, economic status, hobbies or employment. Students will be work in pairs to take measurements of their long bones (femurs) and enter their data into an excel sheet to predict approximate height of a person. Class will debrief the accuracy of the estimations in a whole group setting and discuss the use of regression formulae and limitations presented by these formulae. Following this activity the students will evaluate descriptions of a series of "Windsor Warrior Skeletons" representing peers in their class with ossification evidence, dental evidence, long bone measurements, bone fractures, sketches of pelvic/skull evidence, Y-chromosome fluorescence test results, and bone wear to analyze.

Timeline: 2 blocks
Key vocabulary: fusion, cranial sutures, ossification, zygomatic process, nasal sill, femur, tibia, fibula, Y-chromosome fluorescence test, skull sutures, condyles, regression formula,
Resources: parents/families, measuring tape ,computer access, excel sheet, regression formulas, human skull model

Significant task 3: Yellowstone Park Mystery
Students in small groups are presented with a poaching crime scene and physical evidence to evaluate. Students will investigate research and determine if a crime has been perpetrated. They will produce an investigative report with a choice in format: Windsor Production, written format or oral presentation with appropriate supporting visuals that may include a slideshow, a screencast or other digital media. Each product must have a specific audience: DEP, general public, prosecutor, park ranger, etc.

Timeline: 4 blocks of 84 minutes
Key vocabulary: poaching, Department of Environmental Protection, prosecutor
Resources: case study, physical props for investigation of the case

Common learning experiences:

Direct instruction in the function of the skeletal system and basic skeletal structures, distinguishing features and tests used to evaluate skeletal remains.

Measure and document students' own long bones, calculate height based upon the use of regression formulas. Measurements will added to a data base.

Interpretation of ossification charts to determine age

Article/video clip on Bill Bass and the Body Farm

Poaching case study

Possible guest speaker: Nick Bellatoni, CT State Archaeologist or Forensic Artist/Facial Reconstructionist from the State Crime Lab in Meriden

Viewing other video clips-TBD

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

Gender and Race Skull Compare/Contrast evaluations
Regression formula study-reconstructing heights from the length of femur bones
Windsor Warrior Skeleton Activity
Product from poaching investigation

Teacher notes:
Prepare consent form for participants in Windsor Warrior Skeleton Lab
Investigate other skeletal investigation kits: Ward's Scientific

Closure ideas:
The Whip Around: Each student writes down 3 things he or she has learned on an index card. When all the students have the list complete everyone stands. The teacher randomly calls on students to read an item off their list. Students cross off any item on their list once it has been announced. The process continues until all students have crossed off each of the items and are seated. Good review for Task 2 as it is rich in content and this provides a review.

Geometric Exit Slip:
Pre-print slips with three figures: a circle, a square and a triangle
The students write a connection they made to the content next to the circle, something new they learned next to the square, a question they have or change they would have made to their work next to the triangle.

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Toxicology Unit 5	Length of the unit: 8 blocks/84 minutes each
Purpose of the Unit: The purpose of this unit is to learn about the concept of chemical toxicity. Students will learn about the history of toxicology and how it is a quantitative science. During the unit students will learn about how toxins/poisons are detected, what physiological effects the have on the body and examples of contemporary events/cases. This level 6 in the course with the badge status of "Forensic Toxicologist". Additional badges/XPs/privileges may be earned by reading and critiquing novels/true crime stories approved by the teacher, investigate and report on a poison or toxin, or writing a "whodunit" in collaboration with the teacher for use in another section of forensics.	

Common Core State Standards Addressed in the unit:

Matter and Its Interactions

HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table and knowledge of the patterns of chemical properties.

Chemical Reactions-Disciplinary Core Ideas

- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

HS-PS1-8 Develop models to illustrate the changes the composition of the nucleus of the atom and energy released during the processes of fission, fusion, and radioactive decay.

Nuclear Processes-Disciplinary Core Ideas

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. (HS-PS1-8)

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Structure and Function-Disciplinary Core Ideas

- Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2)

Systems and System Models-Crosscutting Concepts

- Models (physical, mathematical, computer) can be used to simulate systems and interactions

including energy, matter and information flows within and between systems at different scales. (HS-LS-2)

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanism maintain homeostasis.

Structure and Function-Disciplinary Core Ideas

- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (through negative feedback) what is going on inside the living system. (HS-LS1-3)

College and Career Ready Attributes: Students will demonstrate independence, build strong content knowledge, responsiveness to the varying demands of audience, task, purpose, and discipline, value evidence, use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
Anything can be a poison. "All substances are poisons. There is none which is not. The right dose differentiates a poison and remedy." Paracelsus (1495-1541) Swiss physician and chemist Toxicology is quantitative in nature and scientific evaluations can determine if the poisoning is intentional or accidental. Poisons are stealthy weapons but can be detected. Poisons are detected through a variety of quantitative chemical techniques and diagnosis of symptoms. The danger of using alcohol and how quantitative levels of alcohol correlate to the legal definitions of intoxication.	How can a substance necessary to sustain life become a poison? How do we determine the difference between accidents and intentional harm? How has the use of poisons changed over time? What do poisons have in common as it relates to cellular metabolism? How can blood levels of alcohol be detected, and analyzed to determine levels of intoxication?
Students will know:	Students will be able to:
That forensic toxicology is the science of drugs and poisons and the medicolegal consequences of their use Relationship between quantity of a potential toxin and the detrimental effects of that toxin. History of toxicology and how technology is improving our detection of toxins A poison is a stealthy weapon but can be detected.	Explain how common poisons/toxins interfere with cellular metabolism and the symptoms associated with each Communicate and defend a scientific argument Investigate, graph and discuss the connection among ethanol levels to the law, incapacity and the BAC level.

Structure of a toxin dictates how it will function in the body, how it can be detected and the effects on cell structures.	Draw conclusions about the contribution of a toxin as a cause of death, a contributing factor to a death, a cause of impairment or an explanation of a person's behavior

Significant task 1: As a whole group the class observes a simulation or demonstration of how a poison interrupts cellular function. Direct instruction informs students about the mechanics of various poisons: heavy metals, alkaloids, radioactive materials. Connections may be made to the summer reading book: *The Devil's Rooming House*. Following this instruction and the first three common learning experiences students in a jigsaw read and report out on historical time periods of Napoleon's life to set the stage for a case study. Students in small groups share clues about the death of Napoleon and determine if the death was intentional, accidental or a medical malpractice based upon the evidence presented. Students must use the evidence to support their findings.

Timeline: 2 blocks

Key vocabulary: arsenic, toxicology, Gosio's Disease, carcinogen, chronic, acute, dosage, toxin, poison, enzyme, cellular respiration

Resources: Serial Killers in History/History Channel from crime library.com, Napoleon Case Study

Significant task 2: Poison Jigsaw - Mini Research Project
Students work through a Jigsaw activity to learn about toxicology. The class will be divided into three expert groups (1.) history of poisoners, (2.) detection of poison, (3.) research specific poisons including plant toxins and poisonous animals for the case study. The teacher will provide appropriate texts for each component of the process. The students will be organized into "home" and "expert" groups. Students will be responsible for "specializing" in their topic and teaching their material to the students in their "home" group. This home group is will then work together on each of the unit tasks, and the expert roles will continue through the unit. In the gamification model these "home" groups will be identified as an investigation team, with each student investigator being responsible for different parts of the unit investigations.

Timeline: 2 blocks
Key vocabulary: toxicity, poison (lead, heavy metal), neurotoxin, lethal dose 50, forensic toxicology, hemlock, arsenic, rincin, dioxin, botulin toxin, venom, immunoassay, chromatography
Resources: articles (the bite that heals (http://ngm.nationalgeographic.com/2013/02/venom/holland-text), forensic toxicology resources (textbooks, articles), websites (www.atsdr.cdc.gov, http://sis.nlm.nih.gov/enviro/toxtutor.html)

Significant task 3: Ethanol and crime scene investigation

The class stands as the teacher announces a series of distractions common among drivers. Individuals sit when they hear a distraction they have engaged in as a driver. The list continues until all students are seated. In teams of two students explore what this means in terms of reaction time by using a BAC simulator. Students calculate the total stopping distance of a car when sober and then after ingesting some ethanol. Depending upon the season students may go outside and measure the two distances versus graphing it on paper. BAC results should be captured and graphed collectively for display and further discussion about gender and ethanol absorption/elimination. A follow up activity on absorption/elimination of various experienced drinkers prompts further conversation about similarities and differences among people. (See resource list) As a whole group students view the behavioral changes of adults driving in a controlled study after ingesting ethanol. Students in small groups solve the case of the "Cough Syrup Defense" and defend or refute the defense of the driver arrested for DUI or another authentic case.

Timeline: 3 blocks

Key vocabulary: elimination, peak absorption, stopping distance, breaking distance, reaction time, blood alcohol concentration (BAC)

Resources: BER workbook pp 78-79, BAC reaction time CD, NH Department of Public Safety Video. Cough Syrup Defense Case-*CRASH! The Science of Collisions*.

