

**NEW MILFORD BOARD OF EDUCATION**  
**New Milford Public Schools**  
**25 Sunny Valley Road, Suite A**  
**New Milford, Connecticut 06776**



**BOARD OF EDUCATION**  
**MEETING NOTICE**

**DATE: May 21, 2024**  
**TIME: 7:00 P.M.**  
**PLACE: Sarah Noble Intermediate School – Library Media Center**

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. PUBLIC COMMENT**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. IDEAL STUDENT RECOGNITION: Sarah Noble Intermediate School**

**4. RETIREE RECOGNITION**

**5. PTO REPORT**

**6. STUDENT REPRESENTATIVES REPORT**

**7. APPROVAL OF MINUTES**

- A. Approval of the following Board of Education Meeting Minutes:
  - 1. Regular Meeting Minutes April 30, 2024

**8. SUPERINTENDENT'S REPORT**


**9. SUBCOMMITTEE REPORTS**

- A. Policy
- B. Committee on Learning
- C. Facilities
- D. Operations

**10. BOARD CHAIRMAN'S REPORT**

**11. DISCUSSION AND POSSIBLE ACTION**

- A. Projected End of Year Balance
- B. End of Year Projects
- C. Monthly Reports
  - 1. Budget Position dated April 30, 2024
  - 2. Purchase Resolution D-782
  - 3. Request for Budget Transfers

RECEIVED  
TOWN CLERK  
2024 MAY 17 P 2:55  
NEW MILFORD, CT  


- D. Bid Award – RFP E-2324-008 Special Education Opportunity Review
- E. Healthy Food Certification (HFC) Statement for School Year 2024-25
- F. Curriculum
  - 1. Computer Science I
  - 2. Computer Science II
  - 3. Communication Arts I
  - 4. Communication Arts II
  - 5. General Music 6
  - 6. General Music 7
  - 7. General Music 8
  - 8. Introduction to Acting
  - 9. Introduction to Digital Media

**12. ITEMS OF INFORMATION**

- A. Employment Report - May 2024
- B. Enrollment Report - May 21, 2024
- C. NMHS Update
  - 1. Roof
- D. Central Office Update
- E. Field Trip Report
- F. Gifts and Donations
- G. IDEA FY 2025 Grant
- H. PEP Grant

- 13.** Discussion and possible action regarding written attorney-client privileged communication relating to student transportation contract. Executive session anticipated.

**14. ADJOURN**

**New Milford Board of Education**

**Meeting Minutes**

**April 30, 2024**

**Sarah Noble Intermediate School Library Media Center**

RECEIVED  
TOWN CLERK

2024 MAY -2 A 9:18

NEW MILFORD, CT

Present:	Mrs. Wendy Faulenbach, Chairperson Mrs. Leslie Sarich Mrs. Tammy McInerney Mr. Tom O'Brien Mr. Dean Barile Mr. Eric Hansell Mrs. Sarah Herring
Absent:	Mr. Brian McCauley

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Jeffrey Turner, Director of Technology Mrs. Teresa Kavanagh, Director of Human Services Mr. Anthony Giovannone, Director of Fiscal Services and Operations
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1.	A.	<b>Call to Order</b> Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 7:00 pm by Mrs. Wendy Faulenbach, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> Pledge of Allegiance
2.	A.	<b>Public Comment</b> Carolyn Hyde of 31 Brookview Lane stated she wanted to discuss the recent curriculum change to World Language at Schaghticoke. She stated her twin daughters were excited for the opportunity to take Spanish. The communications class taking the place of the world language class seems a lot like another ELA class. Mrs. Hyde stated most area schools begin a second language in the classroom as early as 1st grade. She stated she understands there are teacher shortages but feels New Milford gave up on the students. She asked the Board to consider other electives and suggested they ask the students what classes they would like to take. Mrs. Hyde concluded with positive comments for Principal Scoralick.	<b>Public Comment</b>

## Meeting Minutes

April 30, 2024

Sarah Noble Intermediate School Library Media Center

3.		<p><b>IDEAL STUDENTS RECOGNITION</b></p> <p>Dr. Parlato stated tonight there will be a presentation from the students of Litchfield Hills Transition Center (LHTC). The Sarah Noble Intermediate School presentation will be next month.</p> <p>Dr. Parlato introduced the students from the LHTC. The presenters were Joshua, Samuel, and Abigail. Abigail stated the LHTC students learned about the different recyclable items and how to recycle them. Samuel stated stretchy plastic can be recycled into a composite bench. Joshua stated they need 1,000 lbs of stretchy plastic to build the bench and need it within 12 months. He explained they went around to area schools, the Youth Agency, Camella's Cupboard, Vision Designs, the PTOs, and other organizations. To date they have collected 361.86 lbs.</p> <p>Dr. Parlato then presented the students with certificates recognizing them for Focus and Collaboration.</p>	<p><b>IDEAL STUDENTS RECOGNITION</b></p>
4.		<p><b>PTO REPORT</b></p> <p>Mrs. Byrd stated all the schools are working to help with their Field Days. The 2nd and 5th grade send offs are being planned. Bus driver appreciation for all schools is coming up as well as a few year-end assemblies.</p>	<p><b>PTO REPORT</b></p>
5.		<p><b>STUDENT REPRESENTATIVES REPORT</b></p> <p>There was none.</p>	<p><b>STUDENT REPRESENTATIVES REPORT</b></p>
6.	A.	<p><b>APPROVAL OF MINUTES</b></p> <p>Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> <li>1. Regular Meeting Minutes March 19, 2024</li> </ol> <p><i>Mr. O'Brien moved to approve the Regular Meeting Minutes March 19, 2024. Seconded by Mr. Hansell. Vote passed unanimously.</i></p>	<p><b>APPROVAL OF MINUTES</b></p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> <li>1. Regular Meeting Minutes March 19, 2024</li> </ol> <p>Motion made and passed to approve the Regular Meeting Minutes March 19, 2024.</p>



7.	<p><b>SUPERINTENDENT'S REPORT</b></p> <p>Dr. Parlato stated it is a busy time of year. Students have been visiting their next grade level, and there have been school dances and celebrations. Dr. Parlato stated she continues to see hard work from students and staff as the school year comes to a close. One of her focuses has been to look at the types of tasks students complete during class time to see how students demonstrate their learning in a variety of ways. She stated she believes this is an important area to focus on to ensure students receive different options of learning. Currently she is doing instructional rounds with a focus on students' tasks, which will be completed at all five schools in the fall.</p>	<p><b>SUPERINTENDENT'S REPORT</b></p>
8.	<p><b>SUBCOMMITTEE REPORTS</b></p> <p><b>A. Policy</b></p> <p>Mrs. Sarich stated the Items of Information gives an idea of where Policy stands. The 3000, 4000, and 5000 series have been completed. She stated Board members should look at the 9000 series carefully in case there are changes they want to suggest later.</p> <p><b>B. Committee on Learning</b></p> <p>Mrs. McInerney explained the proposed alternate pilot program at the high school. Some high school students are not meeting expectations, and this program provides an alternative pathway to graduation. It is planned to launch in the fall with room for up to 25 students from grades 10-12. The Social Studies curriculum is being rewritten and modernized. Naviance will be introduced in middle school starting in 6th grade with a focus on self discovery and segue into high school, where students eventually can use Naviance to apply for college, search available scholarships, schedule college rep visits, etc. The high school is working with the IT department to provide parental access to Naviance and is working to ensure special education students are also engaging with the program. The formal process for proposing new courses has been documented.</p>	<p><b>SUBCOMMITTEE REPORTS</b></p> <p><b>A. Policy</b></p> <p><b>B. Committee on Learning</b></p>

## Meeting Minutes

April 30, 2024

Sarah Noble Intermediate School Library Media Center

	<p><b>C. Facilities</b> Mr. O'Brien stated there is no new information regarding the high school roof project, and there are still leaks happening. There is no decision yet regarding the missing fasteners and clips. They are waiting on the dust collector for the high school woodshop and it should be up and running in the fall. Belfor Restorations is complete. The high school gym floor is on schedule to be refinished and repainted. The SNIS oil tank will be resolved this summer. It will either be removed or permanently closed. There is no new info regarding Central Office.</p> <p><b>D. Operations</b> Mr. Hansell thanked Mrs. Faulenbach for covering the recent meeting. There are transfer requests that will be discussed later in the meeting.</p>	<p><b>C. Facilities</b></p> <p><b>D. Operations</b></p>
9.	<p><b>BOARD CHAIRMAN'S REPORT</b> Mrs. Faulenbach stated the negotiations committee has begun their work, and that there are three bargaining units in negotiations. Once an agreement has been made with each unit, it will come to the Board. She is considering a Board workshop before the end of the year. Busing has been frustrating and The Board recognizes this. The district works with the bus company daily and when there is a late bus issue, the district gets the information out as soon as it is received. There is a new collective bargaining agreement with the bus company and drivers, and she hopes it will lead to more competitive wages. In the meantime, they are working to come up with other solutions. Mrs. Faulenbach thanked the bus drivers who serve the students every day. On May 7th there is a town meeting scheduled regarding the Board of Education and Town budgets. The Board of Finance will set a referendum date, which should be towards the end of May. She encourages the community to come out to vote and support the budgets.</p>	<p><b>BOARD CHAIRMAN'S REPORT</b></p>
10.	<p><b>A. DISCUSSION AND POSSIBLE ACTION</b> <b>Monthly Reports</b></p> <ol style="list-style-type: none"> <li>1. Budget Position dated March 31, 2024</li> <li>2. Purchase Resolution: D-781</li> <li>3. Request for Budget Transfers</li> </ol>	<p><b>DISCUSSION AND POSSIBLE ACTION</b> <b>A. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>1. Budget Position dated March 31, 2024</li> </ol>

	<p><b>Budget Position dated March 31, 2024:</b>  No discussion.</p> <p><b>Purchase Resolution: D-781:</b>  No discussion.</p> <p><b>Request for Budget Transfers:</b>  Mr. Giovannone asked the Board to accept the 2nd transfer labeled District-2, but not District-1 for legal services. Mr. Giovannone explained when looking at the retainer, the previous month's report showed an encumbrance that did not match the retainer on file with Pullman &amp; Comley. The Munis report showed we were artificially overdrawn on the line. There is still money for legal services. That encumbrance is usually reconciled on a quarterly basis, however, as of the report dated March 31, it was not reconciled. This led to the legal services line showing as overdrawn even though it was not. He asked to rescind the transfer labeled District-1.</p> <p><i>Mrs. McInerney moved to approve monthly reports: Budget Position dated 03/31/24; Purchase Resolution: D-781; and Request for Budget Transfers. Seconded by Mrs. Sarich. Vote passed unanimously.</i></p>	<p><b>2. Purchase Resolution: D-781</b></p> <p><b>3. Request for Budget Transfers</b></p>
<b>B.</b>	<p><b>Policies Recommended for Initial Review</b></p> <p><b>1. 6200 Adult Education</b>  No discussion.</p>	<p><b>B. Policies Recommended for Initial Review</b></p> <p><b>1. 6200 Adult Education</b></p>
<b>C.</b>	<p><b>Discussion and possible action regarding non-renewal of non-tenured teacher contracts.</b>  Dr. Parlato stated this is a reduction in force of non-tenured teachers. With the loss of ESSER funds and reductions of funds, there were 9.5 positions that had to be reduced. With retirements and resignations, the reduction number now affects four people. Retirements or resignations between now and August could lead to further openings. Legally, the staff members must be notified by May 1st. Mr. Barile asked if the staff being reduced had to be properly certified in any openings that may come between now and August. Dr. Parlato stated yes.</p>	<p><b>C. Discussion and possible action regarding non-renewal of non-tenured teacher contracts.</b></p>

		<i>Mr. Hansell moved that the contract of employment of each non-tenured teacher listed on the Exhibit A reviewed by the Board be non-renewed upon the expiration of the 2023-24 school year and further moved that the Superintendent of Schools advise such impacted individuals of such action. Seconded by Mr. Barile. Vote passed unanimously.</i>	Motion made that the contract of employment of each non-tenured teacher listed on the Exhibit A reviewed by the Board be non-renewed upon the expiration of the 2023-24 school year and further moved that the Superintendent of Schools advise such impacted individuals of such action. Motion passed unanimously.
11.	<div><div>A.</div><div><div>ITEMS OF INFORMATION</div><div>Regulation Updates</div><div><div>1. 3240 R Administrative Regulations Regarding Tuition Fees</div><div>2. 3451 R Administrative RegulationsRegarding Petty Cash Funds</div><div>3. 3453 R Administrative Regulations Regarding School Activity Accounts</div></div></div></div> <div><div>B.</div><div><div>Policy Review Scorecard: Audit Update</div><div>A Series Completed</div><div><div>1. 2000—Administration</div><div>2. 4000—Personnel</div><div>3. 5000—Students</div><div>4. 6000—Instruction</div></div></div></div> <div><div>C.</div><div><div>Series Completed Pending Approval of Policies at April Board of Education Meeting</div><div>1. 3000--Business</div></div></div> <div><div>D.</div><div><div>Work in Progress</div><div><div>1. 1325 Advertising and Promotion</div><div>2. Review of Series 9000—Board of Education (Bylaws)</div><div>3. Ongoing Legislative Updates from Shipman &amp; Goodwin</div><div>4. Regulation Development for Some</div></div></div></div> <div><div>ITEMS OF INFORMATION</div><div>A. Regulation Updates</div><div><div>1. 3240 R Administrative Regulations Regarding Tuition Fees</div><div>2. 3451 R Administrative Regulations Regarding Petty Cash Funds</div><div>3. 3453 R Administrative Regulations Regarding School Activity Accounts</div></div></div> <div><div>B. Policy Review Scorecard: Audit Update</div><div>A Series Completed</div><div><div>1. 2000—Administration</div><div>2. 4000—Personnel</div><div>3. 5000—Students</div><div>4. 6000—Instruction</div></div></div> <div><div>C. Series Completed Pending Approval of Policies at April Board of Education Meeting</div><div>1. 3000--Business</div></div> <div><div>D. Work in Progress</div><div><div>1. 1325 Advertising and Promotion</div><div>2. Review of Series 9000—Board of Education (Bylaws)</div></div></div>		

Meeting Minutes

April 30, 2024

Sarah Noble Intermediate School Library Media Center

	<p>Mrs. Faulenbach stated for above items A-D, regulation is the structure that stands behind the policy and how it is governed. This shows all of the work that has been done with revising the policies.</p> <p>Mrs. McInerney asked if Board members have questions about, or suggested amendments to, the 9000 series, should they reach out to Mrs. Faulenbach and Mrs. Sarich. Mrs. Faulenbach answered yes.</p>	<p><b>3. Ongoing Legislative Updates from Shipman &amp; Goodwin</b></p> <p><b>4. Regulation Development for Some Deleted Policies</b></p>
<b>E.</b>	<p><b>Employment Report April 2024</b></p> <p>Mrs. Kavanaugh stated they are hiring 3 custodians, 2 secretaries and 2 paraprofessionals. Retirees will be recognized in May.</p>	<b>E. Employment Report</b>
<b>F.</b>	<p><b>Enrollment Report - April 1, 2024</b></p> <p>Dr. Parlato stated it is stable.</p>	<b>F. Enrollment Report</b>
<b>G.</b>	<p><b>NMHS Update</b></p> <ol style="list-style-type: none"> <li><b>1. Roof</b></li> <li><b>2. Gym Floor</b></li> </ol> <p>No discussion.</p>	<p><b>G. NMHS Update</b></p> <ol style="list-style-type: none"> <li><b>1. Roof</b></li> <li><b>2. Gym Floor</b></li> </ol>
<b>H.</b>	<p><b>Central Office Update:</b></p> <p>No discussion.</p>	<b>H. Central Office Update</b>
<b>I.</b>	<p><b>Field Trip Report</b></p> <p>Dr. Parlato stated the high school chorus will sing the National Anthem at Yankee Stadium this Friday.</p>	<b>I. Field Trip Report</b>
<b>J.</b>	<p><b>Gifts and Donations</b></p> <p>Dr. Parlato stated there were none.</p>	<b>J. Gifts and Donations</b>
<b>K.</b>	<p><b>April Fundraising Report</b></p> <p>Dr. Parlato stated the PTOs and clubs are working hard to raise money.</p>	<b>K. April Fundraising Report</b>
<b>L.</b>	<p><b>Excess Cost</b></p> <p>Mr. Giovannone stated excess cost reimbursement is from the State Department of Education for when the district spends over 4.5x the per pupil expenditure. He received the first of two payments,</p>	<b>L. Excess Cost</b>

		which is approximately 75% of the entire year. There are expenses for out of district placement that they have not fully expended. In order to meet that revenue expectation, the district would have had to expend all the money, and currently it has not. The district cannot get money back on reimbursements that have not been paid out. The second payment will be received in the next two weeks. Once it has been received, he will have more information and will update the Board.	
12.	<p>A.</p> <p><b>DISCUSSION AND POSSIBLE ACTION</b> <b>Sherman high school student tuition agreement. Executive session anticipated.</b></p> <p><i>Mrs. McInerney moved to enter into Executive Session for discussion of the Sherman High School student tuition agreement, and invited into the session the Board, Superintendent Dr. Janet Parlato, and Director of Finance Mr. Anthony Giovannone. Seconded by Mr. Hansell. Vote passed unanimously.</i></p> <p><i>The Board entered Executive Session at 7:37 pm.</i></p> <p><i>The Board returned from Executive Session at 7:47 pm.</i></p> <p><i>Mrs. Sarich moved to approve the Sherman High School tuition agreement, effective July 1, 2024. Seconded by Mr. Barile. Vote passed unanimously.</i></p> <p>B.</p> <p><b>Discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. Executive session anticipated.</b></p> <p><i>Mr. O'Brien moved to enter into Executive Session for the purpose of discussion and possible action</i></p>	<p><b>DISCUSSION AND POSSIBLE ACTION</b> <b>A. Sherman high school student tuition agreement. Executive session anticipated.</b></p> <p>Motion made to enter into executive session for the purpose of discussion of the Sherman High School student tuition agreement, and invited into the session the Board, Superintendent Dr. Janet Parlato and Director of Finance Mr. Anthony Giovannone. Motion passed unanimously.</p> <p>Motion made to approve the Sherman High School tuition agreement, effective July 1, 2024. Motion passed unanimously.</p> <p><b>B. Discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. Executive session anticipated.</b></p> <p>Motion made to enter into Executive Session for the purpose</p>	

		<p><i>regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School, and invited into the session the Board, Superintendent Dr. Janet Parlato, Mrs. Teresa Kavanaugh, and the candidate. Seconded by Mrs. Sarich. Vote passed unanimously.</i></p> <p><i>The Board entered Executive Session at 7:48pm.</i></p> <p><i>Candidate entered Executive Session at 8:12 pm.</i></p> <p><i>Candidate exited Executive Session at 8:34 pm.</i></p> <p><i>The Board returned from Executive Session at 8:37pm.</i></p> <p><i>Mr. O'Brien moved to approve the candidate for Assistant Principal for Schaghticoke Middle School, with a start date of July 1, 2024. Seconded by Mr. Hansell. Vote passed unanimously.</i></p>	<p>of discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School, and invited into the session the Board, Superintendent Dr. Janet Parlato, Mrs. Teresa Kavanaugh, and the candidate. Motion passed unanimously.</p> <p>Motion made to approve the Assistant Principal for Schaghticoke Middle School, with a start date of July 1, 2024. Motion passed unanimously.</p>
<b>13.</b>		<p><b>ADJOURN</b></p> <p><i>Mrs. McInerney moved to adjourn the meeting at 8:38 p.m. Seconded by Mr. Barile. Vote passed unanimously.</i></p>	<p><b>ADJOURN</b></p> <p>Motion made to adjourn the meeting at 8:38 p.m. Motion passed unanimously.</p>

Respectfully submitted:



Tammy McInerney  
Secretary  
New Milford Board of Education





Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3A  
Operations Sub-Committee  
May 2024

TO: Dr. Janet Parlato, Superintendent  
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations  
Date: May 8, 2024  
RE: Projected End of Year Balance

The chart below states the Budget Position as of 4/30/24 and then projects what we believe to be the Fiscal Year End balance that we will end the 2023-24 year with taking into consideration all known variables with the exception of any year end projects that might get approved. The amounts shown constitute a projection only and are certain to change as we move closer to fiscal year end. It is the best attempt at this time, with present data, to project where the 2023-24 Operating Fiscal Year End Balance may land.