Common learning experiences:

- Reading and discussion of *The Death of Alexander Litvinenko*, ChemMatters, April 2007.
- Direct instruction of vocabulary used in forensic toxicology.
- Toxic Tales reading exercise with guiding questions
- Plant Pigment Chromatography Lab-botanical evidence
- Book/Content Pass - introduce the different historical connections to poisoning/ toxicology

Common assessments including the end of unit summative assessment:

- Napoleon Case Study
- Chromatography laboratory investigation
- Toxic tales responses
- The Cough Syrup Defense
- The Case of Two Sick Dogs, 3 days Kathy Hoppe, Instructional Specialist in Science from the National Center on Teaching Through Case Studies: http://sciencecases.lib.buffalo.edu/cs/collection/

Teacher notes:
It is important to identify roles and develop an atmosphere of collaborative learning. Designing and

maintaining groups with appropriate daily feedback is key to supporting student collaboration. Problem based learning - http://www.studygs.net/pbl.htm

Napoleon case study requires folders, scissors and glue to facilitate the clue sharing.

The Case of Two Sick Dogs, case study is the summative assessment for the unit and it will require two class periods. The plant chromatography lab can be used as an opening activity to introduce the plant vocabulary and detection techniques for the case study.

Windsor Public Schools
Curriculum Map
Forensics

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: DNA Unit 6	Length of the unit: 10 blocks/84 minutes
Purpose of the Unit: The purpose of this unit is for students to understand the structure of the DNA molecule, its function and its unique ability to identify an individual from the general population. Students will learn about the DNA molecule, how it is processed to form a "fingerprint" and how to interpret the results of gel electrophoresis test. Students will solve legal questions by interpreting dry lab and wet lab DNA electrophoresis results. This laboratory experience will be applied to current investigations in Connecticut where DNA evidence is used to exonerate the unjustly accused and convicted. Extension activities on contrasting mitochondrial DNA, structure, function and probative value with nuclear DNA will be available. This level 7 in the course with the badge status of "special agent". Additional XPs/badges/privileges may be earned through reading/critiquing novels or true crime stories approved by the teacher or writing/filming a context for a whodunit in collaboration with the teacher for use in another section of forensics.	

Common Core State Standards Addressed in the unit:

HS-LS1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Science and Engineering Practices:

- Constructing Explanations and Designing Solutions (HS-LS1-1)

Disciplinary Core Concept:

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

Structure and Function:

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

College and Career Ready Attributes:
Students demonstrate independence, build strong content knowledge, value evidence, use technology and digital media strategically, and understand other perspectives and cultures.

Big Ideas:	Essential Questions:
Most human cells contain nuclear DNA. The DNA fingerprint of a person is unique to that person (except identical twins). A very small amount of DNA can be amplified to "run a gel" and identify an individual. Mitochondrial DNA is inherited from the maternal side of the family.	Why does the DNA molecule have strong probative value? What processes allow scientists to "fingerprint" a DNA sample? Is it possible for mitochondrial DNA to have any probative value? Why is mitochondrial DNA different than nuclear DNA?
Students will know:	Students will be able to:
The structure location and function of nuclear DNA. The DNA molecule is unique to each individual (except identical siblings). Where DNA evidence may be found and collected at a crime scene. How DNA is "digested" and processed to create a fingerprint. The difference between nuclear and mitochondrial DNA. The advent of DNA evidence has led to the release of innocent people from incarceration and the resolution of "cold cases".	Describe the function of the DNA molecule and how it relates to the cell, the nucleus, a chromosome, and a gene Explain the process of DNA fingerprinting Analyze the results of a gel electrophoresis test Conduct a gel electrophoresis wet lab and interpret the results correctly Compare and contrast nuclear and mitochondrial DNA including the probative value of each Refer to the links below. Discuss the societal benefits and legal/moral implications of the "Innocence Project"

Significant task 1: DNA as evidence

Students will use a Micro Lab grouping strategy to review the basic structure, role, function of the DNA molecule. Direct instruction will occur to the extent needed to ensure all students understand the location, function and probative value of the DNA molecule. Several interactive

applets/simulations/videos can reinforce these key concepts. Class discussion should guide students to think about the variety of sources DNA evidence may be retrieved from including envelopes, chewed gum, toothbrushes, etc. Students in pairs explore the process of DNA fingerprinting and practice interpreting DNA evidence on paternity and dry lab crime scene simulations. In small groups students will run gel electrophoresis tests to solve a crime or paternity test. Students will prepare written lab reports explaining the process and analysis.

Timeline: 3 blocks/84 minutes each

Key vocabulary: nuclear DNA, gel electrophoresis, restriction enzyme, PCR, mitochondrial DNA, exoneration

Resources: pre-digested DNA kit for analysis, gel chambers, buffer solution, power packs, gel trays, computer access, dry lab cases, video clips, YouTube video or Khan Academy video review of the DNA molecule, structure and function, Micro Lab protocol available at www.nsrfharmony.org, Paternity test simulation kit http://www.edvotek.com/114

Significant task 2: The Innocence Project

Students will visit the Innocence Project website and select two cases, one of current case where an appeal is underway to exonerate an accused person and a successful case where a wrongly accused person was exonerated through the Innocence project. Students will compare and contrast the process, evidence of the cases and discuss implications to science and jurisprudence. Reports on the cases may be in written format, as an oral presentation with appropriate visual tools or in a video format A visit from a Connecticut Innocence Project attorney may be scheduled to inform the students how the Project is in action in Hartford.

Timeline: 2 blocks/84 minutes each
Key vocabulary: exonerate, burden of proof, Innocence Project
Resources: Internet access, http://www.innocenceproject.org/

Significant task 3: Mitochondrial DNA (optional module)

Students are introduced to the genetic origins of mitochondrial DNA, this may be done in a whole group or through an individual reading assignment. In a whole group discussion students will compare and contrast the structure, function and probative value of nuclear versus mitochondrial DNA. A graphic organizer may be provided to organize this work. Students will investigate the historical use of mitochondrial DNA evidence in the post Peron era in Argentina to re-unite families. In pairs the students will complete the dry lab investigation, The Power of Mitochondrial DNA-The Case of Disappeared Children of Argentina.

Timeline: 2 blocks of 84 minutes
Key vocabulary: maternal, mitochondrial DNA, Juan Peron

Resources:
http://enotes.com (Disappeared Children of Argentina) and (Mitochondrial DNA Analysis)
http://geneticorigins.org/mito/mitoframeset.htm

BioinformaticsBank-Mitochondrial DNA lab and answer key at http://teachingbioinformatics.fandm.edu

Common learning experiences:

- Review of the structure and function of the DNA molecule
- Viewing of Paul Andersen's video on DNA fingerprinting
- Clarification of the relationship among the nucleus of the cell, the chromosome, the DNA molecule and a gene
- Computer simulation of gel electrophoresis at http://learn.genetics.utah.edu/content/labs/gel/
- Bank heist-solve a crime with DNA http://www.pbs.org/wnet/dna/pop_soup/index.html
- Mitochondrial DNA analysis (student choice-see Significant task 3).

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- Dry lab paternity test simulation
- Crime lab simulation with DNA analysis
- DNA gel electrophoresis lab report
- Innocence Project report
- Case Study –Disappeared Children of Argentina
- At the conclusion of Unit 6 all students will participate in a large scale "whodunit" the context of which will change each semester, but will include content from all units. Students will have opportunities to work alone and on "squads" for different components of the assessment. 3 blocks

Teacher notes:

Students will have studied DNA in biology class but may need support in understanding the structure, role and function of the molecule and it the weight of its probative value. If this is the first time the students have operated under a Micro Lab protocol, it is advisable to practice the protocol with prompts that are not content specific before proceeding with the science content questions.

See Paul Andersen's You Tube video on DNA fingerprinting (May 12, 2012) as a resource for the entire class, for those students in need of additional support or for those students who were absent during the direct instruction.

For the optional mitochondrial DNA module it would be helpful for the students to research the basic dynamics of the Peron and Post-Peron era in Argentina to understand the context behind the use of mitochondrial DNA to return children to their biological families.

Windsor Public Schools				
Curriculum Map				
Forensic Science				
Explanation of Gamified Units and Terms				
Unit	**"Gamified" Level**	**Badge Status at the Completion of Unit**	**Special Badges to represent XP points**	
1: Walking the Grid	1 and 2	Flatfoot, Investigator	Problem Based Learning Specialist	
2: Trace Evidence and Spatter	3	Junior Lab Technician	Fur Specialist, Fiber Specialist, Blood Splatter Specialist, Video Specialist	
3: Leaving an Impression	4	Senior Lab Technician	Footwear Specialist, Toolmarks Specialist	
4: Skeletal Evidence	5	Windsor CSI	Animal Skeletal Specialist, Library Specialist, Whodunit Specialist	
5: Toxicology	6	Forensic Toxicologist	Plant Detective, Forensic Historian, Animal Toxin Specialist	
6: DNA	7	Special Agent	True Crime Specialist	
	some special badges are available in mutiple units - Library, Whodunit, Video			
Helpful Definitions:				
gamification	using game-like thinking and elements in places that aren't traditionally games; use of			
	game mechanics and dynamics to improve student motivation			
level up	increase in skill level after mastery of previous level			
XPs	experience points; rewards for mastery/completion			
badges	earned at the completion of a level to represent a student's status and level of completion			

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared By: Frank Williams **Presented By: Frank Williams**

Attachments: May 31, 2013 Financial Report

Subject: Financial Report

Background:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

Status:

The attached report is for the month of May 2013. There are two reports: one with encumbrances and one without.