MAJOR OBJECT CODE	AVAILABLE BALANCE 4/30/24	PROJECTED END BALANCE FOR 6/30/24
SALARIES	\$1,071,579	\$701,896
BENEFITS	\$479,415	\$245,963
PROFESSIONAL SERVICES	\$616,485	\$389,056
PROPERTY SERVICES	\$174,740	\$117,012
OTHER SERVICES	\$438,145	\$281,421
SUPPLIES	\$218,289	\$151,068
CAPITAL	\$17,143	\$0
DUES AND FEES	\$225	\$0
REVENUE	(\$877,079)	(\$456,660)
<b>TOTAL AMOUNT</b>	<b>\$2,138,942</b>	<b>\$1,429,756</b>

Historically, any amount unspent at the end of the fiscal year is at the Board's discretion to request of the Town Council and Board of Finance, that such funds be put into one of the following accounts (outside of COVID) pending the final audit:

- **Capital Reserve account for projects.** A revised and updated 5 year capital plan will be presented over the summer to show the needs across the district to fund improvements and maintain existing systems.
- **Contribution towards Turf Field Replacement.** Both the Town and the Board of Education have been working together by funding the eventual replacement of this asset when needed.

This month and next, projects may be brought forward for the Board of Education to consider using a portion of the projected 2023-24 Operating Fiscal Year End Balance to complete. Those projects are not included in the year end balance projection chart above. Also, it is important to note that any approved purchases of goods or authorized service projects would need to be received and completed along with proper billing before June 30th, 2024. The 2nd page of this memo contains the 10 year history of fiscal year end balances for the Board of Education.



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3A  
Operations Sub-Committee  
May 2024

10 YEAR BOE HISTORY OF FISCAL YEAR-END BALANCES				
Budget Year	Total Budget	End of Year Balance	% of Budget	10 Year Average
2022/2023	\$67,767,289	\$1,668,696	2.46%	1.98%
2021/2022	\$65,846,024	\$3,017,825	4.58%	
2020/2021	\$64,464,776	\$3,098,775	4.81%	
2019/2020	\$64,040,692	\$2,910,100	4.54%	
2018/2019	\$63,010,586	\$365,213	0.58%	
2017/2018	\$62,810,586	\$327,903	0.52%	
2016/2017	\$61,686,660	\$194,315	0.32%	
2015/2016	\$61,178,808	\$264,406	0.43%	
2014/2015	\$60,961,778	\$237,262	0.39%	
2013/2014	\$59,634,148	\$680,562	1.14%	

Sincerely,  
Anthony J. Giovannone  
Director of Fiscal Services and Operations



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3B  
Operations Sub-Committee  
May 2024

**TO: Dr. Janet Parlato, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: May 9, 2024**  
**RE: End of Year Projects**

---

Last month at the April meeting(s), we indicated that we would bring forward items and projects for the Board of Education (BOE) to consider utilizing a portion of the projected 2023-24 Operating Fiscal Year End Balance in order to complete. It is important to note that any approved purchases of goods or services stemming from authorized projects would need to be received and completed along with proper billing before June 30th, 2024.

This month, presented as part of the Purchase Resolution D782 report, are items that are included for consideration as end of year projects. These year end projects appear as separated items on the Purchase Resolution D782 in the chart on the lower section of the page. These would need to be approved separately to move forward with these items. The amounts shown reflect an amount not to exceed and are not exact. Some of these projects, even if approved by the BOE, may not come to fruition if vendors are unable to supply items or services before June 30th, 2024.

All relevant Department Heads will be available to speak to these requests in person at both the Operations Subcommittee on 5/14/24 as well as the full Board of Education meeting on 5/21/24.

There is also the potential that next month (June) an additional set of projects might be recommended for consideration as year end projects if time and funding allow.

*Sincerely,*  
*Anthony J. Giovannone*  
*Director of Fiscal Services and Operations*



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	31,945,654	0	31,945,654	24,571,870	6,846,915	526,868	98.35%
100'S	SALARIES - NON CERTIFIED	10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%
200'S	BENEFITS	11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%
300'S	PROFESSIONAL SERVICES	4,190,999	100,766	4,291,765	2,971,519	703,761	616,485	85.64%
400'S	PROPERTY SERVICES	966,567	0	966,567	661,681	130,146	174,740	81.92%
500'S	OTHER SERVICES	10,646,901	25,435	10,672,336	8,239,871	1,994,322	438,144	95.89%
600'S	SUPPLIES	2,785,432	-3,000	2,782,432	1,915,725	648,418	218,289	92.15%
700'S	CAPITAL	117,648	0	117,648	82,434	18,070	17,143	85.43%
800'S	DUES AND FEES	95,448	0	95,448	95,223	0	225	99.76%
900'S	REVENUE	-2,213,525	0	-2,213,525	-1,336,446	0	-877,079	60.38%
GRAND TOTAL		70,725,653	0	70,725,653	55,245,650	13,570,090	2,138,942	97.30%

## SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	536,509	0	536,509	361,063	-31,907	207,353	61.35%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122	0	2,252,122	1,805,437	446,685	0	100.00%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000	0	984,000	1,213,029	0	0	123.28%
51210	SALARIES - NON CERT - SECRETARY	2,214,497	0	2,214,497	1,755,791	366,048	92,658	95.82%
51225	SALARIES - NON CERT - TUTORS	260,695	-22,435	238,260	146,167	19,737	72,356	69.63%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422	0	2,002,422	1,645,818	339,583	17,021	99.15%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597	0	1,001,597	742,873	131,095	127,629	87.26%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386	0	524,386	407,353	89,339	27,694	94.72%
51336	SALARIES - NON CERT - NURSES	494,475	-100,766	393,709	342,484	51,225	0	100.00%
TOTAL		10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%

## BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016	0	635,016	482,869	0	152,147	76.04%
52201	BENEFITS - MEDICARE	547,443	0	547,443	462,848	0	84,595	84.55%
52300	BENEFITS - PENSION	1,025,142	0	1,025,142	1,025,142	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	34,650	0	34,650	34,189	0	461	98.67%
52810	BENEFITS - HEALTH INSURANCE	9,044,200	0	9,044,200	7,059,034	1,758,081	227,085	97.49%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	74,703	30,297	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000	0	128,000	100,386	27,614	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375	0	400,375	384,586	662	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654	0	31,945,654	24,571,870	6,846,915	526,868	98.35%
51200	NON-CERTIFIED SALARIES	10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%
52000	BENEFITS	11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%
53010	LEGAL SERVICES	265,000	0	265,000	143,911	121,089	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	42,708	0	32,292	56.94%
53200	PROFESSIONAL SERVICES	2,458,546	100,766	2,559,312	1,677,103	432,022	450,187	82.41%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	2,595	0	105	96.11%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	6,537	0	4,963	56.84%
53220	IN SERVICE	113,450	0	113,450	79,050	6,991	27,409	75.84%
53230	PUPIL SERVICES	610,783	0	610,783	425,757	118,825	66,201	89.16%
53300	OTHER PROF/ TECH SERVICES	37,910	0	37,910	17,655	2,648	17,607	53.56%
53310	AUDIT/ACCOUNTING	43,313	0	43,313	43,313	0	0	100.00%
53500	TECHNICAL SERVICES	223,047	0	223,047	196,472	11,589	14,985	93.28%
53530	SECURITY SERVICES	231,700	0	231,700	221,103	10,597	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,050	0	118,050	115,314	0	2,736	97.68%
54101	CONTRACTUAL TRASH PICK UP	81,720	0	81,720	78,873	2,847	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287	0	483,287	390,821	64,015	28,451	94.11%
54302	FIRE / SECURITY MAINTENANCE	1,700	0	1,700	0	1,700	0	100.00%
54303	GROUPS MAINTENANCE	12,200	0	12,200	3,948	200	8,052	34.00%
54310	GENERAL REPAIRS	39,070	0	39,070	15,536	6,351	17,183	56.02%
54320	TECHNOLOGY RELATED REPAIRS	43,163	0	43,163	17,609	10,915	14,639	66.08%
54411	WATER	68,195	0	68,195	44,337	22,258	1,600	97.65%
54412	SEWER	14,300	0	14,300	14,300	0	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	222,932	0	222,932	96,258	21,860	104,814	52.98%
55100	PUPIL TRANSPORTATION - OTHER	220,595	0	220,595	195,035	25,560	0	100.00%
55101	PUPIL TRANS - FIELD TRIP	23,000	0	23,000	20,617	2,383	0	100.00%
55110	STUDENT TRANSPORTATION	5,931,003	0	5,931,003	4,538,871	1,306,796	85,336	98.56%
55200	GENERAL INSURANCE	315,645	22,435	338,080	338,080	0	0	100.00%
55300	COMMUNICATIONS	26,396	0	26,396	26,396	0	0	100.00%
55301	POSTAGE	32,700	0	32,700	13,156	19,055	489	98.51%
55302	TELEPHONE	44,342	0	44,342	44,342	0	0	100.00%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	8,000	3,000	11,000	8,203	1,155	1,643	85.07%
55505	PRINTING	28,810	0	28,810	9,057	7,405	12,348	57.14%
55600	TUITION - TRAINING	30,000	0	30,000	1,038	0	28,963	3.46%
55610	TUITION - PUBLIC PLACEMENTS	1,265,684	0	1,265,684	946,847	148,853	169,984	86.57%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461	0	2,676,461	2,087,193	482,045	107,223	95.99%
55800	TRAVEL	44,265	0	44,265	11,036	1,069	32,160	27.35%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426	-242	175,184	116,157	21,425	37,602	78.54%
56110	INSTRUCTIONAL SUPPLIES	423,105	948	424,053	315,771	34,197	74,085	82.53%
56120	ADMIN SUPPLIES	32,418	0	32,418	15,844	5,019	11,555	64.36%
56210	NATURAL GAS	241,956	0	241,956	146,941	95,015	0	100.00%
56220	ELECTRICITY	1,028,987	0	1,028,987	579,487	436,110	13,391	98.70%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	226,856	0	226,856	226,463	393	0	100.00%
56260	GASOLINE	40,294	-3,000	37,294	22,865	4,846	9,584	74.30%
56290	FACILITIES SUPPLIES	332,728	0	332,728	286,173	32,675	13,880	95.83%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	6,449	419	9,607	41.69%
56292	UNIFORMS/ CONTRACTUAL	13,222	0	13,222	11,965	754	503	96.19%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	2,861	4,457	18,128	28.76%
56410	TEXTBOOKS	25,979	0	25,979	21,734	2,077	2,167	91.66%
56411	CONSUMABLE TEXTS	82,838	0	82,838	74,346	900	7,592	90.84%
56420	LIBRARY BOOKS	67,171	0	67,171	55,744	9,062	2,365	96.48%
56430	PERIODICALS	13,981	-706	13,275	10,696	455	2,124	84.00%
56460	WORKBOOKS	1,000	0	1,000	27	0	973	2.70%
56500	SUPPLIES - TECH RELATED	33,300	0	33,300	22,203	615	10,483	68.52%
57340	COMPUTERS	48,624	0	48,624	43,890	0	4,734	90.26%
57345	INSTRUCTIONAL EQUIPMENT	61,524	0	61,524	31,737	17,870	11,917	80.63%
57400	GENERAL EQUIPMENT	3,000	0	3,000	2,307	200	493	83.58%
57500	FURNITURE & FIXTURES	4,500	0	4,500	4,500	0	0	100.00%
58100	DUES & FEES	95,448	0	95,448	95,223	0	225	99.76%
<b>EXPENDITURE TOTAL</b>		<b>72,939,178</b>	<b>0</b>	<b>72,939,178</b>	<b>56,582,096</b>	<b>13,570,090</b>	<b>3,016,021</b>	<b>96.18%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489	0	-1,752,489	-1,125,250	0	-627,239	64.21%
43105	MEDICAID REIMBURSEMENT	-68,425	0	-68,425	-87,224	0	18,799	127.47%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	-11,794	0	-43,206	21.44%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-23,178	0	-4,773	82.92%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-59,000	0	-84,800	41.03%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	0	0	-34,660	0.00%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	-10,000	0	-8,400	54.35%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	-20,000	0	-7,800	71.94%
<b>REVENUE TOTAL</b>		<b>-2,213,525</b>	<b>0</b>	<b>-2,213,525</b>	<b>-1,336,446</b>	<b>0</b>	<b>-877,079</b>	<b>60.38%</b>

<b>GRAND TOTAL</b>	<b>70,725,653</b>	<b>0</b>	<b>70,725,653</b>	<b>55,245,650</b>	<b>13,570,090</b>	<b>2,138,942</b>	<b>97.30%</b>
--------------------	-------------------	----------	-------------------	-------------------	-------------------	------------------	---------------

<b>BOE Capital Reserve Acct #43020000-10101</b>	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-20,000
NMHS Woodshop	-233,980
Central Office to SNIS Move	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
<b>*TOTAL AS OF 4/30/24</b>	<b>4,477,494</b>

\*DOES NOT REFLECT PAYMENT OF 2023 OR 2024 BOE PORTION OF ESG PROJECT

<b>Turf Field Replacement Acct Contributions #43020000-10130</b>	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
<b>TOTAL AS OF 4/30/24</b>	<b>628,840</b>





WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

Funding	Location	Vendor Name	Description	Amount	Object
5 YEAR CAPITAL	IT	CDW	NEWLINE 65" SMARTBOARDS (32 UNITS WITH INSTALLATION)	\$ 76,160.00	57340
<b>GRANT</b>	<b>DISTRICT</b>	<b>REBEL INTERACTIVE GROUPS</b>	<b>WEBSITE RENOVATION/ACCOUNT MANAGEMENT</b>	<b>\$ 75,800.00</b>	<b>55500</b>
GENERAL	NMHS	LIBERTY	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 28,000.00	55100
5 YEAR CAPITAL	IT	CDW	DELL XPS LAPTOPS - PLTW SMS (13 UNITS WITH WARRANTY)	\$ 24,180.00	57340
GENERAL	NMHS	COACH TOURS	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 24,000.00	55100
GENERAL	NMHS	CONN SELMER	INSTRUMENT RENTAL CONTRACT PAYMENT FOR 23/24	\$ 23,085.87	54420
<b>GRANT</b>	<b>DOI</b>	<b>EDADVANCE</b>	<b>LEARNING SERVICES FEES &amp; COACHING SUPPORT - SMS</b>	<b>\$ 20,800.00</b>	<b>53300</b>
GENERAL	NMHS	JTR TRANSPORTATION	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 20,000.00	55100
GENERAL	IT	CDW	GOOGLE WORKSPACE FOR EDUCATION PLUS LICENSES	\$ 18,000.00	53500
<b>GRANT</b>	<b>FACILITIES</b>	<b>NORCOM</b>	<b>RADIO &amp; REPEATER UPGRADES AT HPS</b>	<b>\$ 15,272.39</b>	<b>56100</b>
GENERAL	IT	IFS CONSULTING SERVICES	SYAM SOFTWARE ANNUAL MAINTENANCE SUBSCRIPTION	\$ 10,343.00	53500
GENERAL	DOI	EASTCONN	PROFESSIONAL LEARNING SUPPORT CONTRACT - LITERACY	\$ 9,750.00	53220
GENERAL	DISTRICT	ACES	TRANSPORTATION FOR ONE SPED STUDENT THROUGH JUNE 2024	\$ 9,520.00	55110
GENERAL	NMHS	CHESTER TECHNICAL SERVICE	VIRTUOSO SYSTEM LICENSE NMHS LANGUAGE LAB	\$ 9,448.15	53300
GENERAL	DISTRICT	AETNA HEALTH MANAGEMENT	MEDICATE ADVANTAGE PLAN ADMINISTRATION APRIL - JUNE	\$ 7,421.82	52810

ITEMS LISTED IN BOLD AND ITALIC FONT ABOVE WERE FUNDED VIA GRANT(S)

Items listed below are offered for consideration and approval as year end items. These would need to be approved separately to move forward with these items. Some of these projects, even if approved by the BOE, may not come to fruition if vendors are unable to supply items or services before June 30th, 2024.

**PROJECTS BELOW ARE BEING REQUESTED AS A NOT TO EXCEED AMOUNT**

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	SPED	TO BE DETERMINED BY RFP AWARD - 5/21/24	SPECIAL EDUCATION OPPORTUNITY REVIEW	\$ 100,000.00	53200
GENERAL	DOI	VISTA	MULTILINGUAL LEARNER CURRICULUM MATERIALS 6-12	\$ 60,000.00	56290
GENERAL	ATHLETICS	DEARY GYMNASTICS SUPPLY	GYNAMISTICS MAT AND CARPET AT NMHS	\$ 45,000.00	56290
GENERAL	TECH	CDW	DELL P.C.'S FOR GRAPHIC DESIGN COURSE AT NMHS (16 UNITS)	\$ 27,200.00	57345
GENERAL	FACILITIES	CREATIVE RECREATION	8FT BASEKETBALL HOOP/POLE UPGRADES AT NES AND HPS	\$ 18,000.00	57400
GENERAL	FACILITIES	SILVESTRI FENCING	PERIMETER FENCING AT HPS	\$ 18,000.00	57400
GENERAL	FACILITIES	SATRON	VARIABLE FREQUENCY DRIVE (VFD) REPLACEMENTS AT NMHS	\$ 11,000.00	54301
GENERAL	FACILITIES	BMI	FLOORING TILE REPLACEMENTS FOR 2 ROOMS AT SNIS	\$ 10,000.00	57400
GENERAL	DISTRICT	AMAZON	DISTRICT WIDE ART SHOW PRESENTATION MATERIALS	\$ 10,000.00	56100
GENERAL	FACILITIES	TKE	ELEVATOR REPAIRS AT NMHS	\$ 10,000.00	54301
GENERAL	FACILITIES	MCKENNEY MECHANICAL	BOILER REPAIRS AT NMHS	\$ 4,000.00	54301



## BUDGET TRANSFER REQUESTS

AGENDA ITEM 3C-3  
MAY 2024 MEETING

Requesting Approval Across MOC	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
				NONE AT THIS TIME					

Informational Within Major Object Code	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
				NONE AT THIS TIME					

# **NEW MILFORD PUBLIC SCHOOLS**

**Office of the Superintendent  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776  
(860) 355-8406 FAX (860) 210-4132**



**Janet P. Parlato, Ed.D.**  
**Superintendent of New Milford Public Schools**

May 17, 2024

To: New Milford Board of Education  
From: Janet P. Parlato, Ed.D., Superintendent of Schools  
Laura Olson, Director of Pupil Personnel and Special Services  
Re: Bid Award – RFP E-2324-008

Five bids for RFP E-2324-008 were received and opened on April 26, 2024.

The request for proposals specified the following scope of work and criteria for selection:

## **Scope of the work:**

1. Assistance with the development of a cross-functional analysis and review team
2. Provision of professional learning about research-based best practices to increase student achievement
3. Analysis of existing strategic planning documents and review of other planning documents
4. Conduct interviews of relevant staff and community members
5. Survey staff, families, and school leaders
6. Collect information on student placement, achievement, and spending
7. Analysis of staffing levels, organizational structure, and staff roles and responsibilities
8. Analysis of service delivery and current programming
9. Analysis of IEP referral process and methods of qualifying students for services
10. Analysis of the connections between the MTSS process and referral to special education
11. Analysis of the continuum of course offerings and course placement in Reading/English/Language Arts and Mathematics for students with disabilities
12. Assistance with prioritizing high impact action steps and implementation of those action steps

## **Criteria for selection:**

- Extensive experience and expertise with analysis of public school special education programming
- Qualifications of key personnel
- Clarity and thoroughness of proposed methodology

- Ability to meet project deadlines
- Cost effectiveness of the proposed budget

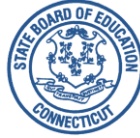
The following bids were received:

Company	Proposed cost for services
New Solutions	\$95,000 - in-depth review with increased stakeholder interviews \$75,000 - limited stakeholder interviews/less depth
Zeal	\$84,800
Urban Collaborative	\$36,178
The Ability Challenge	\$50,000
District Management Group	\$95,000


Given their experience, expertise, qualifications, experience in public school districts, and proposed methodology for the review, we would like to award the bid for RFP E-2324-008 to New Solutions for the in-depth review for \$95,000.



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Sponsors of the National School Lunch Program

**FROM:** John Frassinelli for Shannon Yearwood, Bureau Chief   
Bureau of Child Nutrition Programs

**DATE:** February 27, 2024

**SUBJECT:** Operational Memorandum No. 07-24  
Requirements for Submitting the Healthy Food Certification (HFC) Statement  
for School Year 2024-25

The Healthy Food Certification (HFC) statute ([C.G.S. Section 10-215f](#)) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students separately from reimbursable meals will or will not meet the [Connecticut Nutrition Standards](#) (CNS). The CNS also applies to all foods offered in reimbursable snacks for the Afterschool Snack Program (ASP). **Note:** “Public schools” include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

This memo provides the required BOE motion language and instructions for the HFC application process for school year (SY) 2024-25. Please review carefully to ensure accurate and timely submission of the HFC Statement.

**HFC Eligibility Requirements for BOEs opting to implement HFC**

To be eligible for HFC during SY 2024-25 (July 1, 2024, through June 30, 2025), the BOE must conduct the HFC votes by **July 1, 2024**. All votes must use the **exact motion language** provided in attachment 1.

- All BOEs must vote on whether to participate in the healthy food option of HFC.
- If the BOE votes “yes” to the healthy food option, a vote on whether to allow food exemptions is required. The BOE may also choose to vote on whether to allow beverage exemptions.
- If the BOE votes “no” to the healthy food option, a vote on whether to allow food exemptions is not required. The BOE may choose to vote on whether to allow beverage exemptions.

**Note:** Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

Refer to attachment 1 for the required motion language and a summary chart of the required votes.

## HFC Application Process for SY 2024-25

All public school sponsors of the NSLP must complete the steps below to meet the HFC application deadline of **July 1, 2024**, for school year 2024-25.

1. Carefully review the requirements in this memorandum and Attachment 1 to ensure accurate and timely submission of the HFC Statement.
2. Schedule the required HFC votes at a BOE meeting **well before** July 1, 2024, to allow sufficient time for the BOE to approve the **draft** minutes before they are submitted to the CSDE. The HFC Statement must include the **final** BOE-approved minutes. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conducts the vote on beverage exemptions at the same time as the HFC votes.
3. Conduct the BOE votes and prepare the BOE minutes. The final BOE-approved minutes must: 1) include the required language in attachment 1; and 2) indicate the results of each vote. Do not submit the final BOE-approved minutes until requested by the CSDE (refer to step 4).
4. **May 2024:** Complete the online HFC application module in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the final BOE-approved minutes indicating the results of the HFC votes. **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do not access the CNP System prior to receiving this notification.

For more information, visit the “[Apply](#)” section of the CSDE's HFC webpage. Training on the HFC application process is available in the CSDE's video, [Completing the Application Process for Healthy Food Certification](#).

Refer to attachment 2 for a list of HFC compliance resources. Training on the HFC requirements is available in the CSDE's training program, [Complying with Healthy Food Certification](#).

For questions or additional information, please contact Susan Fiore at 860-807-2075 or [susan.fiore@ct.gov](mailto:susan.fiore@ct.gov) or Teri Dandeneau at 860-807-2079 or [teri.dandeneau@ct.gov](mailto:teri.dandeneau@ct.gov).

SKY:sff

Attachments: (2)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.

## Attachment 1

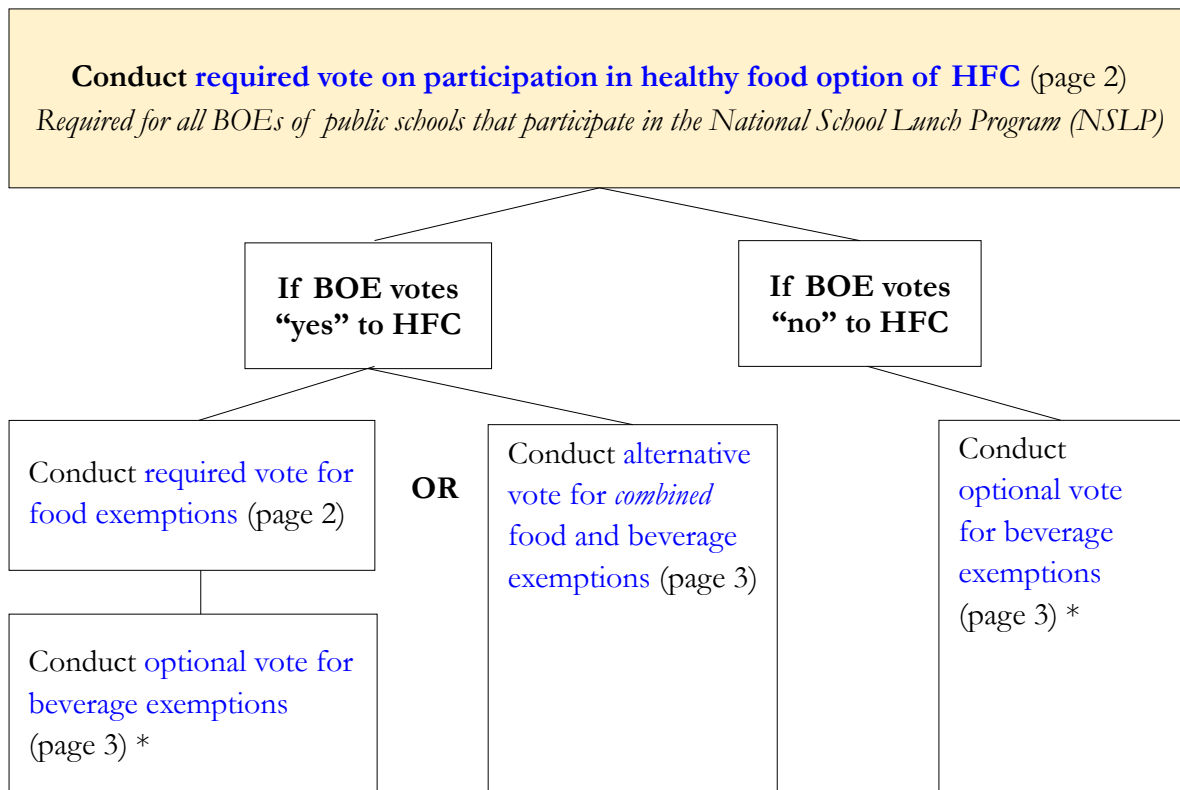
# Required Motion Language for the Healthy Food Certification (HFC) Statement

## School Year 2024-25

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It provides the required motion language for the board of education or governing authority's (BOE) votes and the final BOE-approved minutes that must be submitted to the CSDE with the annual HFC Statement. The HFC Statement and final BOE minutes are due to the CSDE on July 1, 2024.

Use the **exact motion language** on pages 2-3 to conduct the required HFC votes and the optional vote for beverage exemptions (if applicable). Figure 1 summarizes the required BOE votes.

**Figure 1. Summary of BOE Votes**



\* Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. BOEs may choose whether to allow beverage exemptions. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.



## Required Motion Language for HFC Statement

### Required Language for BOE Votes and Minutes for HFC

Each BOE must complete their HFC votes using the required motion language below.

#### **Vote 1: Required vote for participation in healthy food option of HFC**

This vote is required for all BOEs that participate in the NSLP. Each BOE must vote “yes” or “no” to participate in the healthy food option of C.G.S. Section 10-215f and follow the Connecticut Nutrition Standards (CNS). The motion and BOE-approved meeting minutes must include the **exact motion language** below:

Pursuant to C.G.S. Section 10-215f, the *(insert name of board of education or governing authority)* certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

#### **Vote 2: Required vote for food exemptions for BOEs choosing healthy food option of HFC**

This vote is required for all BOEs that vote “yes” to participate in the healthy food option. The motion and BOE-approved meeting minutes must reflect a “yes” or “no” vote to allow food exemptions using the **exact motion language** below.

The *(insert name of board of education or governing authority)* will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

**Note:** If the BOE votes “no” to participation in the healthy food option, a vote on whether to allow food exemptions is **not** required.

## Required Motion Language for HFC Statement

### Required Language for BOE Votes and Minutes on Beverages

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. BOEs may choose whether to allow beverage exemptions. Districts without a beverage exemption in place can never sell noncompliant beverages to students on school premises.

#### Vote 3: Optional vote for beverage exemptions for all BOEs

If the BOE chooses to allow beverage exemptions, the BOE motion must include the **exact motion language** below.

The (*insert name of board of education or governing authority*) will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

### Required Language for Option to Combine Food and Beverage Exemptions

BOEs that vote “yes” to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion, by using the **exact motion language** below. This combined option replaces votes 2 and 3 above.

**Required motion language for combined food and beverage exemptions:** The (*insert name of board of education or governing authority*) will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

## Attachment 2

# Healthy Food Certification (HFC) Resources

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It includes CSDE resources and websites that provide guidance on meeting the federal and state requirements for foods and beverages in HFC public schools. For a comprehensive list of resources, refer to the CSDE's document, [\*Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools\*](#).

- [Allowable Beverages in Connecticut Public Schools](#)
- [Beverage Requirements](#) (CSDE webpage)
- [Beverage Requirements for Connecticut Public Schools](#)
- [Connecticut Nutrition Standards](#) (CSDE webpage)
- CSDE Training Module: [Completing the Application Process for Healthy Food Certification](#)
- CSDE Training Program: [Complying with Healthy Food Certification](#)  
*Recorded modules on meeting the HFC requirements and related state laws*
- [Ensuring District Compliance with HFC](#)
- [Evaluating Foods for Compliance with the Connecticut Nutrition Standards](#)  
(“How To” section of CSDE’s Connecticut Nutrition Standards webpage)
- [Guidance on Evaluating Recipes for Compliance with the Connecticut Nutrition Standards](#)
- [Guide to Competitive Foods in HFC Public Schools](#)
- [Healthy Food Certification](#) (CSDE webpage)
- [How to Evaluate Foods Made from Scratch for Compliance with the CNS](#)
- [How to Evaluate Purchased Foods for Compliance with the CNS](#)
- [List of Acceptable Foods and Beverages](#) (CSDE webpage)
- [Overview of Connecticut Competitive Foods Regulations](#)
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#)
- [Requirements for Competitive Foods in HFC Public Schools](#)
- [Requirements for Food and Beverage Fundraisers in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Culinary Programs in HFC Public Schools](#)
- [Requirements for Foods and Beverages in School Stores in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Vending Machines in HFC Public Schools](#)
- [Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools](#)
- [Summary of Connecticut Nutrition Standards](#)

Do Not Distribute Not BOE Approved

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Computer Science 1

April/2024

Do Not Distribute Not BOE Approved

**Do Not Distribute Not BOE Approved  
New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barille

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Mrs. Holly Hollander

**Authors of Course Guide**

**Sean Cotter**

Do Not Distribute Not BOE Approved  
**New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



Do Not Distribute Not BOE Approved

## Computer Science 1

Grade Levels 6th, 7th, or 8th

Computer Science 1 gives students the opportunity to learn about how computers work, the way that data is transmitted, the security of that information and an understanding of computer programming. Students in the first unit will work on critical thinking skills as they design a virtual invention that they will have to work in small groups and class to advertise their invention to the class. The inventions will also need to consider the use of them in the general public. Computer programming units will focus on the understanding of coding structure and common features of all computer coding languages in an engaging way that might interest students to look at computer science as a possible career or to use for fun expression. The students will be working on problem solving skills as they create and design programs that will be ultimately of their own interest and design.

Do Not Distribute Not BOE Approved  
**Pacing Guide**

This is a semester course that meets every other day for approximately 40 minutes for 45 days.

Unit 1 How Things Work 15 Class Days

Unit 2 Intro to the Coding Language 15 Class Days

Unit 3 Program Development 15 Class Days

# Do Not Distribute Not BOE Approved

UbD Template 2.0

How do things work?