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for May 2013	$ 6,744,234
Expenditures through May 31, 2013	$55,442,415

Reviewed by: JAV **Recommended by the Superintendent:** JAV

Agenda Item # 8a.

Windsor Public Schools
Financial Report with Encumberances
May 31, 2013

	2012/2013 Budget	Expenditures YTD 05/31/13	Encumbrances 05/31/13	Balance @ 05/31/13	% Balance
Instructional Services					
Elementary Schools**	563,680	$ 450,832	$ 7,558	$ 105,290	19%
Sage Park Middle School	330,625	295,299	16,325	19,000	6%
Windsor High School	500,512	414,040	64,438	22,034	4%
Windsor High School Interscholastic Sports	158,425	154,089	39,122	(34,787)	-22%
WHS Career & Technical Education	62,000	50,558	5,032	6,410	10%
Continuing Education	88,400	86,060	6,779	(4,439)	-5%
Instructional Services Management	435,905	251,425	19,380	165,100	38%
Curriculum Management & Development	69,640	33,555	2,265	33,819	49%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,157,549	-	(158,349)	-16%
Textbook Adoption	97,500	38,837	-	58,663	60%
Technology	461,055	459,117	2,467	(529)	0%
Total Instructional Services	$ 3,766,942	$ 3,391,362	$ 163,366	$ 212,214	6%
Education Support Services					
Pupil Personnel Services	$ 196,575	$ 217,497	$ 49,899	$ (70,822)	-36%
Special Education	312,660	157,077	7,393	148,190	47%
Special Education Tuition	3,867,000	2,959,191	1,699,477	(791,669)	-20%
Policy & Planning	147,350	90,343	27,290	29,717	20%
Employee Personnel Services	115,100	13,964	1,279	99,857	87%
Financial Management	161,200	104,064	2,112	55,024	34%
Financial Services	37,000	13,679	772	22,548	61%
Pupil Transportation & Safety	3,283,900	3,084,566	1,019,935	(820,601)	-25%
Physical Plant Services	2,642,747	2,002,439	498,823	141,485	5%
Major Maintenance	278,000	398,745	3,732	(124,477)	-45%
L.P. Wilson Center	123,600	113,300	9,475	825	1%
Salaries & Benefits	47,511,056	42,896,187	2,197,785	2,417,084	5%
Total Education Support Services	$ 58,676,188	$ 52,051,053	$ 5,517,972	$ 1,107,163	2%
Total All Sites	**$ 62,443,130**	**$ 55,442,415**	**$ 5,681,338**	**$ 1,319,377**	**2%**

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

Windsor Public Schools
Financial Report
May 31, 2013

	2012/2013 Budget	Expenditures YTD 05/31/13	Balance * @ 05/31/13	% Balance
Instructional Services				
Elementary Schools**	563,680	$ 450,832	$ 112,848	20%
Sage Park Middle School	330,625	295,299	35,326	11%
Windsor High School	500,512	414,040	86,472	17%
Windsor High School Interscholastic Sports	158,425	154,089	4,336	3%
WHS Career & Technical Education	62,000	50,558	11,442	18%
Continuing Education	88,400	86,060	2,340	3%
Instructional Services Management	435,905	251,425	184,480	42%
Curriculum Management & Development	69,640	33,555	36,085	52%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,157,549	(158,349)	-16%
Textbook Adoption	97,500	38,837	58,663	60%
Technology	461,055	459,117	1,938	0%
Total Instructional Services	$ 3,766,942	$ 3,391,362	$ 375,580	10%
Education Support Services				
Pupil Personnel Services	$ 196,575	$ 217,497	$ (20,922)	-11%
Special Education	312,660	157,077	155,583	50%
Special Education Tuition	3,867,000	2,959,191	907,809	23%
Policy & Planning	147,350	90,343	57,007	39%
Employee Personnel Services	115,100	13,964	101,136	88%
Financial Management	161,200	104,064	57,136	35%
Financial Services	37,000	13,679	23,321	63%
Pupil Transportation & Safety	3,283,900	3,084,566	199,334	6%
Physical Plant Services	2,642,747	2,002,439	640,308	24%
Major Maintenance	278,000	398,745	(120,745)	-43%
L.P. Wilson Center	123,600	113,300	10,300	8%
Salaries & Benefits	47,511,056	42,896,187	4,614,869	10%
Total Education Support Services	$ 58,676,188	$ 52,051,053	$ 6,625,135	11%
Total All Sites	**$ 62,443,130**	**$ 55,442,415**	**$ 7,000,715**	**11%**

Note does not include encumbrances

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: Frank Williams **PRESENTED BY:** Frank Williams

ATTACHMENTS: None

SUBJECT: Budget Transfers

BACKGROUND:

Board Policy 3160 requires budget transfers to be approved by the Board of Education. Financial reports are provided monthly to the BOE. As we move to close out FY 2013 there is a need for budget transfers. While the June 30th final report of school expenditures will not be submitted until the September Board meeting (Policy 3150), the key area of budget transfers for this fiscal year are indicated below.

STATUS:

The projections of expenditures for the close of Fiscal Year 2013 indicate that budget transfers are necessary; the largest amounts are for Special Education Out-of-District Tuition, Magnet School Tuition, and Pupil Transportation. Other budget transfers are needed to cover supplies and purchased services.

The line items that will cover the above needs are Salary & Benefits.

It should be noted that these transfers are **within** the total approved appropriation from the Town of Windsor for the Fiscal Year. Total expenditures for the fiscal year will **not** exceed the budget appropriation of $62,443,130.

RECOMMENDATION:

The BOE approve the projected line item transfers. In accordance with BOE Policy 3150, a final financial report including line item transfers will be presented at the regular Board of Education meeting in September 2013.

Recommended by the Superintendent: JAW

Agenda Item # 8b

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared by: Jeanne Woodstock **Presented by:** Frank Williams

Attachments: Student Enrollment Summary

Subject: **Enrollment Summary – MAY 2013**

Attached are the official enrollment figures as of June 1, 2013. Mr. Williams will answer any questions.

Recommended by the Superintendent: JMW

Agenda Item # 8c.

Windsor Public Schools
Student Enrollment Report Recap
June 1, 2013

Enrollment in Windsor Public Schools	
Grades PreK-5	1,447
Grades 6-8	750
Grades 9-12	1,173
Total District Enrollment	**3,370**

Windsor Students not in district schools	
Itinerant Speech / Outside Speech	3
Outside Placement/Private Placement(SPED)	67
Montessori Hartford CREC	33
Metropolitan Learning Center CREC	156
CREC Misc MAGNET SCHOOLS	133
Hartford Host Magnets	173
Misc Magnet Schools	23
Prince Tech	20
Cheny Tech	9
	617
Total Windsor	**3,987**

Windsor Public Schools
Student Enrollment Report
June 1, 2013

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				58		58
K		92		131		223
1		83		126		209
2		85		134		219
3			88		147	235
4			98		138	236
5			115		152	267
Subtotal K-5						1389
Total	**0**	**260**	**301**	**449**	**437**	**1,447**

Grade	Sage Park MS
6	225
7	252
8	273
Total	**750**

Grade	Windsor High
9	278
10	297
11	279
12	319
Total	**1,173**

Total District Enrollment	**3,370**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2012-2013

	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**319**		295	283	283	283	284	285	281	280	280	278
Grade 10	**274**		307	309	306	303	303	303	297	297	297	297
Grade 11	**286**		290	290	291	290	290	289	279	280	280	279
Grade 12	**296**		323	321	317	317	317	316	328	321	319	319
Windsor High Total	**1175**		**1215**	**1203**	**1197**	**1193**	**1194**	**1193**	**1185**	**1178**	**1176**	**1173**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2012-2013

		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Team 1				**82**	78	78	79	79	78	79	78	78	78	5	15.6
Team 2				**71**	69	69	69	69	68	67	67	66	64	4	16
Team 3				**80**	79	83	83	83	83	81	81	82	82	5	16.4
	Total	**248**		**233**	**226**	**230**	**231**	**231**	**229**	**227**	**226**	**226**	**224**		
Grade 7															
Team 4				**81**	81	80	81	81	82	82	81	83	84	5	16.8
Team 5				**84**	85	84	84	85	85	86	86	86	86	4	21.5
Team 6				**79**	77	80	81	81	80	79	79	80	80	5	16
	Total	**250**		**244**	**243**	**244**	**246**	**247**	**247**	**247**	**246**	**249**	**250**		
Grade 8															
Team 7				**89**	90	90	88	90	89	89	90	90	90	5	18
Team 8				**89**	90	92	90	90	90	89	87	86	87	5	17.4
Team 9				**94**	92	92	93	92	92	91	90	91	90	4	22.5
	Total	**277**		**272**	**272**	**274**	**271**	**272**	**271**	**269**	**267**	**267**	**267**		
SPARK				**8**	**9**	**7**	**9**	**10**	**10**	**10**	**10**	**8**	**9**		
Sage Park	**Total**	**775**		**757**	**750**	**755**	**757**	**760**	**757**	**753**	**749**	**750**	**750**		