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b>  2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. (P3.3)  2-CS-02 Design projects that combine hardware and software components to collect and exchange data. (P5.1)  2-NI-04 Model the role of protocols in transmitting data across networks and the Internet. (P4.4)  2-NI-05 Explain how physical and digital security measures protect electronic information. (P7.2)  2-NI-06 Apply multiple methods of encryption to model the secure transmission of information. (P4.4)  2-IC-21 Discuss issues of bias and accessibility in the design of existing technologies.	<b>Transfer</b>  <i>Students will be able to independently use their learning to...</i>  Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.  Use logical and reasoning skills to solve problems in school and real-life.  Consider implications of personal and professional decisions involving technology and personal data.	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Innovation comes from lots of different avenues.</li> <li>• Teamwork is needed because you may not be an expert at all things.</li> <li>• Protecting your information is not just a strong password but how data is transmitted.</li> <li>• Developers should always consider bias and accessibility when related to technology.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>• How do people create new things?</li> <li>• How do I know if I need other people to help me?</li> <li>• How do I keep myself as safe as possible in this technology-filled world?</li> <li>• How does technology that is built help others?</li> </ul>

## Do Not Distribute Not BOE Approved

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The four steps of the problem solving process and how to apply it.</li> <li>• Key terminology related to computer parts, network parts, and data security.</li> <li>• The difference between an input, output, and a storage device.</li> <li>• The different ways devices can transmit information and the pros and cons of each. (Bluetooth, wifi, wired, satellite, infrared, radio, optical, to name a few but this list can change given new technology.)</li> <li>• The steps to make sure that they are being safe with data that they share.(For instance understanding radio waves you would not share personal data but with an encrypted connection you would be more secure.)</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Determining what is/is input to a system vs output from a system (A monitor is an output device since it shows the user information. A keyboard is used to change what is going on the screen/system so that would be an input device.)</li> <li>• Using algorithms that can be used to share information such as morse code and/or sign language to send messages non verbally.</li> <li>• Making algorithms that can be shared to encrypt information between people be using a shift cipher or something more complex.</li> <li>• Working together in a group to decompose a problem and synthesize necessary steps for solving a problem with brevity and clarity.</li> <li>• Identifying and understanding how people keep their data safe and what exists that could compromise that data (Example a card reader placed over a gas pump card with a secondary touchpad overlay.)</li> </ul>

# Do Not Distribute Not BOE Approved

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	Visual items on Google slides will include the major components of a system.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	Accurate explanation on the slides describing how the invention operates, what are the input and output methods of the invention, where is the program located, how the data is transmitted from one part of the system to another and to the user.	Goal/challenge- Students will take an item that has no technology on or in it and add technology to the item with all of the parts that would be needed for it to function. This includes transmission of data within the system and what kind of security would be needed for the product.
M, T	Description of what data protocols were chosen for your invention and the encryption and security methods that would be best for the situation.	Role for student- Inventor
M, T	Detailed log of difficulties/opportunities encountered during the problem solving process and revision process with specific details on how they were resolved or incorporated into the invention.	Audience for students work- Fellow classmates and buyers.
M, T	List of customizable options that users could get to personalize their interaction with the product that also addresses accessibility.	Situational- Venture capitalists are looking for companies that have growth potential (like Shark Tank)
		Products and performances generated by students- They will digitally design a project that combines hardware and software components to collect and exchange data. Then edit the product that will use recommended improvements to the design of computing devices, based on an analysis of how users interact with the devices from small group sharing. The device needs to use the role of protocols in transmitting data across networks and/or the Internet. Students then have to explain how physical and digital security measures protect their products' electronic information by explaining which method of encryption to model the secure transmission of information they will use.
		Standards/criteria for judging success: According to Rubric

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>•</li><li>• Research on what physical measures are used to protect a person's information and what has been created to try to steal that same information.</li><li>• Individual and Collaborative Creative Tasks (detailed above)</li></ul>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Stage 3 – Learning Plan

Code	Pre-Assessment	
A A A M, T A M, T A T M, A M, A A A M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> <li>Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> <li>Student collaboration to solve brainteasers involving encryption and to determine the steps needed to solve the problem correctly and efficiently.</li> <li>Student completion of a list of steps for a simple activity such as making toast followed by decomposition of the problem (ie, making toast) into steps, synthesis of individual steps and creation of a poster that demonstrates a clear, easy to understand way to solve the problem.</li> <li>Teacher demonstration of encryption that involves student discussion of the algorithms that are used every day and the encryption algorithms that are being used.</li> <li>Students pair/group to discuss and correct completed work.</li> <li>Students will use precise computing vocabulary in context.</li> <li>Students will be able to identify each part using images and words to describe the job of each.</li> <li>Students will be able to encode and decode messages within groups and design different ways of encryption within the groups.</li> <li>Students will demonstrate effective application of the problem-solving process to brainstorm, design, and market a product.</li> <li>Students will identify the correct differentiation between what is/is not hardware and software.</li> <li>Students will elaborate on the differentiation between problems that are easily/not easily solved by computers including why.</li> <li>Students will identify the correct analysis of the output/input of a given device.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Question of the Day and interactive questions embedded in slides.</li> <li>Interactive notes and checkpoints on topics</li> <li>Interactive questioning competitions such as Kahoot or Quizlet</li> <li>Exit Ticket Answers</li> <li>Summative assessments (quizzes, unit tests)</li> <li>Monitoring class work through board work, group work, questioning, and circulation</li> <li>Check for understanding of the hardware parts of a computer system with a quiz.</li> <li>Check for understanding by going over encryption, and responding to exit tickets</li> <li>Differentiate through purposeful or flexible grouping, pair programming and/or use of visuals/manipulatives.</li> <li>Leveled assignments are offered for students who need remediation or more challenge.</li> </ul>

## Do Not Distribute Not BOE Approved

T	<ul style="list-style-type: none"><li>• Students will demonstrate the application of different methods of encryption in a non-digital environment.</li></ul>	
T	<ul style="list-style-type: none"><li>• Students will research different applications of security measures for digital and physical environments.</li></ul> <p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	



# Do Not Distribute Not BOE Approved

UbD Template 2.0

Intro to the coding language

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b>  2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms.  2-AP-11 Create clearly named variables that represent different data types and perform operations on their values.  2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.  2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.  1B-AP-08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.  Use logical and reasoning skills to solve problems in school and real-life  Consider implications of personal and professional decisions involving technology	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Computer Programming is about solving problems.</li> <li>• It is important to thoroughly understand the problem one is trying to solve and clarify assumptions before going about solving it.</li> <li>• Planning and designing code is an important step of the problem solving process.</li> <li>• We apply concepts of programming in our everyday lives.</li> <li>• Computer programs are executed sequentially.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>• How can algorithms lend themselves to reusability?</li> <li>• How do we use algorithms every day, and in what ways are they incorporated into programming?</li> <li>• How can learning to program affect the outlook one has on how to complete tasks and solve problems?</li> <li>• In what ways can a computer programmer's tasks be compared to other occupations such as architects and artists?</li> <li>• What makes a problem hard or easy for a computer to solve?</li> <li>• How can I write code that uses conditionals in a way that makes my program easy to understand?</li> </ul>

## Do Not Distribute Not BOE Approved

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The four steps of the problem solving process.</li> <li>• Key terminology related to algorithms, the problem solving process and sequence.</li> <li>• Operations that computers can easily execute vs. ones that are not as easily executed (application of a heuristic).</li> <li>• Text and numbers are represented in code in different ways(Strings and integers).</li> <li>• Variable names can be used to not only identify an object but manipulate that object in the code.</li> <li>• Loops and conditionals in coding make things happen versus without them would never occur.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Using variables to define different data types.</li> <li>• Conceiving a sequence of steps to solve a problem individually.</li> <li>• Relating the logical structures in programming algorithms to real-life situations.</li> <li>• Working together in a group to decompose a problem and synthesize necessary steps for solving a problem with brevity and clarity.</li> <li>• Writing code that solves a graphics-based problem using sequence according to given specifications.</li> <li>• Expressing sequence and program stop/start in a program using a flowchart.</li> <li>• Using number and text literals within simple function calls to solve problems.</li> <li>• Identifying and fixing common syntax errors involving sequence and simple commands.</li> <li>• Evaluating the output of programs that include sequence and number/text literals.</li> <li>• Applying the four steps of problem solving.</li> <li>• Using an IDE and a debugger to compile, execute and test programs.</li> </ul>

# Do Not Distribute Not BOE Approved

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	Visual example of planning process when designing and brainstorming the idea for a program that uses variables, functions, mouse input event handlers and changing object properties to create an interactive graphical program.(Flowchart and/or pseudocode code should be used.)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	The program must incorporate functions and variables to reduce code complexity and is error-free.	Goal/challenge: A Graphical program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions effectively and notes must demonstrate how test cases were used to test functionality and enjoyment.
M, T	The use of loops and compound conditionals were used in the program and documentation is used to tell the reader why they were the most appropriate choice.	Role for student: Programmer/Tester
M, T	State the source of the basis of your code using comments.	Audience for student work: Users of the Software
M,T	Accurate explanation of programming concepts learned and how they were applied in the creative project	Situation: Students draw on their own interests to brainstorm, design, code and test a program that accepts user input and changes the properties of graphical objects within the program in response to the input.
M, T	Detailed description of difficulties/opportunities encountered during the problem solving process and specific details outlining how they were resolved or incorporated	Products and performances generated by students: A complete, error-free program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions and a list of test cases used to test functionality must be provided.
M, T	Detailed list of further enhancements that could be added to their program to increase functionality/user experience in their creative projects.	Standards/criteria for judging success: According to Rubric

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>● Individual and Collaborative Creative Tasks (detailed above)</li><li>● Online quiz consisting of multiple choice questions based on vocabulary and code analysis and open-ended coding challenges based on unit content.</li></ul>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Do Not Distribute Not BOE Approved

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> <ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual. examples of concepts as well as important vocabulary.</li> <li>● Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> <li>● Student collaboration to solve brainteasers involving coding and to determine the steps needed to solve the problem correctly and efficiently.</li> <li>● Student completion of a the of steps for an activity to help understanding on how to solve different problems.</li> <li>● Teacher demonstration of coding that involves student discussion of the algorithms that are used every each and the algorithms that are being used.</li> <li>● Students pair/group to discuss and correct completed work.</li> <li>● Students will use precise computing vocabulary in context.</li> <li>● Students will apply correct application of function definition and calls, variable definition and usage, object property modification and mouse press/release event handlers as evidenced by a successful program compilation and comparison of actual output with expected output.</li> <li>● Students will demonstrate effective application of the problem-solving process to brainstorm, design, code and test a program.</li> <li>● Students will demonstrate the correct differentiation between function and top-level code.</li> <li>● Students will apply the correct application of function and variable naming rules.</li> <li>● Students will use the correct application of control structures including loops and compound conditionals.</li> <li>● Students will give the correct analysis of the output of a given program or code snippet.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding by going over code examples, and responding to exit tickets.</li> <li>● Differentiate through purposeful or flexible grouping, pair programming and use of visuals/manipulatives.</li> <li>● Leveled assignments are offered for students who need remediation or more challenge.</li> <li>● Summative coding challenges based on unit content.</li> </ul>

	<p><u>Resources</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# Do Not Distribute Not BOE Approved

UbD Template 2.0

Unit 3 Program Development

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <b>CSTA K-12 Computer Science Standards</b></p> <p>2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.</p> <p>2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.</p> <p>2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution.</p> <p>2-AP-19 Document programs in order to make them easier to follow, test, and debug.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.	
	Use logical and reasoning skills to solve problems in school and real-life	
	Consider implications of personal and professional decisions involving technology	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Computer Programming can use parameters to make code easier to recall.</li> <li>It is important to thoroughly understand the feedback from others before you find solutions to the problems.</li> <li>Incorporating existing code, media, and libraries is an important step of the process to code more efficiently.</li> <li>Documenting programs will make the code easier to follow and reuse later.</li> <li>We apply concepts of programming in our everyday lives.</li> <li>Computer programs are executed sequentially.</li> <li>In computer science items can exist locally or globally.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do different mouse events control what happens in a real-life program?</li> <li>How can programmers use mouse events to effectively serve a program's purpose?</li> <li>How can I use boolean logic in real life to make decisions and solve problems?</li> <li>How can I write code that uses conditionals in a way that makes my program easy to understand?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

## Do Not Distribute Not BOE Approved

	<ul style="list-style-type: none"><li>● Key terminology related to conditionals, helper functions and mouse drag/move events.</li><li>● Necessary keywords for defining conditionals and helper functions.</li><li>● And/ or expressions and the proper syntax.</li><li>● The six relational operators are and how to express them in code.</li><li>● The syntax to correctly define an if statement in code.</li><li>● Differences between statements in a function or top-level code that are/are not included within an if statement.</li><li>● The ways event handlers can be called when mouse move/drag events occur.</li><li>● The format that parameters are defined in a function and so they can be used.</li></ul>	<ul style="list-style-type: none"><li>● Documenting and formatting their code so it is easily understandable by other programmers.</li><li>● Inputting mouse position information from the user on a move/drag.</li><li>● Writing if statements using boolean expressions to make decisions in a program that have one or two paths.</li><li>● Expressing a one or two-path decision in a program using a flowchart.</li><li>● Determining when it is appropriate to define helper functions.</li><li>● Using helper functions within other functions to reduce code complexity.</li><li>● Evaluating the output of code that includes conditionals and helper functions.</li><li>● Formatting code with indent statements inside of if structures to contain the statements within the body of the structure.</li><li>● Using the mouse position to make results happen as a result of the mouse move/drag events.</li><li>● Correctly use a boolean expression using relational operators.</li></ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Do Not Distribute Not BOE Approved

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	Visual example of planning process when designing and brainstorming the idea for a program that uses variables, functions, parameters, libraries, mouse input event handlers and changing object properties to create an interactive graphical program.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: A Graphical program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions effectively and notes must demonstrate how test cases were used to test functionality and enjoyment.</p> <p>Role for student: Programmer/Tester</p> <p>Audience for student work: Users of the Software</p> <p>Situation: Students draw on their own interests to brainstorm, design, code and test a program that accepts user input and changes the properties of graphical objects within the program in response to the input.</p> <p>Products and performances generated by students: A complete, error-free program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions and a list of test cases used to test functionality must be provided.</p> <p>Standards/criteria for judging success: According to Rubric</p>
M, T	A program that accurately fulfills the design detailed in the planning process, is adequately documented and error-free.	
M, T	Accurate explanation of programming concepts learned and how they were applied in the creative project is commented on in the code.	
M, T	Detailed description of difficulties/opportunities encountered during the problem solving and testing process and specific details outlining how they were resolved or incorporated to meet needs of the user.	
M, T	Detailed list of further enhancements that could be added to their program to increase functionality/user experience in their creative projects.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Individual and Collaborative Creative Tasks (detailed above)</li> <li>• Online quiz consisting of multiple choice questions based on vocabulary and code analysis and open-ended coding challenges based on unit content.</li> </ul>

# Do Not Distribute Not BOE Approved

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> <ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
A A A M, T A M, T A M, A M, A A A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual. examples of concepts as well as important vocabulary.</li> <li>● Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> <li>● Student collaboration to solve brainteasers involving coding and to determine the steps needed to solve the problem correctly and efficiently.</li> <li>● Student completion of a the of steps for an activity to help understanding on how to solve different problems.</li> <li>● Teacher demonstration of coding that involves student discussion of the algorithms that are used every each and the algorithms that are being used.</li> <li>● Students pair/group to discuss and correct completed work.</li> <li>● Students will use precise computing vocabulary in context</li> <li>● Students will be able to apply procedures with parameters to organize code.</li> <li>● Students will evaluate and analyze feedback from team members and users to refine their product.</li> <li>● Students will intentionally incorporate existing code and features plus give credit to source material.</li> <li>● Students will demonstrate documentation of programs in final products.</li> </ul> <p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding by going over code examples, and responding to exit tickets.</li> <li>● Differentiate through purposeful or flexible grouping, pair programming and use of visuals/manipulatives.</li> <li>● Leveled assignments are offered for students who need remediation or more challenge.</li> <li>● Summative coding challenges based on unit content.</li> </ul>

Do Not Distribute Not BOE Approved

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Computer Science 2

April/2024

Do Not Distribute Not BOE Approved

Do Not Distrubute Not BOE Approved

## **New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

### **Superintendent of Schools**

Dr. Janet Parlato

### **Assistant Superintendent**

Mrs. Holly Hollander

### **Authors of Course Guide**

Sean Cotter

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Computer Science 2

### Grades 6, 7, and 8

This is the second in a three course sequential study of computer science. In this class students will be physically building computer items and coding them. This will give the students the knowledge of how all the wonderful parts and features of the devices that they use, work and are controlled. They will also be expanding and creating items while building communication skills in the group and taking on the roles of project manager(presenter), secretary, coder and builder at least once per unit. The creations range from musical instruments, LCD screens, moving pictures, and more. Each unit has more coding and added features that the students will learn about, use, discover, and create.



## **Pacing Guide**

This is a semester course that meets every other day for approximately 40 minutes.

Unit 1 Getting to know Inputs and Outputs 15 Class Days

Unit 2 Adding some new features 15 Class Days

Unit 3 Making some new things 15 Class Days

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b>  2-CS-02 Design projects that combine hardware and software components to collect and exchange data.  2-CS-03 Systematically identify and fix problems with computing devices and their components.  2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.  2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.  2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.  Use logical and reasoning skills to solve problems in school and real-life.  Consider implications of personal and professional decisions involving technology and personal data.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>Digital input devices use code that makes it run.</li> <li>Color codes can be used to make different hues.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How does a person's influence on the outside world change things?</li> <li>How building positive relationships with others makes you stronger?</li> <li>How does creativity and art come from the most unlikely places?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>• Code that runs some of the objects in everyday life contains loops.</li> <li>• Reusing code to code to make a new device is appropriate in certain instances.</li> </ul>	<ul style="list-style-type: none"> <li>• Building electronic devices with different components.</li> <li>• Writing and editing code with loops and conditionals.</li> <li>• Making comments in code for reference later.</li> <li>• Talking with members of their team.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>Identifying and fixing errors with the program and physical components, which are collecting and exchanging data.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>Designing programs that will include nested loops, compound conditionals, and parameters.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>Seeking and incorporating feedback from team members and users to refine a solution.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>• Individual and Collaborative Creative Tasks (detailed above)</li><li>• Exit Ticket Answers</li><li>• Summative assessments (quizzes, unit tests)</li></ul>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> <ul style="list-style-type: none"> <li>• Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>• Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
M A T A, T A, T T, M T, M T T M T T A, M, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> <li>• Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> <li>• Student completion of the expanded projects that applied what they learned from the base lesson.</li> <li>• Student demonstration of the different builds that were made for other groups to see.</li> <li>• Students pair/group to discuss and correct completed work.</li> <li>• Students will use precise computing vocabulary in context.</li> <li>• Students will be able to identify each part using images and objects to describe the job of each.</li> <li>• Students will be able to design projects that combine hardware and software components to collect and exchange data.</li> <li>• Students will identify and fix problems with the computing devices and components that they are building with.</li> <li>• Students will be able to seek and incorporate feedback from multiple sources then use that feedback to refine a solution.</li> <li>• Students will be able to use nested loops and compound conditionals to develop programs.</li> <li>• Students will demonstrate the use of parameters to organize and make the code easier to reuse.</li> <li>• The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Question of the Day and interactive questions embedded in slides.</li> <li>• Interactive notes and checkpoints on topics</li> <li>• Interactive questioning competitions such as Kahoot or Quizlet</li> <li>• Exit Ticket Answers</li> <li>• Summative assessments (quizzes, unit tests)</li> <li>• Monitoring class work through board work, group work, questioning, and circulation</li> <li>• Check for understanding of the results of code and physical items with a quiz.</li> <li>• Check for understanding with responses to exit tickets</li> <li>• Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>

	<p><u>Resources</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b>  2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution.  2-AP-17 Systematically test and refine programs using a range of test cases.  2-AP-18 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts  2-AP-19 Document programs in order to make them easier to follow, test, and debug.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.  Use logical and reasoning skills to solve problems in school and real-life.  Consider implications of personal and professional decisions involving technology and personal data.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>Digital input devices use code that makes it run.</li> <li>Color codes can be used to make different hues.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How does a person's influence on the outside world change things?</li> <li>How building positive relationships with others makes you stronger?</li> <li>How does creativity and art come from the most unlikely places?</li> </ul>



Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>• Code that runs some of the objects in everyday life contains loops.</li> <li>• A phototransistor is and how to use it as an input device.</li> <li>• Resistor ladders can be used to create different end results.</li> <li>• Reusing code to make a new device is appropriate in certain instances.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Building electronic devices with different components.</li> <li>• Writing and editing code with loops and conditionals.</li> <li>• Calibrating Analog sensors.</li> <li>• Coding Arrays to make different results.</li> <li>• Working with iteration in code.</li> <li>• Making comments in code for reference later.</li> <li>• Talking with members of their team.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>Using existing code, media, and/or libraries into original programs and giving attribution.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>Testing and refine programs using a range of test cases that they will document.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>Adding documentation to the code to make it easier to follow, test, or debug.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>• Leveled assignments are offered for students who need remediation or more challenge.</li><li>• Individual and Collaborative Creative Tasks (detailed above)</li><li>• Exit Ticket Answers</li><li>• Summative assessments (quizzes, unit tests)</li></ul>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Stage 3 – Learning Plan

Code	Pre-Assessment	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>• Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
M A T A, T A, T T, M T, M T T M T T A, T, M	<ul style="list-style-type: none"> <li>• Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> <li>• Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> <li>• Student completion of the expanded projects that applied what they learned from the base lesson.</li> <li>• Student demonstration of the different builds that were made for other groups to see.</li> <li>• Students pair/group to discuss and correct completed work.</li> <li>• Students will use precise computing vocabulary in context.</li> <li>• Students will be able to incorporate existing code, media, and libraries into original programs with attribution.</li> <li>• Students will be able to systematically test and refine programs using a range of test cases.</li> <li>• Students will effectively approach the problem-solving process to brainstorm, design, and create a product in a timeline.</li> <li>• Students will document programs in order to make them easier to follow, test, and debug.</li> <li>• Students will correct analysis of the output/input of a given device and the code that was used to make it function.</li> <li>• Students will apply different methods of using devices to create a new outcome.</li> <li>• The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Question of the Day and interactive questions embedded in slides.</li> <li>• Interactive notes and checkpoints on topics</li> <li>• Interactive questioning competitions such as Kahoot or Quizlet</li> <li>• Monitoring class work through board work, group work, questioning, and circulation</li> <li>• Check for understanding of the results of code and physical items with a quiz.</li> <li>• Check for understanding with responses to exit tickets</li> <li>• Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>

	<p><u>Resources</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <b>CSTA K-12 Computer Science Standards</b></p> <p>2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.</p> <p>2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms</p> <p>2-AP-11 Create clearly named variables that represent different data types and perform operations on their values</p> <p>2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life.</p> <p>Consider implications of personal and professional decisions involving technology and personal data.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>Digital input devices use code that makes it run.</li> <li>Color codes can be used to make different hues.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does a person's influence on the outside world change things?</li> <li>How building positive relationships with others makes you stronger?</li> <li>How does creativity and art come from the most unlikely places?</li> </ul>

Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>● Use a flow chart to organize data.</li> <li>● Create variable names for projects that will help make the coding easier.</li> <li>● The different ways to get images on an LCD screen.</li> <li>● Libraries in a coding environment can make new projects faster.</li> <li>● Code that runs some of the objects in everyday life contains loops.</li> <li>● Reusing code to make a new device is appropriate in certain instances.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● Testing devices to see what needs to be fixed and or changed.</li> <li>● Writing and editing code with that can make tones.</li> <li>● Connecting a LCD screen to source.</li> <li>● Creating a touch sensor.</li> <li>● Coding Arrays to make different results.</li> <li>● Working with iteration in code.</li> <li>● Making comments in code for reference later.</li> <li>● Talking with members of their team.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they had assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>• Recommending improvements to the design after they see how other students use it.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>• Using a flowchart or pseudocode to address complex problems as algorithms before coding.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>• Clearly named variables that represent different data types and perform operations on the values.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>• Illustrating the thought process that correlates with problem solving with design, implementation and review of programs.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	



		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>• Leveled assignments are offered for students who need remediation or more challenge.</li><li>• Individual and Collaborative Creative Tasks (detailed above)</li><li>• Summative assessments (quizzes, unit tests)</li></ul>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Stage 3 – Learning Plan

Code	<p style="text-align: center;"><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> <li>● Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> <li>● Student completion of the expanded projects that applied what they learned from the base lesson.</li> <li>● Student demonstration of the different builds that were made for other groups to see.</li> <li>● Students pair/group to discuss and correct completed work.</li> <li>● Students will use precise computing vocabulary in context.</li> <li>● Students will be able to identify each part using images and objects to describe the job of each.</li> <li>● Students will be able to recommend improvements to design of computing devices based on interactions of users.</li> <li>● Students will be able to read a flow chart or pseudo code to see what is the plan for the program.</li> <li>● Students will be able to identify the variables that are being used in a code and apply them to operations.</li> <li>● Students will correct analysis of the output/input of a given device and the code that was used to make it function.</li> <li>● Students will apply different methods of using devices to create a new outcome.</li> <li>● Students will be able to identify problems and use that information to facilitate design, implementation, and review of programs.</li> <li>● The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding of the results of code and physical items with a quiz.</li> <li>● Check for understanding with responses to exit tickets</li> <li>● Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>

	<p><u>Resources</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Communication Arts I

March 2024



## New Milford Board of Education

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Ms. Holly Hollander

Author of Course Guide

Lisa Morlock

## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Communication Arts

### Seven

Communication Arts is a year-long course preparing students for the presentation of their thinking, ideas, and solutions using dialogue and conversation. Students will learn how to properly communicate with each other when they are in a classroom or other formal settings. The use of multiple mediums including, images, video shorts, podcasts, blogs, and more, will support students' understanding of how to grow their ideas and thinking using discussion. Students will continue to enhance their speaking skills by increasing and developing their vocabulary. The use of appropriate words and phrases will be a focus as students present their ideas and thinking around images and videos. Listening skills will also be emphasized and embedded into the course. Students will learn what and how to listen for key pieces of information to support their ideas, thinking, and claims. Students will learn how to use tools, including graphic organizers to plan, organize, and evaluate their ideas and claims. These tools will support students as they begin to present to and in front of their peers.



## Pacing Guide

Unit	Title	Number of sessions
1	The Art of Conversation (pages 3-8)	19 class periods (1st quarter)
2	Using Imagery to Create Conversation and Meaning (pages 9 - 16)	22 class periods (2nd quarter)
3	Mapping Out and Organizing Our Thinking for Communicating	22 class periods
4	Culminating Project	24 class sessions

<p><b>ESTABLISHED GOALS</b></p> <p>Speaking and Listening</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>Language:</p> <p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Communicate ideas using expressive language.</li> <li>2. Notice and question ideas presented during conversations.</li> <li>3. Evaluate and apply grade-appropriate and domain-specific words when speaking.</li> <li>4. Engage as a listener during a conversation with peer(s) to build meaning/comprehension.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● academic language and social language.</li> <li>● speaking and listening as it relates to communication.</li> <li>● the facets of speaking and listening for identified purposes.</li> <li>● the purpose of noticing when listening to others.</li> <li>● the purpose of developing questions to clarify and comprehend.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering:</p> <ul style="list-style-type: none"> <li>- How do I communicate?</li> <li>- Why do the words I use matter?</li> </ul>
	<i>Acquisition</i>	
	<p><u><i>Students will know...</i></u></p> <ol style="list-style-type: none"> <li>1. routines and structures to participate in different types of talk and discussions.</li> <li>2. partner or small group talk.</li> <li>3. listening to a partner or small group.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Communicating with and amongst their peers.</li> <li>2. Noticing and questioning to analyze evidence and build dialogue with peers.</li> <li>3. Collecting and defining tier two and three words.</li> </ol>

	<ul style="list-style-type: none"> <li>4. the definition and purpose of academic and social language.</li> <li>5. similarities and differences in communication.</li> <li>6. building resources and tools for academic language and vocabulary.</li> <li>7. differences in the levels of questioning.</li> <li>8. differences between tier one, two, and three vocabularies.</li> <li>9. identify and apply new tier two and three words.</li> </ul>	<p>(academic language)</p> <ul style="list-style-type: none"> <li>4. Using academic versus social language when speaking.</li> </ul>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

Code	Evaluative Criteria	Assessment Evidence
T	Spoken responses are clear and questions are answered in complete sentences.	<p>PERFORMANCE TASK(S):  <i>Students will show that they understand the evidence of...</i>            actively engaging in listening and speaking to a partner or small group using appropriate vocabulary and language.</p> <p>The classroom teacher can determine if students will discuss in a small group or partnerships. The classroom teacher and students can determine what job students will interview for before starting. Teachers will create a scoring rubric and share with students the criteria for success.</p> <p>Students will be interviewing each other for a job at _____.</p> <p>The interviewee will be asked questions by the interviewer. Partners will take turns being the interviewer and interviewee.            The teacher and students will co-create a bank of questions for students to choose from to ask each other. Each student can choose questions on their own. Partnerships do not need to have the same questions.</p> <p>During the interview, the interviewer will ask questions and the interviewee will respond. The teacher will assess body language and students' oral responses. The teacher will also assess how the interviewer is speaking and communicating with the interviewee. Students do not have to write responses/answer the questions.</p> <p>Students can use:            sentence starters            sentence frames            vocabulary and words for success            Rubric for scoring</p>
A, M, T	Spoken responses are clear and use appropriate vocabulary.	
A, M, T	Questions are relative to the topic. Use of questioning for clarification.	
M, T	Students will provide and receive feedback from their peers. Feedback is clear and maintains a positive message.	
A, M, T	Students will use correct body language when speaking and listening to their peer(s).  See: <a href="#">Peer feedback</a> rubric  Teacher created rubric	
M, T		

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Exit tickets - one new strategy I learned and used today is....</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>noticing and wonderings - T-chart</p> <p>student sticky notes/jots</p> <p>KWL(H)</p> <p>Anchor charts</p> <p><a href="#">Four Ls of Productive Partnering</a></p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<i>Pre-Assessment</i> Students will write a short response to the following: Describe the word communication and how we use speaking and listening in the classroom.	
A, M, T	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i>  <i>*Note: unit one is set up to establish routines and structures and community building. Daily practice of each newly built routine is recommended. Teachers and students should reflect on their practices defining what went well and what are the next steps. Revisions to guidelines/norms can also be made as students and teachers practice.</i></p> <p>Discuss and produce a KWLH on what students know about communication. Identify the four domains of communication, listening, speaking, reading, and writing. Explain the focus of the course is on speaking and listening. The teacher can also use noticing strategies to identify characteristics of communication.</p> <ul style="list-style-type: none"> <li>• identify components or different ways we communicate or speak. (body language, sign language, facial expressions, etc.)</li> <li>• identify components or characteristics of listening. (eye contact, facing a person, how we sit, and stand, what we do with our hands, feet, etc.)</li> <li>• identify characteristics of speaking in the classroom noting the volume of our voice, incorporating community-building language and vocabulary.</li> <li>• what and how we use speaking and listening during our day, in and out of school.</li> <li>• What do you notice? What do you see? What do you hear?</li> <li>• As students are participating, they can use a <a href="#">T-chart to jot down</a> their ideas.</li> </ul>	<p>Progress Monitoring</p> <p>KWLH/KWL or other graphic organizers            class anchor charts            Student independent practice            Entrance and exit tickets            Rubrics and checklists            Teacher observations and notes            Student reflections            Teacher reflections            notebooks or journals  <a href="#">T-chart jots for students</a> - Notice and Wonder</p>
A, M, T	<p>Identify, model, and practice with students the characteristics of Productive Group Work and Partnerships. Use the characteristics to model and co-create norms and guidelines for think-aloud, turn and talk, and think-pair-share.</p>	

	<p>Collaborate to create an anchor chart or visible list of classroom norms/guidelines for participation in these groups.</p> <p>Positive Interdependence - requires participation and contribution from all members.</p> <ol style="list-style-type: none"> <li>1. Face-to-face interaction - the personal connection between students. Communicators need face-to-face interactions to communicate.</li> <li>2. Individual and Group Accountability: Every member needs to be held individually accountable.</li> <li>3. Interpersonal and Small-Group Skills: Establish rules of engagement. Suggestions for rules are: <ol style="list-style-type: none"> <li>a. Listen as an ally.</li> <li>b. There is value in every voice.</li> <li>c. If you disagree, try to solve it together.</li> <li>d. If you can't resolve it, talk to another group member or your teacher.</li> </ol> </li> <li>4. Group Processing - students need time to discuss what they have accomplished and what they can do next. Add time in at the end of each class for students to regroup and discuss what they did.</li> </ol>	
A, M, T	<p>Increase awareness and independence when working, speaking, and listening to a partner or in a small group using the <a href="#">Four Ls of Productive Partnering</a>.</p>	
A, M	<p>Compare and contrast Social Language versus Academic Language using a T-Chart or Venn Diagram.</p> <ul style="list-style-type: none"> <li>● use video clips to demonstrate and compare the use of academic language (language we use when we speak about topics in a classroom) versus social language (language we use when we are with our friends.) <a href="#">Academic Language Video</a></li> <li>● Social language - discussions we have at lunch, recess, after-school events, etc. The teacher and students can role-play, highlighting words used in their social conversations versus words used in the video.</li> </ul> <p>Discuss and determine how we use vocabulary when speaking and</p>	

A, M	<p>listening.</p> <p>Define Tier One words, Tier Two Vocabulary, and Tier Three Vocabulary. Identify when we use words from each of the lists.</p> <ul style="list-style-type: none"> <li>● notice the differences across the list of words.</li> <li>● decide when we use the words.</li> </ul>	
A, M, T	<p>Define and establish a blank classroom word wall. Explain the word wall is built with students and is interactive.</p> <p>Determine and clarify to students what words may or may not appear on the word wall. Practice by adding one or two words to the word wall. See the list of words below in the resources.</p> <p>*It is recommended the teacher choose no more than 4 to 8 new words each week for students to use and practice. The teacher should notice if and how students are using the words during student interactions and conversations.</p>	
A, M, T	<p>*Note: The classroom teacher can decide on the content to use to promote questioning. Because this is not a reading or writing class, the classroom teacher can use content and mediums that are accessible to all students. Recommendations are the use of pictures, art, video shorts, clips of podcasts, and(or) short read-alouds by the classroom teacher. Also, see the Teacher Resources listed below.</p>	
A, M, T	<p>Identify and list what and how we use questioning to understand.</p> <p>Explore questioning as a tool for communication.</p> <p>Identify and create a class anchor chart determining why we ask questions.</p>	
A, M, T	<p>Co-create examples of questions for students to use when speaking.</p> <p>Determine and list ways to ask a speaker question(s).</p> <p>Students practice in small groups and partnerships asking and responding to questions.</p>	
A, M	<p>Identify and explicitly teach questioning strategies -</p> <ul style="list-style-type: none"> <li>● 5 Ws and How</li> <li>● Identify different types of questions (literal vs. inferential).</li> <li>● Constructing questions when listening to a partner.</li> </ul> <p>The teacher will model/demonstrate what and how to use each of the above strategies. The teacher can role-play while students fishbowl (watch) and offer feedback on how a strategy is being used.</p>	



M, T	<p>Students will independently apply one or more of the strategies. Students can use content-specific visuals/pictures or video-shorts to use for questioning. The use of a teacher-created rubric and checklist for students is recommended. The classroom teacher can create a rubric and checklist. Students can reflect and develop their own goals using the rubric or checklists.</p> <p><u>Resources for starting discussions:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">Talk Moves - teacher video for teaching talk</a> <a href="#">Scholastic Scope Magazine</a> <a href="#">Notice and Wonder T-Chart</a></p> <p>Video Shorts: <a href="#">The Pencil's Tale</a> <a href="#">Birds on a Wire</a> <a href="#">Kid President How to Change the World</a></p> <p>Word Lists and Tier Vocabulary <a href="#">Tier One and Tier Two Words Marzano's List</a> <a href="#">Ogden's 850 Words List</a> <a href="#">The First 4,000 Words List</a></p> <p><b>Word suggestions for unit one:</b> notice, wonder, question, model, partner(s), small groups, agree, disagree, communicate, communication, talk, conversation, discourse, discuss, discussion, vocabulary, phrase(s), accountability, accountable talk, think-aloud, partnerships, co-create, revise, revision, reflection, reflecting, peer(s), social, academic, language, tier, listen, listening</p>	
------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**\*Note:** The teachers can use the suggested list above to create an interactive word wall. Students can also create their personalized word wall in a notebook, journal, folder, or digitally. The words and word lists are for students to use when speaking. Students will learn the meaning of new words through their use during conversation or oral language.