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT
2012-2013

Room#	Teacher	Grade	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	**Kindergarten**			16	17	17	17	17	17	17	17	17	17
20	L Butterick				17	18	18	18	18	17	17	17	17	17
21	J Addie				17	16	16	16	16	18	18	18	18	18
22	A Zawistowski				16	17	16	16	16	16	16	16	16	16
23	L Rumrill				15	15	15	15	15	16	16	16	16	16
24	A Bartholomew				15	15	15	15	15	16	15	14	14	14
25	K Lehn				16	16	16	17	17	16	16	17	17	17
26	S Marcello				**16**	**17**	**16**	**16**	**16**	**17**	**16**	**16**	**16**	**16**
		Total	**132**		**128**	**131**	**129**	**130**	**130**	**133**	**131**	**131**	**131**	**131**
11	K Stoll	**Grade 1**			20	20	20	21	21	21	21	20	20	20
12	K Freeman				19	19	19	18	18	18	19	19	19	19
13	B O'Rourke				19	18	18	18	18	18	18	18	18	18
14	K Furie				20	20	20	20	20	20	20	19	19	19
15	T Strickland				19	19	19	17	17	17	17	17	17	17
16	J Roebelen				17	18	17	17	17	17	17	17	17	17
17	S Paley				18	17	17	16	16	16	15	15	16	16
		Total	141		132	131	130	127	127	127	127	125	126	126
		Grade 2												
1	V Golec				21	21	20	20	20	20	20	20	20	20
2	R Brown				20	19	**19**	**19**	**19**	**19**	**19**	**19**	**19**	**19**
3	M Baldyga				19	19	**19**	**18**	**18**	**18**	**18**	**18**	**18**	**18**
4	D Ghanesh-May				20	20	19	20	19	20	19	19	19	19
6	S Martinson				21	21	20	20	19	20	19	19	19	19
7	L Neil				20	21	20	20	20	20	20	20	19	19
8	D Jaworski				21	21	21	20	20	20	20	20	20	20
		Total	**134**		**142**	**142**	**138**	**137**	**135**	**137**	**135**	**135**	**134**	**134**
5 & 10	Pre K Sped													
	& Peer				41	41	44	47	47	48	48	49	56	58
		Total	**54**		**41**	**41**	**44**	**47**	**47**	**48**	**48**	**49**	**56**	**58**
	Ellsworth	**Total**	**461**		**443**	**445**	**441**	**441**	**439**	**445**	**441**	**440**	**447**	**449**

POQUONOCK SCHOOL

ENROLLMENT REPORT
2012-2013

RM	Teacher	Grade	Project		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann				17	18	18	18	18	18	19	19	19	19
2	A Anzaldi				18	18	17	17	16	17	18	17	18	18
3	M Scott				18	17	17	17	17	18	18	18	19	19
22	I Hilbert				17	17	18	18	18	18	18	18	18	18
24	J Delskey				17	17	17	17	17	17	17	17	17	18
		Total	**79**		**87**	**87**	**87**	**87**	**86**	**88**	**90**	**89**	**91**	**92**
		Grade 1												
15	M Lafayette				17	15	15	15	16	16	16	16	16	16
16	L Bishop				16	16	16	15	16	16	16	16	16	16
17	S Raupach				15	15	16	16	16	16	16	16	17	17
18	M Macaluso				16	16	16	16	16	17	17	17	17	17
19	K Blume				17	17	17	17	17	17	17	17	17	17
		Total	**93**		**81**	**79**	**80**	**79**	**81**	**82**	**82**	**82**	**83**	**83**
		Grade 2												
8	L King				19	18	17	17	17	17	18	18	18	18
9	S Trummel				17	16	16	16	15	15	15	15	15	15
11	D Diodato				19	18	18	18	18	18	18	18	18	18
12	K Richards				19	18	18	18	18	18	18	18	18	18
13	L Huntington				19	19	17	17	17	16	16	16	16	16
		Total	**99**		**93**	**89**	**86**	**86**	**85**	**84**	**85**	**85**	**85**	**85**
	Poquonock	**Totals**	**271**		**261**	**255**	**253**	**252**	**252**	**254**	**257**	**256**	**259**	**260**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2012-2013

Room#	Teacher		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
8	K Baker				23	22	22	22	22	21	22	22	22	22
9	S Michalic				22	22	21	21	21	21	22	23	23	23
10	J Murray				23	23	22	23	23	23	22	22	21	20
11	J Darrell				23	23	23	22	22	22	22	23	23	23
		Total	**85**		**91**	**90**	**88**	**88**	**88**	**87**	**88**	**90**	**89**	**88**
		Grade 4												
14	S Podgurski				19	19	19	19	19	19	19	19	19	19
15	K Baker				19	20	20	20	18	19	19	19	19	19
16	L Schoenwolff				19	20	20	20	20	20	20	20	20	20
17	C Nowsch				20	20	20	20	20	20	20	20	20	20
18	D Williams				20	19	20	20	20	20	20	20	20	20
		Total	**96**		**97**	**98**	**99**	**99**	**97**	**98**	**98**	**98**	**98**	**98**
		Grade 5												
12	P Reale				21	21	21	21	21	20	20	20	20	20
13	S Smith				19	17	19	19	19	20	20	20	20	20
24	M O'Brien				18	18	19	19	19	19	19	19	19	19
25	S Lewis				18	18	18	18	18	19	19	19	19	19
26	C Lindsley				18	19	18	18	18	18	18	18	18	18
27	E Chartier				19	18	18	18	18	18	19	19	19	19
		Total	**116**		**113**	**111**	**113**	**113**	**113**	**114**	**115**	**115**	**115**	**115**
	CLOVER	**TOTAL**	**297**		**301**	**299**	**300**	**300**	**298**	**299**	**301**	**303**	**302**	**301**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2012-2013

Room#	Teacher	Grade	Projecte		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
2	J Herner				21	21	21	21	21	21	21	21	21	21
3	A Johnson				21	22	21	21	21	22	22	22	22	23
1	K Mazur				22	21	21	21	21	21	21	21	22	22
4	S Schreiber				21	21	21	21	20	20	20	20	20	19
5	S Silliman				21	21	22	22	22	22	22	22	22	22
6	M Johnston				21	21	21	21	21	21	21	21	21	21
8	E Vazquez				20	21	21	21	20	20	19	19	19	19
		Total	**138**		**147**	**148**	**148**	**148**	**146**	**147**	**146**	**146**	**147**	**147**
		Grade 4												
15	N Donzella				23	24	24	24	24	24	24	24	23	23
12	B Emerson				23	23	23	23	23	23	23	23	23	23
14	M Murzak				25	22	22	22	22	22	22	22	22	21
7	M Pettibone-Johnson				24	23	23	23	23	23	23	23	23	23
10	C Romero				23	21	21	21	22	23	23	23	24	25
9	R Tomkowit				24	24	23	23	22	22	22	22	23	23
		Total	**138**		**142**	**137**	**136**	**136**	**136**	**137**	**137**	**137**	**138**	**138**
		Grade 5												
27	B Belzer				21	21	21	22	22	22	22	22	22	22
16	C Deacon				23	23	23	23	23	22	22	22	22	22
20	M Herman				22	22	22	22	22	21	21	21	22	22
24	V Hoerle				22	22	22	22	22	22	22	22	22	22
19	S Fye				20	21	21	21	21	21	22	22	22	22
25	D Mosher				23	23	23	23	23	23	22	22	22	21
28	O Walker				23	22	22	22	22	22	21	20	20	21
		Total	**155**		**154**	**154**	**154**	**155**	**155**	**153**	**152**	**151**	**152**	**152**
	Kennedy	**Total**	**431**		**443**	**439**	**438**	**439**	**437**	**437**	**435**	**434**	**437**	**437**

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared by: Dana Plant **Presented By:** Franklin Williams, III

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – May 2013

BACKGROUND: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities and at St. Gabriel's, Trinity Christian School, CREC's Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School, and the two CREC schools, Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We operated our second year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center in July 2012 and added the same service to Medical Professions Teacher Preparation Academy. Windsor School Food Service is complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in both the breakfast and lunch programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

STATUS: Attached is a Financial Report for the month of May 2013.

RECOMMENDATION: Informational only.

Recommended by the Superintendent: JAV

Agenda Item # 8d.