**Sentence Stems & Sentence Frames**

I can see why you think that...and...

I agree with you...but...

I disagree with you because...

I notice (the text) has...

I am noticing you are saying...

I am wondering why...

I wonder how...

Did you agree with \_\_\_\_\_?

Do you disagree with \_\_\_\_\_?

The teacher will determine what tier vocabulary and sentence stems students will use during their interviews. The vocabulary used in the interview will reflect the vocabulary students were introduced to throughout unit one.

*Academic language refers to words and phrases used in a classroom/disciplinary setting. Academic language is also referred to as tier 1, 2, and tier 3 vocabulary and is most commonly found in a school or professional setting versus a party or social setting.*

Students will interview a partner for a job. (Jobs will be determined by the classroom teacher and students before interviews take place.) Students and teachers will decide on words key vocabulary and sentence stems to support appropriate vocabulary and language during the interview.

Roles - interviewer and interviewee (students will take turns).

Questions - can be created and listed before the interview by individual students, partnerships, small groups, and/or whole class. Students will use vocabulary and sentence stems provided by the classroom teacher.

Note: The teacher can determine if students will have access to and pick questions from a question bank OR if students will create questions on their own.

	<p>Interviewer - will ask the interviewee a list of questions. The interviewee will respond with answers using appropriate sentences and vocabulary. Body language including - eye contact, speaking clearly, etc.</p> <p>The interviewee will have a chance to ask questions before finishing the interview.</p> <p>Partners switch roles.</p> <p>Students can use sentence stems to respond to questions. Students can write down or jot down their peer's responses to questions. Scoring will be based on oral responses.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language:</b> L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Use conversation (dialogue) to deepen their understanding and broaden their perspectives using visuals.</li> <li>2. Promote, reflect, and revise idea(s) using evidence from a picture or video(s).</li> <li>3. Compare and contrast visuals and evidence to develop perspectives with their peers.</li> <li>4. Apply appropriate vocabulary and grammar when speaking with their peers.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand:</p> <ul style="list-style-type: none"> <li>● storytelling and the use of images and visuals.</li> <li>● evidence and the use of questions to support and speak to an idea.</li> <li>● comparing and contrasting visuals and videos to plan and organize their thinking.</li> <li>● narrative story elements.</li> <li>● perspective and point of view.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How do different text types inspire conversations and storytelling?</li> <li>2. How do texts spark debate and discussion?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of evidence when working with visuals and videos.</li> <li>2. tier two and three vocabulary words that apply to images and videos.</li> <li>3. close reading of images and video shorts.</li> <li>4. similarities and differences of images to other images of a related/same topic.</li> <li>5. discussion/discourse with a partner or small</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Developing an idea across an image/medium.</li> <li>2. Identifying and explaining specific evidence that best illustrates their idea(s).</li> <li>3. Comparing and contrasting evidence and ideas using oral communication.</li> <li>4. Identifying elements of a text (across a variety of mediums, including, video, audio, and images) to develop and speak to ideas and claims.</li> </ol>

	<p>group.</p> <ol style="list-style-type: none"> <li>6. narrative story elements and storytelling.</li> <li>7. perspective and point of view when using visuals and video.</li> </ol>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Students state a well-developed claim that is relevant to the picture's message.	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they understand the evidence of...</i>            use of visuals and questioning to produce a presentation of ideas, claims, and/or a story, along with evidence and reasoning.</p> <p>The teacher will decide on the use of a picture or visual to use for the performance task. The teacher will determine if students will present their thinking to:</p> <ol style="list-style-type: none"> <li>1. a partner.</li> <li>2. in a small group.</li> <li>3. the whole class in a partnership or small group.</li> </ol> <p>Students will use pictures/visuals to present their ideas regarding the meaning/message the two images are sending.</p> <ul style="list-style-type: none"> <li>● Students will create specific questions to help analyze the images.</li> <li>● Students will compare and contrast the images, using specific vocabulary. Students will identify key story elements from the pictures, including setting, characters, conflict, problems, and more.</li> <li>● Students will determine a theme or message using the images and present their thinking to their peers.</li> </ul> <p>Audience members will ask questions and offer feedback to their peers using tier 2 and 3 vocabulary and appropriate questioning.</p>
M, T	Students cite and organize several pieces of specific and relevant evidence from the picture(s) to support their claim.	
	The oral presentation uses a formal tone and contains sophisticated language that is precise and engaging.	
A, M, T	The presentation uses tier 2 and tier 3 vocabulary.	
M, T M, T M, T	Students present using grammatically correct sentences and questions.	
A, M, T		

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Peer Survey</p> <p>Exit tickets - one new strategy I learned and used today is....</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>Teacher Notes</p> <p>rubrics</p> <p>checklists</p> <p>graphic organizers</p> <p>notebooks/journals</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	Pre-Assessment	
	<p><a href="#">Interpreting Visual Imagery</a></p> <p>Teachers will determine the image before the assessment.</p> <p>What is happening in this image and why do you think that? Write a short explanation. Make sure you:</p> <ul style="list-style-type: none"> <li>- Study the cartoon and consider its message.</li> <li>- Write a claim stating the message.</li> <li>- Cite pieces of evidence from the cartoon to support your claim.</li> <li>- Discuss the examples as they pertain to the thesis.</li> </ul>	
<p>A, M, T</p> <p>A, M, T</p> <p>A, M</p> <p>A, M, T</p> <p>M, T</p> <p>A, M</p> <p>M, T</p> <p>M, T</p> <p>A, M, T</p> <p>A, M, T</p> <p>A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Inquiry-based discussion - can images tell a story?</p> <ul style="list-style-type: none"> <li>● use a variety of images from books, museums, calendars, etc. to discuss different images.</li> <li>● use images to create a class anchor chart jotting student ideas down.</li> </ul> <p>Discuss and define the story elements images portray. Use the elements to model storytelling. Create a list of vocabulary words the picture portrays. Demonstrate using the words to tell the story.</p> <p><b>Shared-Writing using a class chart:</b></p> <ul style="list-style-type: none"> <li>● jot (note taking) the use of specific details (words) elicited from images. Use words to orally tell a story. Highlight tier two or three vocabulary words used when speaking.</li> </ul> <p>Create oral storytelling through the use of images.</p> <ul style="list-style-type: none"> <li>● Define tone and mood (use of color and facial expressions) to support growing ideas about an image(s). Identify how tone and mood can add to the story an image is creating.</li> <li>● define and gather specific vocabulary to express and identify physical descriptions.</li> <li>● infer character traits - creating judgment</li> <li>● images to create and describe the setting.</li> <li>● describe objects/symbols.</li> </ul> <p>Compare and Contrast images and video-shorts using graphic organizers</p>	<p>Progress Monitoring</p> <p>entrance and exit tickets</p> <p>marking up/jots on images</p> <p>graphic organizers and thinking maps</p> <p>student reflections</p> <p>teacher/student generated checklists and rubrics</p> <p>teacher notes</p> <p>1:1 conferences/small groups</p>



A, M, T	and dialogue. Analyze visuals and/or video shorts that represent a similar theme, perspective, and/or point of view.	
A, M, T	Compare and contrast: <ol style="list-style-type: none"> <li>1. Texts (picture books/ wordless picture books)</li> <li>2. Images, paintings, art</li> <li>3. Video</li> </ol>	
A, M, T	Create class anchor charts sharing ideas on determining claims centering around the theme, point of view, and/or perspective. Identify tier two and three vocabulary words students will use in their discussions.	
A, M	Model compare and contrast skills using graphic organizers. Compare and contrast using two images or an image and a video short with similar themes or ideas. Create an opportunity for students to share what they notice about the images that are the same and different. Students can build their graphic organizers during this practice. Determine words and phrases that are important to the pictures and their messages. Add words to the word wall and the student's personal word wall.	
A, M, T	Analyze additional video shorts and images to initiate and develop claims and evidence based on students' noticings. Students should be listening and questioning ideas and claims. Students evaluate their peers' claims and each determines the next steps, including revisions of thinking, evidence, and claims. The teacher will coach into conversations and offer feedback. <b>Note:</b> Feedback will be based on content, images, videos, and vocabulary picked by the teacher and students.	
	<u>Teacher Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	

	<p><a href="#"><i>Teaching Talk: A Practical Guide to...</i>by Kara Pranikoff</a>  <a href="#"><i>Teaching Argument Writing: Grades 6-12</i> by G. Hillocks, Jr.</a>  <a href="#"><i>Differentiated Literacy Strategies for English Language Learners: Grades K-6</i>, by G. Gregory and A. Burkman</a></p> <p><a href="#">Chris Van Allsburg books - multiple student copies of different titles</a>  <a href="#">Surreal Art - Peggy Guggenheim Collection</a>  <a href="#">Library of Congress</a></p> <p><a href="#">The Man Who Flew into Space from his Apartment</a>  <a href="#">Crossing Delaware</a></p> <p><a href="#">The Lost Thing by S. Tan</a>  <a href="#">The Lost Thing (Video Short)</a> (15 minutes)</p> <p><a href="#">The Voluptuary Under the Horrors of Digestion</a>  (see page 49 - 66...<i>Teaching Argument Writing</i>)  <i>Simple Arguments of Policy - chapter 3 Teaching Argument Writing page 67 - 97</i>)</p> <p>Graphic organizers: <a href="#">Compare and Contrast</a>  Concept Maps - <a href="#">University of North Carolina at Chapel Hill: Learning Center</a></p> <p>Word Lists and Tier Vocabulary  <a href="#">Tier One and Tier Two Words Marzano's List</a>  <a href="#">Ogden's 850 Words List</a>  <a href="#">The First 4,000 Words List</a></p> <p><b>Suggested Vocabulary/Word Wall</b>  emotion, opinion, fact, judgment, opinion,evidence, establish, eliminate, practices, affect, effect, inquiry, conclusions, sources, collect, interpret, claim, explanation, sequential, art, storyteller, compare, contrast, theme, perspective, point of view</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Listen with purpose and intention.</li> <li>2. Apply appropriate vocabulary when speaking about a presentation or speech.</li> <li>3. Determine and apply organizational tools to validate listening comprehension.</li> <li>4. Collaborate with peers using specific words to express ideas and thinking.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand:</p> <ul style="list-style-type: none"> <li>• author's purpose (perspective/point of view) when listening to different presentations.</li> <li>• a speaker's tone and word choice.</li> <li>• the impact and meaning of an author's speech/speaking.</li> <li>• planning, organizing, and monitoring.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What can I gain from listening with purpose?</li> <li>2. Why is planning, organizing, and monitoring my thinking important?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. close listening/reading.</li> <li>2. the author's purpose when listening to a speech or presentation.</li> <li>3. the speaker's perspective when listening.</li> <li>4. a speaker's point of view when listening.</li> <li>5. audience and its purpose.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Listening, gathering, and organizing important information from oral discourse.</li> <li>• Identifying an author's purpose, perspective, and point of view (if necessary).</li> <li>• Using specific language to create purpose and meaning for a specific audience.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Spoken responses are clear and questions are answered in complete sentences.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they understand the evidence of... close listening and the organization of information gathered, to think, analyze, and synthesize learning.</i></p> <p><a href="#"><u>Mock Trial - American Bar Association</u></a></p> <p><a href="#"><u>Mock Trial</u></a></p> <p>Students will demonstrate their listening and speaking skills by performing in a mock trial.</p> <ol style="list-style-type: none"> <li>1. Students will be assigned different roles including, lawyers, judges, witnesses, plaintiffs, stenographers, detectives, etc.</li> <li>2. Students will work collaboratively (in small groups to decide and gather information).</li> <li>3. Students will use evidence supplied in different mediums (visuals, listening, reading) to support their ideas/claims.</li> <li>4. Students will use graphic organizers of choice to document their thinking.</li> <li>5. Students will organize the information they gathered to fit each of their roles.</li> <li>6. Students will present their cases to a jury of peers.</li> <li>7. Peers will decide on the verdict.</li> </ol> <p>The teachers and students can create a rubric and checklist based on the criteria listed above.</p> <p>*Note - the teacher can decide on small groups and how to share information with each class.</p>
	The evidence stated is clear and is related to the topic or claim.	
	Use of vocabulary representative of the student's role.	
	Stated facts using evidence.	
	Conclusion based on factual evidence.	
A, M	Questions are relative to the topic.	
	Use of questioning for clarification.	
A, M, T	Students will provide and receive feedback from their peers. Feedback is clear and maintains a positive message.	
A, M, T	Students will use correct body language when speaking and listening to their peers.	
A, M, T	Teacher created rubric	
M, T	Jury's notes and verdict	
T		
A, M, T		

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Exit tickets - One new strategy I learned and used today is....</p> <p>Strategies I am applying to my work today are...</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>Gallery Walks and leave-behinds (sticky notes with student feedback)</p> <p>noticing and wonderings - T-chart created by students</p> <p>student sticky notes/jots</p> <p>Teacher created rubric using: <a href="#">Four Ls of Productive Partnering</a></p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>Students will listen to a brief podcast and answer a series of questions created by the classroom teacher. Students will only have a written copy of the questions. A transcript will not be provided.</p>	
<p>A, M</p> <p>A, M</p> <p>A, M</p> <p>A, M, T</p> <p>A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Identify the purpose of close reading and listening. Provide podcasts and short speeches and determine:</p> <ol style="list-style-type: none"> <li>1. what am I listening to?</li> <li>2. If I am answering questions - how do I confidently answer the questions without a text?</li> <li>3. how do I gather specific information</li> </ol> <p>Model listening to a recorded audio text, speech, or presentation three times. Discuss and practice determining the gist of the audio. Discuss and practice listening with purpose - using the questions to find answers.</p> <p>The classroom teacher can decide on using one or more of the following strategies. The classroom teacher will model/demonstrate how to use the strategy(ies) first, allow for students to apply the strategy through guided practice, and finally have students apply the strategy(ies) in small groups, partnerships, or independently.</p> <p><b>Other possible strategies to model and practice when listening to audio (including speeches and presentations) are:</b></p> <ul style="list-style-type: none"> <li>• The 5 Ws to organize and summarize.</li> <li>• Listen and identify mood, tone, and pacing.</li> <li>• Collect words and phrases to determine the author's purpose.</li> <li>• Collect words and phrases to determine perspective.</li> </ul> <p><b>Note:</b> The teacher can model how to jot or take quick notes when listening to an audio version of a text, speech, or presentation. Students can practice jots and note-taking independently, in partnerships, or in small groups. Students can utilize graphic organizers when appropriate.</p>	<p>Progress Monitoring</p> <p><a href="#">Formative Assessment - Questions to ask students to elicit feedback</a></p> <p><a href="#">Peer feedback</a>, Peer Survey</p> <p>Concept Map/Data Gathering</p> <p>Entrance and Exit Ticket</p> <p>Student artifacts - graphic organizers, sticky notes, journals</p> <p>Student created graphic organizers</p> <p>1:1 conferences - teacher notes</p> <p>small group conferring - teacher notes</p> <p>teacher and student created charts</p> <p>use of strategy(ies) - jots, graphic organizers, student notebooks/journals</p>