Windsor School Food Service
Program Participation
May 2013

SALES

		May 2012	May 2013
WHS			
	# OF DAYS	22	22
	SALES AM/PM	$38,743.54	$34,254.70
	AVERAGE	$1,761.07	$1,557.03

REIMBURSABLE MEALS LUNCH

ELEMENTARY	1082	1048
SPMS	593	514
MPTP	168	178
MLC	520	455
WHS	689	588

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	22	22
ELEMENTARY	212	311 due to JFK bkfst in classroom
SPMS	72	71
MPTP	72	76
MLC	160	146
WHS	165	150

Windsor School Food Service
Financial Statement
May 2013

REVENUE	May 2012	7/1/11 - YTD	May 2013	7/1/12-YTD
SALES	$136,128.17	$1,160,033.84	$132,585.86	$1,093,386.32
REIMBURSEMENTS - STATE		62,028.00	6,400.00	86,262.00
ACCOUNTS RECEIVEABLE	101,926.30	785,379.77	108,405.08	811,149.73
CLOC	8,762.00	127,780.00		130,510.35
INTEREST/Ret Check Fees	50.00	320.36	25.00	331.28
MISC. (Rebates)	470.97	5,371.86	490.74	7,647.71
REVENUE TOTALS	**$247,337.44**	**$2,140,913.83**	**$247,906.68**	**$2,129,287.39**

EXPENSES			3 paydates in May 2013	
WAGES	$71,293.13	$738,474.37	$107,088.41	$739,694.00
PAYROLL TAXES	5,200.04	54,600.88	7,999.95	54,667.66
BENEFITS	8,408.75	94,811.11	8,280.94	89,943.34
FOOD/MILK	154,953.78	1,265,309.40	154,467.60	1,230,652.99
PAPER	5,142.83	46,812.14	5,520.62	52,765.59
SUPPLIES	160.00	1,652.52		1,046.76
EQUIPMENT	760.43	3,654.48	1,869.50	10,982.85
SERVICES	199.31	15,426.95	644.46	11,960.30
EXPENSE TOTALS	**$246,118.27**	**$2,220,741.85**	**$285,871.48**	**$2,191,713.49**

NET INCOME	**$1,219.17**	($79,828.02)	**-$37,964.80**	($62,426.10)
INVENTORY		**$25,000.00**		**$25,000.00**
OPENING BALANCE 7/1		($6,002.58)		($25,858.48)
COMPUTED OPERATING POSITION		($60,830.60)		($63,284.58)

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 15, 2013.

PREPARED BY: Craig A. Cooke, Ph.D.
Assistant Superintendent for Human Resources

PRESENTED BY: Craig A. Cooke, Ph.D.

SUBJECT: Human Resources Report – May 4, 2013 – June 3, 2013

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

James Bowler	Physical Education	On Leave
Sarah Schrandt	Literacy Coach	Clover Street School
Ivana Walker	Family Resource Center Coordinator	LP Wilson
Latisha White	Lunchroom Monitor	Kennedy

RETIREMENTS

Margaret Cass	Library Media Specialist	Kennedy (end of year)
Daniel Diodato	Elementary Teacher	Poquonock (end of year)
James Phillips	Custodian II	Sage Park (October 25, 2013)
Althea Vanderpoel	Music	Poquonock/Clover (end of year)
Stephany Wall	Guidance Clerk	Windsor High (end of year)

TRANSFERS/REASSIGNMENTS

Stanley Hernandez	From Evening Custodian II	Ellsworth
	To Head Custodian	LP Wilson
Liana Jorgensen	From 10 Month Vice Principal	Sage Park
	To 12 Month Vice Principal	Sage Park
Charles Waterfield	From Head Custodian	LP Wilson
	To Skilled Maintenance Worker	District

PERSONAL LEAVES

None

HIRES

Tyrone Flowers	Food Service Driver	District

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 8e.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

Prepared By: Frank Williams **Presented By: Frank Williams**

Attachments: None

Subject: JF Kennedy School Solar Roof Systems

Background:

The Town of Windsor and the Windsor BOE staff are working cooperatively on energy saving and green energy projects. Specific projects include the installation of solar roof panels for Town Hall, LP Wilson Center, JF Kennedy School and Oliver Ellsworth School. These buildings have or will have new roofs which provide the opportunity for the installation of a Solar Photovoltaic System.

Status:

Through a competitive process, Solar City has been selected as the project development manager. The projects will be submitted to CL&P (Connecticut Light and Power) on June 14, 2013. Awards will be issued by CL&P in mid-July 2013.

RECOMMENDATION:

That the BOE approve the installation of solar panels, if awarded by CL&P, on the roofs of JF Kennedy School and/or Oliver Ellsworth School. Further, that the BOE authorize the Superintendent or his designee, to enter into an agreement with Solar City to install a Solar Photovoltaic system at JF Kennedy School and/or Oliver Ellsworth School.

Reviewed by: JAV **Recommended by the Superintendent:** JAV

Agenda Item # 8F

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 18, 2013

PREPARED BY: Frank Williams **PRESENTED BY:** Frank Williams

ATTACHMENTS: Town of Windsor Town Council Agenda Item Summary,
Exhibit 1 – Fifth Amendment to the Town of Windsor, Connecticut Retirement Plan,
& Existing Language for Article III – Employee Contributions

SUBJECT: Town of Windsor Retirement Plan

BACKGROUND:

The Town of Windsor Retirement Plan covers town Employees and BOE employees who are not eligible for membership in the State Teachers' Retirement Board (TRB) plan.
As defined in the pension plan, the Employer means the Town of Windsor and the Board of Education. Amendments to the Town of Windsor, Connecticut Retirement Plan require approval of the Town Council and the Board of Education. The Attached agenda item summary includes the proposed amendments to the pension plan.

STATUS:

The Town Council will meet on July 1, 2013 to review and approve these amendments.

RECOMMENDATION: That the Board of Education approves the following motions:

"Resolved, that in accordance with Revenue Ruling 2006-43, the town shall pick up and pay the required contributions of each Windsor Board of Education Unaffiliated Employees and Administrative Professionals Bargaining Unit employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective July 1, 2013, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h) (2)."

And

"RESOLVED, that Exhibit 1, entitled Fifth Amendment to the Town of Windsor, Connecticut Retirement Plan, is hereby adopted and approved and BE IT FURTHER RESOLVED that the Superintendent of Schools and President of the Windsor Board of Education are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Recommended by the Superintendent: JAN

Agenda Item # 8g.

Agenda Item Summary

Date:	July 1, 2013
To:	Honorable Mayor and Members of the Town Council
Prepared By:	Jim Bourke, Assistant Finance Director
Reviewed By:	Peter Souza, Town Manager
Subject:	Amendment to the Town of Windsor Retirement Plan

Background

Over the last three years management has taken steps to mitigate the town's cost associated with the defined benefit pension plan. To accomplish this, the town's unaffiliated employee contributions to the defined benefit plan increased from 2.25% to 3.25% in June of 2011. The Teamsters and Dispatchers bargaining unit contributions increased from 2.25% to 3.25% in January of 2012, and are due to increase to 4.00% on July 1, 2013, per their respective contractual agreements. Also, all new hires, except for Police Officers who are not in the town administered defined benefit plan, now are in a defined contribution plan.

Discussion/Analysis

As planned the General Government full-time unaffiliated employees will increase their pension contribution rate from 3.25% to 4.00% of payroll earnings effective July 1, 2013. Additionally, Board of Education full-time unaffiliated employees and the Administrative Professionals bargaining unit employees will increase their pension contribution rate from 2.25% to 3.25%, also effective July 1, 2013. Similar to town employees, the Board of Education employee contributions will be made on a pre-tax basis going forward. This requires the Town Council to adopt a resolution per the Internal Revenue Code. Additionally, the Council is asked to adopt a resolution that amends Article III of the Town's retirement plan. This article sets forth the required employee contribution amounts.

Financial Impact

Based on FY 2013 payroll estimates and the pension plan valuation report, it is estimated that the increase of .75% of employee contribution saves the General Government portion of the budget approximately $41,000 for the year, and the increase of 1% of employee contributions for the two Board of Education groups saves the Town Support for Education budget approximately $28,000. These savings are built into the adopted FY 2014 budget.

Other Board Action

As defined in the pension plan, the Employer means the Town of Windsor and the Board of Education. Therefore, both the Town Council and the Board of Education need to adopt the appropriate resolutions to implement this change.

Recommendations
If the Town Council is in agreement, the following motions are recommended for approval:

Motion 1:

"RESOLVED, that in accordance with Revenue Ruling 2006-43, the town shall 'pick-up' and pay the required contributions of Windsor Board of Education Unaffiliated Employees and Administrative Professionals Bargaining Unit Employees that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective July 1, 2013, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2)."

Motion 2:

"RESOLVED that Exhibit I, entitled, Fifth Amendment to the Town of Windsor, Connecticut Retirement Plan, is hereby adopted and approved and be it further resolved that the Mayor and Town Manager are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Attachments
Exhibit I, Amendment to retirement plan
Article III of retirement plan

EXHIBIT I

FIFTH AMENDMENT TO THE TOWN OF WINDSOR, CONNECTICUT RETIREMENT PLAN

Effective July 1, 2013, Article III of the Town of Windsor, Connecticut Retirement Plan (the "Plan") is hereby amended as follows:

1. Article III is hereby amended effective July 1, 2013 by adding the following phrase "Town of Windsor" between the word "unaffiliated" and "Employee" each time the phrase "unaffiliated Employee" appears in paragraphs two through five of Article III, and by adding the following paragraph at the end of the fifth paragraph:

   > "Effective July 1, 2013 the required payroll deductions for eligible unaffiliated Town of Windsor Employees shall increase from 3.25% to 4.00%."

2. Article III is hereby further amended effective July 1, 2013 by adding the following paragraphs to the end thereof:

   > "Effective July 1, 2013, any eligible unaffiliated Windsor Board of Education Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly Earnings as determined and reported by the Administrator. For these purposes, an "unaffiliated Employee" means an Employee of the Windsor Board of Education as defined in Article I, paragraph 11, as amended, who is not represented by a bargaining group.
   >
   > Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick-up and pay the contributions that would otherwise be payable by each unaffiliated Windsor Board of Education Employee. The contributions so "picked-up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each Participant's Earnings. Unaffiliated Windsor Board of Education Employee Contributions picked-up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each unaffiliated Windsor Board of Education Employee's earnings equal to the amount of the Employee Contributions picked-up by the Employer, provided that such deduction shall not reduce the unaffiliated Windsor Board of Education Employee's earnings for purposes of computing benefits under this Plan.

Unaffiliated Windsor Board of Education Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Employee Contributions picked-up by the Employer for unaffiliated Windsor Board of Education Employees effective July 1, 2013 shall be credited to a separate account for each Employee, so that Employee Contributions made prior to July 1, 2013 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2013."

Effective July 1, 2013, any eligible Administrative Professionals Bargaining Unit Employee of the Windsor Board of Education shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly Earnings as determined and reported by the Administrator. For these purposes, an "Administrative Professionals Bargaining Unit Employee" means an Employee of the Windsor Board of Education as defined in Article I, paragraph 11, as amended, who is represented by the Administrative Professionals Bargaining Unit per the Collective Bargaining Agreement between the Windsor Board of Education and the Administrative Professionals Bargaining Unit dated December 22, 2011 and effective July 1, 2011 through June 30, 2013.

Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick-up and pay the contributions that would otherwise be payable by each Administrative Professionals Bargaining Unit Employee. The contributions so "picked-up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each Participant's Earnings. Administrative Professionals Bargaining Unit Employee Contributions picked-up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each Administrative Professionals Bargaining Unit Employee's earnings equal to the amount of the Employee Contributions picked-up by the Employer, provided that such deduction shall not reduce the Administrative Professionals Bargaining Unit Employee's earnings for purposes of computing benefits under this Plan.

Administrative Professionals Bargaining Unit Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Employee Contributions picked-up by the Employer for Administrative Professionals Bargaining Unit Employees effective July 1, 2013 shall be credited to a separate account for each Employee, so that Employee Contributions made prior to July 1, 2013 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2013."

Executed by the Town of Windsor, Connecticut, this 1st day of July, 2013, at Windsor, Connecticut.

TOWN OF WINDSOR, CONNECTICUT

By: _____
Town Manager

By: _____
Mayor

Executed by the Board of Education of the Town of Windsor, Connecticut, this _____ day of _____, 2013, at Windsor, Connecticut.

BOARD OF EDUCATION OF THE TOWN OF WINDSOR, CONNECTICUT

By: _____
Superintendent of Schools

By: _____
President, Board of Education

Existing Language

ARTICLE III
Employee Contributions

Effective January 1, 1999, an eligible Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 2.25% of his or her monthly Earnings as determined and reported by the Administrator.

Effective July 1, 2011, an eligible unaffiliated Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly Earnings as determined and reported by the Administrator. For these purposes, an "unaffiliated Employee" means an Employee of the Town of Windsor as defined in Article I, paragraph 11, as amended, who is not represented by a bargaining group.

Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick-up and pay the contributions that would otherwise be payable by each unaffiliated Employee. The contributions so "picked-up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each Participant's Earnings. Unaffiliated Employee Contributions picked-up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each unaffiliated Employee's Earnings equal to the amount of the Employee Contributions picked-up by the Employer, provided that such deduction shall not reduce the unaffiliated Employee's Earnings for purposes of computing benefits under this Plan.

Unaffiliated Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Employee Contributions picked-up by the Employer for unaffiliated Employees effective July 1, 2011 shall be credited to a separate account for each Employee, so

that Employee Contributions made prior to July 1, 2011 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2011.

Effective January 1, 2012, any eligible Public Works and Clerical Workers Bargaining Unit Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly Earnings as determined and reported by the Administrator. For these purposes, a "Public Works and Clerical Bargaining Unit Employee" means an Employee of the Town of Windsor as defined in Article I, paragraph 11, as amended, who is represented by the Public Works and Clerical Bargaining Unit per that Collective Bargaining Agreement between the Town of Windsor and Public Works and Clerical Bargaining Unit for Public Works and Clerical Employees dated October 25, 2011 and effective July 1, 2011 through June 30, 2014.

Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick up and pay the contributions that would otherwise be payable by each Public Works and Clerical Bargaining Unit Employee. The contributions so "picked up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each Public Works and Clerical Bargaining Unit Employee's Earnings. Public Works and Clerical Bargaining Unit Employee Contributions picked up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each Public Works and Clerical Bargaining Unit Employee's Earnings equal to the amount of the Employee Contributions picked up by the Employer, provided that such deduction shall not reduce the Public Works and Clerical Bargaining Unit Employee's Earnings for purposes of computing benefits under this Plan.

Public Works and Clerical Bargaining Unit Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Public Works and Clerical Bargaining Unit Employee Contributions picked up by the Employer for Public Works and Clerical Bargaining Unit Employees effective January 1, 2012 shall be credited to a separate account for each Public Works and Clerical

Bargaining Unit Employee, so that Public Works and Clerical Bargaining Unit Employee Contributions made prior to January 1, 2012 may be distinguished from the Public Works and Clerical Bargaining Unit Employee Contributions picked up by the Employer on and after January 1, 2012.

Effective July 1, 2013 the required payroll deduction for eligible Public Works and Clerical Bargaining Unit Employees shall increase from 3.25% to 4.00%."

Effective November 1, 2012, any eligible Public Safety Dispatchers Bargaining Unit Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly earnings as determined and reported by the Administrator. For these purposes, a "Public Safety Dispatcher Bargaining Unit Employee" means an Employee of the Town of Windsor as defined in Article I, paragraph 11, as amended, who is represented by the Public Safety Dispatchers Bargaining Unit per the Collective Bargaining Agreement between the Town of Windsor and the Public Safety Dispatchers Bargaining Unit Employees dated October 25, 2012 and effective July 1, 2011 through June 30, 2014.

Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick up and pay the contributions that would otherwise be payable by each eligible Public Safety Dispatchers Bargaining Unit Employee. The contributions so "picked up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each eligible Public Safety Dispatchers Bargaining Unit Employee's earnings. Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each Public Safety Dispatchers Bargaining Unit Employee's earnings equal to the amount of the Employee contributions picked up by the Employer, provided that such deduction shall not reduce the Public Safety Dispatchers Bargaining Unit Employee's earnings for purposes of computing benefits under this Plan.

Public Safety Dispatchers Bargaining Unit Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer for Public Safety Dispatchers Bargaining Unit Employees effective November 1, 2012 shall be credited to a separate account for each Public Safety Dispatchers Bargaining Unit Employee, so that Public Safety Dispatchers Bargaining Unit Employee contributions made prior to November 1, 2012 may be distinguished from Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer on and after November 1, 2012.

Effective July 1, 2013 the required payroll deduction for eligible Public Safety Dispatchers Bargaining Unit Employees shall increase from 3.25% to 4.00%.

Windsor Board of Education Regular Meeting
Unapproved Minutes

May 21, 2013 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the May 21, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:
The meeting was called to order at 7:00 p.m. by Ms. Richardson with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources Craig Cooke, Director of Business Services Frank Williams, Assistant Superintendent for Instructional Services Mary Anne Butler, and Director of Pupil and Special Education Services Jody Lefkowitz.

2. Recognitions/Acknowledgements
2.a. Announcement--Donation of materials from C. Mather Company to the WHS Technology Education Department
Discussion:
Dr. Villar acknowledged and thanked Mr. Mather and the C. Mather Company for the donation of $200 worth of materials to the Windsor High School Technology Department.

2.b. Announcement--Monetary donation from All Crate, Inc. to the Windsor Prep Program
Discussion:
Dr. Villar acknowledged and thanked All Crate, Inc. for the donation of $375 to the Windsor High School Prep Program, and for using the program to clean up the lawn at their place of business, and for recommending other businesses to partner with the program.

2.c. Recognition--CABE Student Leadership Awards Tyler Jennings Peczka-WHS; Jonathan Rush-WHS; Jasmine Rush-SPMS; Sean Doolittle-SPMS
Discussion:
Russell Sills, Windsor High School Principal, introduced and congratulated Windsor High School students Tyler Jennings-Peczka and Jonathan Rush, recipients of the CABE Student Leadership Awards at the high school.

Paul Cavaliere, Sage Park Middle School Principal, introduced and congratulated Sage Park students Sean Doolittle and Jasmine Rush, recipients of the CABE Student Leadership Awards at the middle school.

2.d. Recognition--Chris Traore, named 2013 Scholar-Athlete by The National Football Foundation
Discussion:

Russell Sills, Windsor High School Principal, introduced and congratulated Chris Traore, who was named 2013 Scholar-Athlete by The National Football Foundation.

2.e. Recognition--Sage Park Middle School Named CAS Middle School of the Year
Discussion:
Dr. Villar introduced and congratulated Sage Park Middle School Principal Paul Cavaliere for SPMS being recognized as the Connecticut Association of Schools Middle School of the Year for 2013-14. Mr. Cavaliere introduced his administrative team and the team who coordinated the application and subsequent selection process. Mr. Terry McSweeney gave a presentation on the process and selection criteria.

3. Audience to Visitors
Discussion:
Richard Rutkowski, 295 Kings Landing, spoke about the budget.

George Slate, 74 Ethan Drive, spoke about equity study and the budget.

Anita Schneider congratulated the students on their successes and encouraged them to continue to work hard and achieve.

Deb Gozzo, 312 Merriman, spoke about the budget and programs for gifted and talented.

Danielle Gozzo, 312 Merriman, spoke about the Challenge Program.