A, M, T	<p>The teacher will offer feedback on notes and the use of tools to gather information and answer questions.</p> <p>Compare and contrast audio, use of short written text and visuals to determine a claim or idea. Students will use multiple mediums to build a story, theory, or claim. Formulate a claim using evidence from a visual, text, or audio. Students gather and organize evidence and reasoning. Demonstrate how to gather evidence and organize thinking using the graphic organizers listed below.</p> <p><b>*Note:</b> The teacher will model using a variety of graphic organizers. Students will determine what and when to use specific graphic organizers independently.</p> <p>Recommended graphic organizer for teachers to model/demonstrate using audio and other mediums, including, illustrations, video-shorts, and short texts. The classroom teacher and students will share in listening to audio and reviewing the texts. The classroom teacher will model how to apply one or more of the graphic organizers. Students will work with the teacher through guided practice and share in adding or revising the information in the chart. Finally, students will compare and contrast independently, with a partner, or in a small group.</p> <p><b>*Note:</b> Sharing - students will orally share their ideas and thinking.</p> <p><b>*Note:</b> The classroom teacher can decide on the content and material before each session. The classroom teacher will decide on which of the graphic organizers to use depending on each class.</p> <p>T-charts - compare and contrast</p> <ul style="list-style-type: none"> <li>● <a href="#">Venn Diagrams</a></li> <li>● <a href="#">Venn Diagram - Audience and Criteria</a></li> <li>● Sequence/Process - shows a series of steps</li> <li>● Chart/Matrix - displaying relationships vertically and horizontally</li> <li>● T-chart - grouping ideas into categories</li> <li>● <a href="#">KWL</a> or <a href="#">KWLH</a> - <ul style="list-style-type: none"> <li>○ What do I Know? Want to Know? What did I learn?</li> <li>○ What do I know? Want to Know? How I Learned about _____? What did I learn?</li> </ul> </li> <li>● Webs and networks - centralized idea linked to concepts and</li> </ul>	
---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>ideas</p> <p><u>Teacher Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Websites: <a href="#">Questions to Provoke Critical Thinking   Sheridan Center   Brown University</a></p> <p><a href="#">Concept Maps: University of North Carolina</a> <a href="#">Eight Key Listening Comprehension Skills</a> <a href="#">Four Effective Listening Strategies</a></p> <p>Unit Two Monitoring: Graphic organizers: <a href="#">Compare and Contrast</a>, other concept maps</p> <p><a href="#">Concept Maps: University of North Carolina</a> <a href="#">Eight Key Listening Comprehension Skills</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Four Effective Listening Strategies</a></li> </ul> <p>SBA (Smarter Balance site): <a href="#">Smarter Balance Tools for Teachers</a> <a href="#">Smithsonian Magazine Teacher</a></p> <p><a href="#">Listen Up: Quality Reasoning Analysis</a> <a href="#">Listen Up: Teacher Copy</a> <a href="#">Listen Up: Student Copy</a></p> <p><a href="#">Listening for the 5 W's (SBA)</a></p> <p><a href="#">Listening: Native American Art</a></p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	<p>Examples of Podcasts for Middle Schoolers:  <a href="#">Smash Boom Best</a>  <a href="#">How to Create a Podcast</a></p> <p>Notetaking:  <a href="#">Graphic Organizer Menu</a>  Plan, Monitor, and Evaluate  Metacognitive skills - help learners think about their own learning explicitly.  Youtube video - <a href="#">revisiting metacognition</a></p> <p><a href="#">Doodling Notes</a> - combining visual and linguistics  <a href="#">Doodle Notes examples</a>  <a href="#">Visual Note Taking - an introductory video</a>  Resource for teacher and students - Canva  <a href="#">Five Ways to teach Doodle Notes</a></p> <p><b>Tier 2 &amp; 3 Vocabulary:</b>  perspective, researcher, research, topic, idea, main idea, cause and effect, compare and contrast, summary, summarize, determining importance, compassion, compassionate, empathy, mood, tone, body language, affect, effect, emotion, debate, converse, reflect, reflection, cite, citation, express, expression, decision, decide, a medium, audience</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. increase awareness of how certain communication tools/mediums can be used.</li> <li>2. promote, reflect, and revise idea(s) when using a resource.</li> <li>3. apply listening and speaking strategies to create and present thinking.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● To increase and engage in talk to build rigorous thinking.</li> <li>● To use talk with peers to reflect and revise our thinking.</li> <li>● To organize and apply learning to our speaking/presentation of ideas.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What communication platform do I use to express my thinking?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● theme and content.</li> <li>● scripting the content.</li> <li>● podcasts, blogs, and video-shorts.</li> <li>● The criteria and data necessary to grasp and hold onto their audience.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● creating visual and oral representations of their ideas.</li> <li>● applying speaking skills to articulate their ideas.</li> <li>● choosing the appropriate platform to express their ideas.</li> <li>● using questioning, planning, organization, and monitoring skills.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
A, M, T M, T M, T T T	Planning and research using graphic organizers.	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i> oral and visual representation of ideas, thinking, and/or problem-solving.  The teacher and students can decide on topics before beginning their projects.  Students will create a podcast, TedTalk, YouTube Short, or series of blog posts. Students will use the platform to share their ideas/thinking on something the student finds important. Students will create a script, and notes, or use a graphic organizer as a tool for creating their presentation. Students will answer why they found their platform of choice the best way to express their ideas.  Students will present their projects to their peers/audience. Peers/audience will ask questions and provide feedback.  Students will be scored using a teacher-created rubric. The rubric will be shared with students before the final project begins.  <i>The teacher may adjust the rubric annually and by each class.</i>
	Collaboration with peers in small groups and partnerships.	
	Communication of ideas and thinking using visuals and oral representation.	
	Listening and providing feedback to peers.	
	Questioning using specific evidence to provide feedback.	
	The organization and sequencing of ideas and thinking are clearly defined.	
	Use of perspective, audience, and voice.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Exit tickets - one new strategy I learned and used today is....</p> <p>Strategies I am applying to my work today are...</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>Gallery Walks and leave-behinds (sticky notes with student feedback)</p> <p>noticing and wonderings - T-chart created by students</p> <p>student sticky notes/jots</p> <p>Student demonstration during independent practice:</p> <p><a href="#">Four Ls of Productive Partnering</a></p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<i>Pre-Assessment</i>	
	<p>Students will listen to a brief podcast and determine why the podcast was an appropriate way for the author to share their information.</p> <p>Students will watch a brief TEDX talk or video and determine why the video presentation was an appropriate way for the author to share their information.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teachers will define each platform and their purpose. Platforms will be viewed and questioned by students. Students will compare and contrast each of the platforms to gain insight into why they are used. The teachers and students will identify and determine:</p> <ol style="list-style-type: none"> <li>1. What are podcasts, TedX TALK videos, and blogs?</li> <li>2. How do we use them for communication?</li> <li>3. Identify purpose, perspective, and/or point of view when viewing, reading, or listening.</li> <li>4. Compare and contrast podcasts, TedX TALK videos, and blogs.</li> <li>5. Use graphic organizers to document similarities and differences.</li> <li>6. How are visuals used?</li> <li>7. How is text used?</li> </ol> <p>The teacher and students will identify and construct one of the three platforms from above. The teacher will present to students a rubric and checklist with identified success criteria.</p> <p>*Note: The classroom teachers will create a rubric and checklist before the beginning of the unit. Rubrics and checklists will be differentiated as needed for each class.</p> <p><u>Teacher Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Concept Maps - <a href="#">University of North Carolina at Chapel Hill: Learning</a></p>	<p>Progress Monitoring</p> <p><a href="#">co-created micro progression</a></p> <p><a href="#">Formative Assessment - Questions to ask students to elicit feedback</a></p> <p><a href="#">Peer feedback</a>, Peer Survey</p> <p>Concept Map/Data Gathering</p> <p>Entrance and Exit Ticket</p> <p>Student artifacts - graphic organizers, sticky notes, journals</p> <p>Student created graphic organizers</p> <p>1:1 conferences - teacher notes</p> <p>small group conferring - teacher notes</p> <p>teacher and student created charts</p>

[Center](#)

Suggested Vocabulary/Word Wall

inform, access, bias, bias-free, theme, podcaster, host, recurring, scripted, improvised, journalistic,

▼ [Types of podcasts](#)

[Enhanced podcasts](#)

[Fiction podcast](#)

[Podcast novels](#)

[Video podcasts](#)

[Live podcasts](#)

[Blog versus Podcast](#)

[How to make a podcast in Canva?](#)

[Why Choose Shorts?](#)

Plan That - [5 Reasons Why You Should Be Posting YouTube Shorts](#)

[Tedx](#) (Tedx Talk)

[Why Podcasts and not Youtube?](#)



NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Communication Arts II

April 2024



**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McNerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Authors of Course Guide**

Lisa Morlock

### **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Communication Arts

### Eight

#### Course Overview

Communications Arts Two is a year-long course for students entering grade eight. The course teaches the art of argument using inquiry and problem-solving. Speaking and presenting to peers is the priority for delivering and displaying new learning during this course. Students will demonstrate their use of language and metacognitive skills to develop and apply arguments based on fact and judgment.

Students will use various literacy tools (mediums) to access and present information. Students will learn how to use technology responsibly to format, produce, and share simple to more complex arguments. Students will learn how to apply skills previously learned to their new learning centered around research, planning, and organizing.

Students will prepare to debate and present speeches but in less traditional ways. The use of multimedia formats in combination with 21st-century skills will offer a more relevant platform for students to present their learning. Time management and organization skills will be emphasized as students must prepare to present and discuss their ideas at any moment.

This course prepares students for argumentative writing, a topic near and dear to the Common Core and their High School English Classes.

### Pacing Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit Number	Title	Dates
<a href="#">One</a>	Argument versus Persuasion	August - October
<a href="#">Two</a>	Simple Arguments Facts and Judgment	October - December
<a href="#">Three</a>	Building an Argument: Solving Problems <u>WE</u> Care About	December - February
<a href="#">Four</a>	Independent Research - Solving Problems WE Care About	February - April
<a href="#">Five</a>	Research to Public Speaking	April - June

<p><b>ESTABLISHED GOALS</b> <b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. Define and determine the differences between argumentative and persuasive speaking.</li> <li>2. Use specific evidence to validate the thinking and ideas of self, peers, authors, and presenters.</li> <li>3. Develop and voice questions using ideas presented by peers, authors, and presenters.</li> <li>4. Use specific academic words (tier 2 and tier 3) when speaking and writing.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Understandings: Students will understand:</p> <ul style="list-style-type: none"> <li>• categories and skills related to argument.</li> <li>• the difference between using facts and opinions during an argument.</li> <li>• the purpose of inquiry (questioning).</li> <li>• words and phrases to use when questioning arguments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> Essential Questions: Students will keep considering:</p> <ul style="list-style-type: none"> <li>- When should I argue?</li> <li>- When should I persuade?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of argument.</li> <li>2. Purpose of argument.</li> <li>3. definition of persuasion.</li> <li>4. purpose of persuasion.</li> <li>5. questioning and analyzing.</li> <li>6. facts, logic, opinions, and feeling.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. identifying arguments.</li> <li>2. identifying persuasion.</li> <li>3. comparing and contracting arguments to persuasion.</li> <li>4. identifying facts (logic) and opinions (feelings) using a variety of mediums (especially during a</li> </ol>

<p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Language</b>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Writing</b>  <b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>*Disclaimer:</b> The Language, Reading, and Writing standards listed above are the “<b>POWER STANDARDS.</b>” Please refer to the CT Core Language, Reading, and Writing Standards for more information. The expectation is for students to meet the above standards by the end of an academic school year.</p>		<p>speech or speaking event.)</p> <p>5. listening and observing to cite evidence to solve the problem.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
	Spoken and written responses are clear and demonstrate an understanding of a simple argument.	PERFORMANCE TASK(S): <i>Students will show that they understand the evidence of...</i>
	Spoken and written responses are clear and demonstrate an understanding of a persuasive piece.	1. <i>how to determine an argument versus persuasive speaking/writing.</i> *Presentation rubric - to be developed by teachers. Topics will be considered and chosen by teachers and students.
	Students can write a simple argument and include facts from evidence without using opinion.	Students will work collaboratively to complete their performance tasks. <i>Groups of students may be pre-determined by the classroom teacher. Groups should consist of 3 to 5 students.</i>
A, M, T	Students brainstorm ideas.	1. Students will choose to create a short persuasive piece and present it to their peers.
A, M, T	Students draft, conference, and revise their speaking and writing throughout the creative process.	2. The persuasive piece will: a. start with speaking and writing ideas and thinking (scripting or use of graphic organizers to develop their persuasive text.
M, T	Students will provide and receive feedback from their peers.	3. Students will incorporate tone, audience, and feeling into their desired presentation. a. Tone, consideration of audience, and feeling will be demonstrated in students' written documentation of planning. b. graphic organizers, scripts, jots, notes, doddle notes, etc..., will count as a written expression of ideas. (this will be determined by the classroom teacher and students in a shared and collaborative effort.)
M, T	Students clearly articulate their final opinion and/or argument to their class/peers.	4. Examples of short persuasive pieces are YouTube video shorts, interactive billboards, commercials, movie trailers, etc. (teacher and students can decide on appropriate choices based on class.)
	<a href="#">Peer feedback</a>	5. Students will use their scripts, notes, etc., to present their ideas to their peers.
M, T		6. Presenters will present their persuasive piece and provide a brief description as to how their piece is persuasive and not an argument.
A, M, T		7. Peer audience - will offer feedback during and after presentations. Teachers and students will decide before presentations how the audience will give feedback to the presenters. (options for audience to gather their ideas - note taking/graphic organizer, sticky note jots, rubric, a checklist, where students will express their thinking around how their

M, T		peers created and demonstrated a persuasive piece and describe changes that could make it an argumentative piece.)
M, T		<p><b>Options/Suggested Alternatives to Presenting:</b></p> <p>8. <b>Option 2:</b> presenters, present their piece, describe why it is persuasive, then describe how to change it into an argument piece.</p> <p>9. <b>Option 3:</b> presenters present, and describe why it is persuasive and not argumentative, and the audience can share their thinking on how to change it to an argument.</p> <p>10. Use of a teacher and student-created rubric and checklist will be used for providing feedback and scoring.</p> <p>*Persuasive pieces are more accessible for students to develop using creative and 21st-century applications.</p>
A, M, T		<p>Possible content and topics for performance task and unit:</p> <p>Grade 8 ELA - Units of Study - Writing - Memoir, Reading - Dystopian</p> <p>Grade 8 SS - The Revolutionary War Era - US Constitution</p> <p>Grade 8 science or math</p>



		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"> <li>1. collaborating with peers using key language and vocabulary to support the determination of an argument and persuasive piece.</li> <li>2. graphic organizers and note-taking to display planning and thinking.</li> <li>3. presentation of ideas and explanations for reasoning.</li> <li>4. Classroom discussions; journal writing; letters; friendly banter/discussions between peers.</li> </ol>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<p>Pre-Assessment:</p> <ol style="list-style-type: none"> <li>1. Using the video clips:             <ol style="list-style-type: none"> <li>a. Discuss with your group and decide - which video demonstrates persuasion and which video demonstrates argument.</li> <li>b. create a graphic organizer sharing your team's thinking on how you determined which video was persuasive and which video was an argument. (each student will produce their graphic organizer based on their discussion with their group.)</li> </ol> </li> </ol> <p>*Video clips determined by classroom teacher based on each class and their instructional needs. Suggestions/samples are offered in the resources.</p>	
<p>A</p> <p>A</p> <p>A, M</p> <p>A, M</p> <p>A, M, T</p> <p>M, T</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depend on...</i></p> <ol style="list-style-type: none"> <li>1. The teacher and students will discuss and produce a K-W-H-L on what students know about arguing.             <ol style="list-style-type: none"> <li>a. The teacher can elicit from students:</li> <li>b. current and past arguments as models/mentors.</li> <li>c. identify who they may know who argues for a living/career.</li> <li>d. how students and people view arguing.</li> </ol> </li> <li>2. The teacher and students will co-create and discuss a K-W-H-L on what students know about persuasion.</li> <li>3. The teacher and students will compare and contrast persuasive speaking and writing to argumentative speaking and writing, using their shared charts to promote curiosity and thinking.</li> <li>4. The teacher will use an inquiry model to support students in identifying characteristics of persuasive writing and speaking.             <ol style="list-style-type: none"> <li>a. Other resources the teacher can use to support student learning - Use video and written texts as mentors to model clear examples.</li> </ol> </li> <li>5. Teacher will directly instruct on how to determine and define facts and opinions when:             <ol style="list-style-type: none"> <li>a. defining persuasive speaking and writing.</li> <li>b. defining argumentative speaking and writing.</li> <li>c. Students will practice identifying facts and opinions using different mediums - including video and texts.</li> </ol> </li> </ol>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> <li>1. Student copy of K-W-H-L</li> <li>2. teacher anecdotal notes from             <ol style="list-style-type: none"> <li>a. small group work/discussions</li> <li>b. 1:1 conferencing</li> </ol> </li> <li>3. student-created graphic organizers             <ol style="list-style-type: none"> <li>a. Venn diagrams</li> <li>b. t-charts</li> <li>c. sticky notes and jots</li> </ol> </li> <li>4. Teacher created rubric(s)</li> <li>5. Student-created checklist(s)</li> <li>6. Student - Goal setting and reflection sheet(s)</li> <li>7. Journal writing</li> <li>8. Letters/emails</li> <li>9. friendly banter/discussions between peers.</li> </ol>

<p>A, M</p> <p>A, M</p> <p>T</p> <p>T</p>	<ol style="list-style-type: none"> <li>6. Teacher and students will co-create shared models of determining perspective versus point of view - determine how authors and presenters can influence others. Using mentor videos, speeches, podcasts, YouTube videos, and shorts, students will define how a person is using perspective or point of view to deliver an argument or persuade their audience. Students can use appropriate graphic organizers, sketch, label, etc. when identifying and comparing.</li> <li>7. Inquiry - students will discover through Compare and Contrast and questioning how Point of view versus perspective - which one do we use to argue, and which one do we use to persuade?</li> <li>8. Students can view and report in small groups: Seeing point of view and perspective in action - analyzing video clips to see when the speaker is displaying a point of view or perspective. The teacher and students can create an anchor chart identifying words and phrases students use.</li> <li>9. The teacher will define evidence and problem - arguments begin with data. Persuasive pieces begin with a story and opinion. <ol style="list-style-type: none"> <li>a. students will find how authors use evidence and problem in their texts or other mediums.</li> <li>b. Students can jot and discuss what they discover when considering the genre of persuasion versus opinion.</li> </ol> </li> <li>10. Teacher and students will recall and review K-W-H-Ls - built at the beginning of the unit, the teacher and students will identify the differences between an argument text versus a persuasive text.</li> <li>11. The teacher and students will create a list of descriptors for each type of writing. Students will use their personalized checklist when creating arguments.</li> </ol> <p>Unit Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Resources and websites:  <a href="#">four aims of argument</a>  <a href="#">Monty Python Argument</a>  <a href="#">Mr. Smith Goes to Washington</a> - Filabuster  Kennedy Art Center: <a href="#">Art of Advertising</a></p> <p>Teacher Resources:  <a href="#">Elements of An Argument</a>  <a href="#">Tier 2 Vocabulary</a>: Problem  <b>Tier 3 Vocabulary:</b>  Analysis, Textual evidence, Argument, Persuasion, Claim, Evidence, inquiry</p> <p>Possible content and topics for unit:</p> <ul style="list-style-type: none"> <li>● Examples: a lawyer’s brief; newspaper editorials; case studies; most academic writing</li> <li>● Examples: Political speeches, sermons, advertising</li> <li>● Examples: Diplomatic negotiations, labor relations, documents in organizational decision-making; essays seeking resolution of conflict between competing parties; also frequent in private life when dealing with disagreements among friends and family members.</li> <li>● Grade 8 ELA - Units of Study - Writing - Memoir, Reading - Dystopian</li> <li>● Grade 8 SS - The Revolutionary War Era - US Constitution</li> <li>● Grade 8 Science and/or Math</li> </ul>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

ESTABLISHED GOALS		
<b>Speaking and Listening</b>		
<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<i>Transfer</i>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. identify parts of and determine a simple argument.</li> <li>2. use facts, rules (warrants), and evidence to support their argument.</li> <li>3. share and engage with peers to synthesize ideas and thinking surrounding a problem or situation.</li> <li>4. use appropriate language and vocabulary to create spoken and written texts.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• there are basic elements to a simple argument.</li> <li>• rules or warrants are parts of an argument.</li> <li>• analyzing and citing evidence are necessary for an argument.</li> <li>• analyzing and questioning are part of a simple argument.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Why is it necessary to stick to the facts?</li> <li>2. What do I need to collect to make rules for an argument?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of data.</li> <li>2. a simple argument.</li> <li>3. inquiry approach.</li> <li>4. facts and judgment.</li> <li>5. specific language and vocabulary.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. identifying the evidence, rule, and conclusion of an argument.</li> <li>2. Developing an argument using different mediums to present.</li> <li>3. Analyze evidence critically (with a critical eye).</li> <li>4. Interpret evidence to explain what it shows.</li> <li>5. Develop warrants to demonstrate relevant</li> </ol>

<p><b>Language</b>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Writing</b>  <b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p>		<p>evidence.</p> <p>6. Use evidence and explanation(s) to solve the problem.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Students participate appropriately, using key language and vocabulary when discussing the case.	PERFORMANCE TASK(S): <i>Students will show that they understand the evidence of...</i>
A, M, T	Students create a graphic organizer and utilize it for specific purpose(s).	<a href="#">The Case of the Dead Musician</a>
A, M, T	Analyze and evaluate evidence from different texts.	You are part of an investigative team preparing to present to the District Attorney regarding the Case of the Dead Musician. You and your team of investigators must create and present a simple argument to the District Attorney on whether you think Mr. Karazai's son is guilty or innocent. The D.A. (District Attorney) will decide if they will pursue charges.
A, M, T	Students can identify parts of the argument.	You and your team are reading the reports and inspecting the picture of the crime scene. Mr. Karazai's son claims that his father hanged himself. What do you and your team believe is the truth?
M, T	Students written texts provide parts of the argument required to present and create an argument.	From the evidence available, make a case for what you think happened.
M, T	Students present their case using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.	If you believe that other evidence is necessary, make recommendations about what other evidence you and your team might need to be collected.
M, T		Before you begin to write, list the evidence and warrants you will use in making your case. Create and use a graphic organizer to record your claim(s), evidence, warrants, and conclusions. You and your team will present your findings to your peers. (Students may use any notes, graphic organizers, or writing while presenting.)
A, M, T	<a href="#">Student Checklist</a> <a href="#">Start With a Problem - Rubric</a>	Audience - students will decide how they will collect information from the DA's presentation, using a form of documentation to write their ideas regarding the presentation. (Classroom teacher and students can decide the what and how before presentations begin.)