Michele Vanulli, 1152 Poquonock Avenue, spoke about the equity study, Alliance Grant and the budget.

Rosie Miskavitch spoke about the use of Roger Wolcott.

Ally Morin-Viall, 32 Fitzmaurice Circle, spoke about the Challenge Program.

Analiese Eleveld, 880 Palisado Avenue and Mark Markiewicz, 70 Stage Coach Road, spoke about Team Paragon, and requested the Board's help in finding build space.

George Petro, 40 Bradford, spoke about Team Paragon and also requested help finding build space.

Stacey Samson, 604 Stone Road, spoke about reading services, board interactions, and the budget.

David Furie, 37 Lighthouse Hill, spoke about Team Paragon and the budget.

Jill Jenkins, 867 Delilah Drive, spoke about the equity study and the budget.

Randy Suggs, 33 Canterbury Lane, spoke about the budget.

The meeting recessed at 8:17 p.m. The meeting reconvened at 8:23 p.m.

4. Student Representative Report
Discussion:
Board of Education Student Representative Jonathan Rush spoke about past events at the high school including: WHS Choir performances and awards, the Shad Derby, the Broken Promises mock crash, the summer reading book fair at Barnes & Noble, the Junior Prom, and Night of Jazz. He announced upcoming events including: the Spring instrumental concert, Student Art and Fashion shows, Senior Prom, Honor Cords Awards, Spring Sports Awards, Senior Awards and Scholarship night, and graduation.

Leonard Lockhart recognized Officer Tkacz for coordinating Broken Promises and discussed the impact of the program on WHS students, commended the students, and recognized the students who helped coordinate the program, including emergency service volunteers Ryan Rabbett and Leonard Lockhart, Jr.

5. Board of Education
5.a. President's Report
Discussion:
Doreen Richardson reported briefly on Teacher Appreciation Week.

5.b. Adoption of BOE Self-Evaluation Tool
Discussion:
Kenneth Williams reported on the process engaged in to develop the self-evaluation tool, and the final tool being recommended.

Motion Passed: Motion that the Board of Education adopt the self-evaluation tool as presented passed with a motion by Mr. Leonard Lockhart and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

5.c. Discussion of Potential Areas for Budget Reduction
Discussion:
The Board discussed the reduction in the proposed Board of Education budget mandated by the Town Council. The Board discussed various potential areas for reduction within the Budget. The Board requested Dr. Villar to research a variety of budget areas and scenarios.

A special meeting will be scheduled with the understanding that Dr. Villar will be bringing information in response to questions raised at this meeting.

Motion Passed: Motion to postpone discussion to a Special Meeting of the Board of Education passed with a motion by Mr. Paul Panos and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

Motion Passed: Motion to extend the meeting to 11:00 p.m. passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6. Superintendent's Report

6.a. Demonstration of Edline Learning Community Management System, Mileposts Data Management Software, and Measures of Academic Progress (MAP) Computerized Adaptive Testing
Discussion:
Douglas Couture, Curriculum Supervisor of Education Technology, gave a demonstration of the Edline Community Management System, Mileposts Data Management Software, and Measure of Academic Progress (MAP) Computerized Adaptive Testing.

6.b. Status Report on Windsor Evaluation Plan Pilot
Discussion:
Dr. Craig Cooke, Assistant Superintendent for Human Resources, Leonard Vann and Lisa Bress of the WEA, R. J. Sullivan, Principal of Poquonock School and Russell Sills, Principal at Windsor High School and representing WSASA, gave a status report on the Teacher and Administrator Evaluation Plan Pilot.

6.c. Policy Adoption, 1st Reading
Discussion:
Mr. Panos presented the following policies for 1st Reading:

6.c.1. Adopt P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)
6.c.2. Adopt P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)
6.c.3. Adopt P-5131.911 Bullying Prevention and Intervention Policy
6.c.4. Adopt P-5113 Student Attendance and Truancy
6.c.5. Adopt P-5114 Student Discipline
6.c.6. Adopt P-4118.11 Non-Discrimination (Personnel)
6.c.7. Adopt P-5145.4 Non-Discrimination (Students)

Motion Passed: Motion to extend the meeting to 11:45 p.m. passed with a motion by Mr. Paul Panos and a second by Ms. Cristina Santos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.d. Curriculum Development--2nd Reading
Discussion:
Assistant Superintendent for Instructional Services Mary Anne Butler, Science Curriculum Supervisor Christine Tedisky, Math Curriculum Supervisor Tom Baird, Literacy Supervisor K-8 Tracie Peterson and WHS English Department Head Bonnie Fineman presented the following curricula for 2nd reading, and answered questions posed by the Board:

6.d.1. Math Curricula: Grades K, 2, 7
6.d.2. Language Arts Curricula: Grades 1, 7, 8

Motion Passed: Motion to approve as presented the curricula for Math, Grades K and 7 and Language Arts, Grades 1, 7 and 8 for 2nd reading. Motion passed with a motion by Ms. Cristina Santos and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes

Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Motion to approve curriculum for Math, Grade 2, as presented for 2nd reading. Motion passed with a motion by Ms. Cristina Santos and a second by Ms. Darleen Klase.
Ms. Pam DiGiore No
Mrs. Kristin Ingram No
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.e. Curriculum Development, 1st Reading
Discussion:
The following curricula were presented for 1st reading and was accepted on the 1st reading as presented.
6.e.1. Mathematics Curricula: Grades 1,3,4,5
6.e.2. Language Arts Curricula: Grades 6 ,9, 10, 11
6.e.3. Forensic Science Curricula

6.f. Textbook Adoption, 1st Reading: Spanish 4
Discussion:
Cristina Santos recommended waiving the 2nd reading for this book so that it can be ordered, inventoried and in the building before summer.

Motion Passed: Motion to waive the 2nd reading and purchase the textbook presented passed with a motion by Ms. Cristina Santos and a second by Ms. Darleen Klase.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

7. Committee Reports
7.a. Curriculum Committee
Discussion:
Cristina Santos reported that the last Curriculum Committee meeting for the school year will be June 5 at 4:30 p.m. at L.P. Wilson in Room 17. There are 13 items on the agenda; she encouraged Board members and parents to attend.

7.b. Technology Committee
Discussion:
Richard O'Reilly reported the last Committee meeting was on May 2. The Committee reviewed the WPS electronic device policy and held initial conversation of evolving policy, developing a reporting electronic hub, the strategic goal of 1-1 for each student. There is a possibility of rolling out as a pilot for 6th grade next year. Next meeting will not be scheduled until after the budget is finalized.

Motion Passed: Motion to extend the meeting to 12:00 a.m. passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly No
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

7.c. Roger Wolcott Committee
Discussion:
Leonard Lockhart reported that the Committee has not yet made a recommendation for the Roger Wolcott building for Dr. Villar to bring before the Board of Education. It has investigated a number of options. The Committee will hold one more meeting before the end of the academic year and encourages public input. He clarified that the Committee was tasked with narrowing ideas down.

8. Consent Agenda
Motion Passed: Motion to accept the Consent Agenda as presented passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

9. Approval of Minutes
Discussion:
Leonard Lockhart asked that item d, April 23, 2013 Roger Wolcott Committee Meeting Minutes be amended to reflect the following correction: the next step is that recommendations be made to the Superintendent to bring to the Board, then a public forum be held.

Motion Passed: Motion to accept items a, b, c, e, f, g, h and i as presented, and item d as corrected passed with a motion by Mr. Richard O'Reilly and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

10. Other Matters/Announcements/Regular BOE Meetings
Discussion:
Doreen Richardson reported that the next Regular Board of Education meeting is June 18, and Windsor High School's graduation is June 24. She encouraged Board members to attend the many end of year events.

11. Audience to Visitors
Discussion:
Richard Rutkowski, 295 Kings Landing, spoke on the budget.

Mr. Bradshaw Smith made a statement regarding communications submitted.

12. Adjournment

Motion Passed: Motion to adjourn at 11:51 p.m. passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor Board of Education Special Meeting
Unapproved Minutes

Friday, May 31, 2013 7:00 PM
Special Meeting, L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the May 31, 2013 Windsor Board of Education Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:01 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos

Absent Board Members:
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order at 7:01 PM. Also in attendance were Superintendent Dr. Jeffrey A. Villar, Assistant Superintendent for Human Resources Craig Cooke, Assistant Superintendent for Instructional Services Mary Anne Butler, Director of Business Services Frank Williams and Director of Pupil and Special Education Services Jody Lefkowitz.

2. Audience to Visitors

Discussion:
Jeff Ingram, 77 Buckland Drive addressed Board interactions, the Excellence and Equity Audit, Roger Wolcott and the budget.
George Slate, 74 Ethan Drive addressed the budget, multicultural education training by Bill Howell, closing the achievement gap
Carolyn Van Newkirk Hoffman, 1003 Windsor Avenue addressed district-wide performance, test scores, MAP testing, capacity building for the district, Suzuki Strings and Challenge programs.
Lee Hoffman, 1003 Windsor Avenue addressed the Challenge Program.
Sharon Plummer, 71 Merriman Road addressed the referendum and the Challenge Program.
Rosi Miskavitch, 20 Coach Circle addressed Board bylaws and policies, Board authority and the budget.
Richard Carroll, 45 Portman Street addressed the Challenge Program.

3. Budget FY 2013-2014--The Board of Education will discuss the reduction of $600,000 and take possible action.

Discussion:
Mr. Frank Williams and Dr. Villar presented answers to questions raised at prior Board of Education meeting.

Dr. Villar made recommendations for reductions to the budget, including:

Cut of .5 admin currently assigned to Central Office, and corresponding cut with teaching FTEs at Sage Park Middle School. Position will be posted at SPMS at .6 administration, .4 teaching. Projection: $95,000.

Newly announced retirements: $127,000.

Central office support staff: $55,000. Primarily part time and contracted support.

$55,000 end of year surplus savings in salary account.

$165,000 pre-spending from this year's budget to purchase required items for next year.

Reduction of one elementary teaching position, suggested that class sizes could be increased by reducing a teaching position or the alternative of considering the return of Roger Wolcott to the Town. Projected savings $65,000.

Reduction of second elementary teaching position: $65,000.

Reduction of software package: Projected savings $8,000.

Mileposts reduction in rate: $13,000.

Dr. Cooke and Dr. Villar answered subsequent questions.

Motion by Kristin Ingram to eliminate the two FLES positions at $72,500 each, return Roger Wolcott to the town, and reduce the pre-spending plan amount by $65,000. No second.

Motion by Darlene Klase to accept the budget as identified by Dr. Villar that includes the elimination of one classroom teacher and the return of Roger Wolcott to the Town of Windsor. No second.

Motion to Amend Failed: To amend the motion from: "That the Board accept the recommendations of the Superintendent with the following clarifications: that Roger Wolcott be returned and one instructional coach be eliminated." to: "That the Board accept the recommendations of the Superintendent with the following clarifications: that Roger Wolcott be returned to the Town and one classroom teacher be eliminated." failed with a motion by Mrs. Doreen Richardson and a second by Mr. Richard O'Reilly.

Ms. Pam DiGiore	No
Mrs. Kristin Ingram	No
Ms. Darleen Klase	No
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Yes
Mr. Paul Panos	No
Mrs. Doreen Richardson	No
Ms. Cristina Santos	No
Mr. Kenneth Williams	Absent

Motion to Amend Failed: To amend the motion from: "To accept the budget as identified by Dr. Villar that includes the following amendments: the elimination of the FLES program and the return of Roger Wolcott to the Town of Windsor" to: "To eliminate one elementary teaching position, keep Roger Wolcott and that $109,000 be removed by switching the AG back to the way it was before the E&E." failed with a motion by Mr. Paul Panos and a second by Mrs. Kristin Ingram.

Ms. Pam DiGiore	No
Mrs. Kristin Ingram	Yes
Ms. Darleen Klase	No
Mr. Leonard Lockhart	No
Mr. Richard O'Reilly	No
Mr. Paul Panos	Yes
Mrs. Doreen Richardson	No
Ms. Cristina Santos	Yes
Mr. Kenneth Williams	Absent

Motion to Amend Failed: To amend the motion from: "That the Board accept the recommendations of the Superintendent with the following clarifications: that Roger Wolcott be returned and one instructional coach be eliminated." to: "That the Board accept the Superintendent's recommended budget with the following proposed cuts: the return of Roger Wolcott to the town and the elimination of one elementary classroom teacher." failed with a motion by Mrs. Doreen Richardson and a second by Mr. Richard O'Reilly.

Ms. Pam DiGiore No
Mrs. Kristin Ingram No
Ms. Darleen Klase No
Mr. Leonard Lockhart No
Mr. Richard O'Reilly No
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Absent

Motion to Amend Passed: To amend the motion from: "Accept the main recommendations of the Superintendent in the left column with the proviso that FLES is eliminated" to: "Accept the main recommendations of the Superintendent in the left column with the following changes: eliminate the two FLES positions at the elementary level, return Roger Wolcott to the town, reduce the line item for pre-spending based on anticipated surplus from $165,000 to $100,000" passed with a motion by Mrs. Kristin Ingram and a second by Ms. Darleen Klase.

Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart No
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Absent

Motion Passed: Accept the main recommendations of the Superintendent in the left column with the following changes: eliminate the two FLES positions at the elementary level, return Roger Wolcott to the town, reduce the line item for pre-spending based on anticipated surplus from $165,000 to $100,000 passed with a motion by Mrs. Kristin Ingram and a second by Mr. Richard O'Reilly.

Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Absent

4. Announcements

5. Adjournment

Discussion:
Meeting adjourned at 9:48 p.m.

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor Board of Education Special Meeting
Unapproved Minutes

Monday, June 3, 2013 5:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the June 3, 2013 Windsor Board of Education Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 5:30 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Updated Attendance:
Mr. Leonard Lockhart was updated to absent at: 6:30 PM
Mrs. Kristin Ingram was updated to absent at: 7:30 PM

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order at 5:30 PM. Superintendent Jeffrey A. Villar and Meeting Facilitator Mary Broderick were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Board of Education will engage in self-evaluation with possible action. Executive session anticipated.

Discussion:
The Board reviewed the self-evaluation tool results and discussed individual components.

4. Adjournment

Motion Passed: Move to adjourn the meeting at 9:40 PM passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor BOE Curriculum Committee Meeting
Unapproved Minutes

Wednesday, June 5, 2013 4:30 PM
Curriculum Committee, L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the June 5, 2013 Windsor BOE Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:
Mrs. Kristin Ingram
Ms. Darleen Klase
Ms. Cristina Santos

Absent Board Members:
Mrs. Doreen Richardson

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Cristina Santos, BOE Curriculum Chairperson, called the meeting to order at 4:32 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., and Assistant Superintendent for Instructional Services, Mary Anne Butler.

2. Audience to Visitors

Discussion:
None.

3. Anatomy/Physiology Curriculum

Discussion:
Christine Tedisky, Science Curriculum Supervisor, stated the course has been change to a full year course in order to explore the content more deeply. It is organized in a thematic manner incorporating a multi-media approach, case studies, large group discussions and experiments.

4. Language Arts Curricula--Grades 2,3,4

Discussion:
Tracie Peterson, K-8 Literacy Supervisor, stated all curricula is based on the Common Core State Standards. There are fewer units in younger grades to give sufficient time to accomplish goals. At the intermediate level, content shifts away from a phonics foundation to students taking ownership of reading, learning summarizing and retelling of a story, and focusing on major points.

5. Introduction to Spanish Curriculum

Discussion:
Cindy Nolan, Sage Park Middle School World Language teacher, presented this half-year Spanish course based on 7th grade curriculum with more visuals, technology, and projects. This course will facilitate all students an opportunity to take Spanish which was impaired due to scheduling and supplemental interventions.

6. Spanish 4 Curriculum

Discussion:
Blanca Jaramillo, Windsor High School World Language Teacher Leader, spoke about changes made to curriculum to coincide with new Spanish 4 textbook, *Avancemos*.

7. Conversational Spanish (Semester 1) Curriculum

Discussion:
Blanca Jaramillo stated this full-year course fulfills the need for a World Language elective. It explores the Spanish world, origins, culture, basic conversation skills, numbers, days of week, and small dialogues by incorporating technology using teacher-created material.

8. Military History Curriculum

Discussion:
Tangular Irby, Social Studies Curriculum Supervisor, explained this course was created due to student and teacher interest. The content is focused from 1890 to present, with a majority of the content based on World War II to the present day war on terror. This is a general college prep class, utilizing technology, differentiated instruction, field trips, role-playing and creative activities.

9. Fashion Merchandising Curriculum

Discussion:
Deborah Maccarone, Career and Technology Curriculum Supervisor, spoke about this year-long course that focuses on the retailing aspects of the world of fashion. The course incorporates building an understanding of the textile field, providing an introduction to product development and manufacturing and giving students an opportunity to practice retailing skills. It will prepare students for a post-secondary education and career opportunities.

10. CAD/CAM Curriculum

Discussion:
This course came about because of interest expressed through job fairs and a need for people to fill jobs with CAD/CAM skills. The culminating project is to bring a car to a competition, requiring critical thinking to have all components work together.

11. Young Adult Literature Curriculum

Discussion:
Bonnie Fineman, English Department Chairperson, stated the same process was followed for this course as with core courses. It contains a critical reading and writing focus, is aligned with 11 and 12 grade standards, but grades 9 and 10 can take it for enrichment, if they choose. Students will read high interest texts.

12. Math-Grade 6 Curriculum

Discussion:
Tom Baird, Mathematics Curriculum Supervisor, stated parts of the mathematics curriculum deviated from state standards in some ways; 6th grade deviates on the division unit. A balance was created between concepts and procedures and the course includes performance assessments.

13. Geometry Curriculum

Discussion:
Tom Baird stated the curriculum is aligned to the Common Core State Standards. The Geometry curriculum provides opportunities for group work and collaboration with flexible grouping.

14. Algebra II Curriculum

Discussion:
Tom Baird stated the curriculum essentially covers functions with long, involved units. Several assessments are graded with the NEASC rubric.

15. Adjournment

Discussion:
All curricula will be presented at the Regular BOE Meeting on June 18, 2013 as a first reading with a request to waive the second reading.
Cristina Santos adjourned the meeting at 6:48 p.m.

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Cristina Santos, BOE Curriculum Chairperson
Windsor Board of Education

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