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>5. collaborating with peers using key language and vocabulary to support the determination of an argument and persuasive piece.</li> <li>6. graphic organizers and note-taking to display planning and thinking.</li> <li>7. presentation of ideas and explanations for reasoning.</li> <li>8. Classroom discussions, journal writing, jots, and notes.</li> </ul>



Code	<b>Pre-Assessment</b>	
A, M	Students will decide and develop a simple argument using a <a href="#">picture or video short - Boston Massacre</a> . Students will use the information to identify a claim, evidence, rules, and a conclusion on their side of the argument. The question students will argue: Who fired the first shot? Use information and evidence cited in the picture, video clip, and text to write a simple argument. Students can discuss as a small group before creating a simple written piece. (Alternative - students can present as a small group instead of writing.)	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, M	1. Teacher will Identify the parts of a simple argument - list and define	1:1 conferences small group anecdotal notes coaching and feedback - leave behinds/artifacts Teacher and student created checklists and rubrics
A, M	2. students will use graphic organizers to unpack what we see, hear, and read.	
M, T	3. Teacher will model how to unpack a crime scene photo - what do we look for? what questions do we ask? unpack a crime scene report - what do we look for? what questions do we ask?	graphic organizers jots/student notes
A, M, T	4. Students will role play - they will be playing the part of a detective at a crime scene. Introduce the elements of a simple argument- unpack each element using a photo and report.	class charts - shared ideas and thinking Student - Goal setting and reflection sheet(s)
A, M	5. The teacher will define what a criteria. The teacher and students will build simple criteria using school mascots, including their own. a. <a href="#">Select a Mascot Day 1</a>	
M, T	6. The teacher will define attributes and criteria - deciding how attributes work with criteria. What am I looking for? Listening for? Sticking to the facts. Anchor charts will be used to document and record information. Mini-anchor charts can be developed by students and used as a resource to reflect on.	
T	7. Students will apply the criteria they built from the previous session to help a new school select a mascot. a. <a href="#">Select a Mascot Day 2</a>	
T	8. The teacher and students will co-compose an argument of judgment complete with a claim, evidence, and warrant (rule) explaining how the evidence supports the claim. The teacher can record as students discuss and share ideas.	
A, M, T	9. The teacher and students will use visuals/pictures to infer characteristics of a person - making judgments. Students can jot	

<p><b>M, T</b></p> <p><b>A, M, T</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M, T</b></p>	<p>noticings on sticky notes.</p> <p>10. The teacher and students will use details from a text, visual, video, or podcast to decide the type of person(s) the author or artist wants to portray. (or alternate way to teach - use the details from the ____ to describe the character/person as a _____.)</p> <p>11. The teacher and students will determine and jot: do we use perspective and point of view - the intentions of an artist or author, speaker or director. Students will discuss and share ideas, collecting their jots to use in future discussions.</p> <p>12. The teacher will model how to decide and apply characteristics to determine a criteria. Example: What makes a good king? If the artist's depiction is accurate, is the person fit to be a king?</p> <p>a. Students and teachers will add/revise or re-create the criteria(s) they have worked on.</p> <p>13. The students with teacher support will compare and contrast - to develop criteria (good versus evil) to determine criteria and application of justification (asking why after each criterion is suggested). Define and approximate <i>Justice in Court</i>.</p> <p>14. The teacher will demonstrate how to build specifics around criteria - how to be clear when criteria could be considered broad or abstract. (ex: defining what is fair.) The teacher will elicit feedback from students, incorporating discussions using clear criteria versus broad.</p> <p>15. The teacher and students will use shared writing to build an argument from criteria to conclusion using collaboration and discussion. Students can use their journals to write/create their own.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><u>Resource: Political Cartoons and Kennedy Center</u> Teacher Resources:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Kennedy Center Resources</a></li> <li>2. <a href="#">History Channel: Boston Masacre</a></li> </ol>	
-------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<a href="#">Tier 3 Vocabulary:</a> criteria, warrant, rules, attributes, characteristics, judgment,	
--	-----------------------------------------------------------------------------------------------------	--

<p><b>ESTABLISHED GOALS</b></p> <p><b>Writing</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. identify problem(s).</li> <li>2. plan an investigation/research.</li> <li>3. collect data with support from peers.</li> <li>4. research/investigation and gather relevant data.</li> <li>5. develop and present their argument using the data collected.</li> <li>6. share and engage with peers to synthesize ideas and thinking surrounding the problem.</li> <li>7. use appropriate language and vocabulary to create spoken and written texts.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● research begins with questioning and identification of a problem.</li> <li>● planning and communication are a part of solving problems.</li> <li>● collecting and clarifying data is an important component of an argument.</li> <li>● data and information gathered need to be organized before presenting.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What questions and data do I need to argue a point?</li> <li>2. How do I communicate my argument/thinking?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. simple argument and argument of policy.</li> <li>2. an inquiry approach.</li> <li>3. criteria and data collection for research.</li> <li>4. basic research.</li> <li>5. specific language and vocabulary.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Analyze evidence critically using background and existing knowledge.</li> <li>2. Interpret evidence to explain what it shows.</li> <li>3. Use evidence and explanation(s) to solve the problem.</li> <li>4. Speaking collaboratively to their research through different mediums and technology.</li> </ol>

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Participation is evident during whole class and small group.	PERFORMANCE TASK(S): <i>Students will show that they understand evidence of... shared writing experience of complex/policy argument.</i>  Students will complete a shared writing of an argument of a policy or rule. Students will: <ol style="list-style-type: none"><li>1. identify and clarify a problem. (ex: gum chewing in school)</li><li>2. Plan an investigation. (answering questions students have developed)</li><li>3. collect data using an interview or survey.</li><li>4. co-conduct an investigation.</li><li>5. co-create an argument of policy.<ol style="list-style-type: none"><li>a. write an introduction - describe the nature of the problem to be investigated and explain the major related questions.</li><li>b. research design and methods - explain how you went about investigating the problem and related questions.<ol style="list-style-type: none"><li>i. Ex: classes and how selected</li><li>ii. counting of wads of gum in classroom</li><li>iii. questionnaire and tallies</li><li>iv. procedures for estimate tithe me and cost of cleaning</li></ol></li></ol></li><li>6. Results/Findings - Explain what you found relative to each of the above as a result of the methods you used.</li><li>7. Interpretation of Results/Findings - Explain what the results mean and why these interpretations are valid.</li><li>8. Conclusions and Recommendations - Explain what might reasonably be done in light of the research findings.</li><li>9. Presentation to class or other classes. (When presenting each part can be presented by individual students. Formatting of the presentation will be teacher and student-dependent.)</li></ol>
M, T	Clear use of key language and vocabulary when discussing ideas and thinking.	
M, T	Creation and application of graphic organizer(s) to utilize for a specific purpose(s).	
A, M	Analyze and evaluate evidence from different texts throughout the process.	
M, T		
M, T		
M, T		
M, T		
M, T	Identification and application using the parts of an argument.	
M, T	Determination and collection of data to support their reason for arguing.	
M, T	Presentation of argument using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.	
M, T	Teacher created rubric	
M, T	Student rubric	
M, T	Student checklist	
T	Goal setting sheets	

		<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. reading and applying information from texts presented in different formats.</li> <li>2. interpretation of data.</li> <li>3. small group discussions and participation in planning.</li> <li>4. small group discussions and participation in coordinating end presentation.</li> <li>5. small group participation in developing and presenting findings.</li> <li>6. note-taking and graphic organizers.</li> <li>7. student journals.</li> </ol>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<b>Pre-Assessment</b>	
	<p>Your principal put in a new rule and policy for all students to begin following immediately.</p> <p>You and your group do not understand why this rule and policy has been put in place. You and your team want to amend the rule.</p> <p>Review the new school policy and data to support the policy. Decide as a group -what steps would you take to argue and amend (change) the policy/rule? (Rule can be created/determined by classroom teacher)</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A, M	1. The teacher will define researchable problems with students.	1:1 conferences
A, M	2. The teacher and students will use graphic organizers to compare/contrast researchable problems.	small group anecdotal notes
A, M, T	3. The teacher will set up this unit for students by sharing with them a rubric and checklist. The teacher and students will review the expectations for their research. (The teacher will create a rubric and checklist for their classes based on their make-up and needs.)	coaching and feedback - leave behinds/artifacts
M, T	4. Students will develop a list of researchable problems based on ideas that are relevant to them. Partners and small groups can be utilized to support discussion and feedback.	Teacher and student created checklists and rubrics
	<ul style="list-style-type: none"> <li>a. (*Note: for unit 3 the teacher will guide the choices. Students will make a list and decide on one researchable problem for the class to decide on.)</li> </ul>	graphic organizers
A, M	5. The teacher will model how to use what has been learned so far to build the research centered around the identifiable problem. Students will apply what they have learned about rules and criteria research problems to their identified problem. Revisions can be made. The teacher will guide and support as students work independently, in partnerships, or in small groups.	jots/student notes
A, M	6. The teacher will model for students how to identify and clarify a problem. The teacher will model using shared discussions, graphic organizers, and questioning. Students will continue to use their research/problem to apply clarification. Options for teacher to support and guide students are:	class charts - shared ideas and thinking
	<ul style="list-style-type: none"> <li>a. Students can develop a list of five to seven questions determining if they identified a serious problem and what they might be able to do about it.</li> </ul>	student charts for notebooks
A, M	7. The teacher will demonstrate how to create a plan using their	

A, M, T	<p>questions, discussions, and other learning. The teacher will introduce and model for students:</p> <ul style="list-style-type: none"> <li>a. do they need to collect data</li> <li>b. what type of data <ul style="list-style-type: none"> <li>i. interviewing</li> <li>ii. surveying</li> <li>iii. reviewing materials - i.e., pictures, video, podcast, discussion</li> </ul> </li> <li>c. determining the need to analyze material/evidence</li> </ul> <p>Students will be involved in the process by discussing and sharing ideas and thinking. The teacher thinks aloud to model ideas and the process and will provide specific feedback as students share. Other options for this work are: <b>shared writing or interactive writing</b> - students and teachers will create a written plan. This can be an outline, use of sticky notes, etc. The plan should be written on chart paper for display and use by students.</p>	
A, M	<p>8. Conducting the Investigation: The teacher will model how to collect information and how to document/record findings based on the plan.</p> <ul style="list-style-type: none"> <li>a. how to responses from an interview</li> <li>b. how to create a survey and collect data (google form)</li> <li>c. how to use graphic organizers or other tools, i.e., spreadsheet or table.</li> </ul>	
A, M, T	<p>9. Students will interpret and organize the data they collected. Shared writing: The teacher and students will work together to determine how to organize data and speak to the data.</p> <ul style="list-style-type: none"> <li>a. teacher will model the use of organizers.</li> <li>b. how to summarize the information gathered.</li> </ul>	
A, M, T	<p>10. The teacher will model how to write an argument applying the data and information gathered during the investigation.</p> <ul style="list-style-type: none"> <li>a. * It is recommended the following lessons be done as a shared writing experience. (shared writing: teacher holds the pen and writes down student and teacher shared thinking. Most teachers write on chart paper.)</li> <li>b. This will allow for teacher to think aloud and discuss options with students on how to write each part. (Students may copy or write each in their own words each part in a notebook, on chart paper</li> </ul> <p>11. The teacher will think aloud and work collaboratively with</p>	



<p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M, T</b></p>	<p>students to write a shared introduction.</p> <p>12. The teacher will model (think aloud) how to write an introduction, describing the nature of the problem investigated and the major and related questions. The teacher will model and think aloud explaining the investigation of the problem and related questions. (Research Design and Methods) Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>13. Results/Findings - The teacher will model and think aloud explaining the results and evidence. Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>14. Interpretation of Results/Findings - The teacher thinks aloud and explains what the results mean and why the interpretations are valid. Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>15. Conclusion and Recommendations - The teacher thinks aloud and explains what can be reasonably done in light of the research findings.</p> <p>16. Presenting, Explaining, and Interpreting Findings - students will learn how to present specifics using the information from their research.</p> <ul style="list-style-type: none"> <li>a. presenting truthful facts and data</li> <li>b. how to use a variety of data to make a case (even if one set of data does not side with your argument)</li> </ul> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#"><u>Teaching Argument Writing (p. 69-97, by G. Hillocks, Jr., 2011)</u></a></p>	
---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><b>ESTABLISHED GOALS</b></p> <p><b>Writing</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <p>research, write, and present an Argument of Policy from beginning to end collaboratively.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. research is part of problem-solving.</li> <li>2. data is not only used in math and science.</li> <li>3. criteria, rules, and evidence apply to research.</li> <li>4. planning and organization are a part of problem-solving.</li> <li>5. use of 21st-century platforms to present our arguments is impactful.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. When the rules, policies, and procedures do not apply to me, what do I do about it?</li> <li>2. How can I voice my research to make a change?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. an inquiry approach to problem solving.</li> <li>2. data collection.</li> <li>3. collaborative discussion and planning.</li> <li>4. research and presentation.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Analyze evidence critically using background and existing knowledge.</li> <li>2. Interpret evidence to explain what it shows.</li> <li>3. Use evidence and explanation(s) to solve the problem.</li> <li>4. Speaking collaboratively to their research in a 21st-century style format.</li> </ol>



Code	Evaluative Criteria	Assessment Evidence
<p><b>M, T</b></p> <p><b>A, M, T</b></p>	<p>Participation is clear and evident during whole class and small group.</p> <p>Clear use of key language and vocabulary when discussing ideas and thinking.</p> <p>Creation and application of graphic organizer(s) to utilize for a specific purpose(s).</p> <p>Analyze and evaluate evidence from different texts throughout the process.</p> <p>Identification and application using the parts of an argument.</p> <p>Determination and collection of data to support their reason for arguing.</p> <p>Presentation of argument using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.</p> <p>Teacher-created rubric Student rubric Student checklist Goal setting sheets</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they understand the evidence of...</i> An argument of policy through research.</p> <p>Students will present their findings and argue for a policy, rule, or procedure to be amended in a format of choice. (i.e., TedTalk, Youtube Short, debate, masterclass)</p> <p>Students will include in their notes, graphic organizers, and/or journals (student choice):</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Research and design methods</li> <li>3. results and findings</li> <li>4. interpretation of results/findings</li> <li>5. conclusion</li> </ol> <p>A teacher-created rubric will be used to score students' final presentation of their research and the steps students took to create their presentation.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• participating in small group work and final presentation.</li> <li>• applying the parts of research and argument.</li> <li>• written documentation/artifacts.</li> <li>• planning of presentation.</li> <li>• journals, notes, graphic organizers.</li> </ul>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Code	<b>Pre-Assessment Unit Four</b> Identify a problem you care about that is related to our school or town. Example: cell phone usage in the classroom. Thinking argument...write the steps you would take to solve your problem. Where would you start the process? How would you end the process?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> This unit will support the transference and application of the previous unit(s). The teacher will provide expectations using a similar rubric and checklist. The teacher will support and work with groups through the process, as needed.	Progress Monitoring
M, T	1. Students will decide on a problem and determine what information they need to gather based on their learnings from Unit 3. Student partnerships and small groups will be determined.	1:1 conferences Small group conferences Teacher anecdotal notes rubrics and checklists student artifacts - including notes, jots, graphic organizers
M, T	2. Students and the teacher will document groups and identify one or more problems. (Problems may not be determined in one class setting. The teacher may need to supply options/choices for some students.)	participation and engagement in the research process peer feedback peer discussions
M, T	3. Students and the teacher will decide what documentation will be needed to begin research. (i.e., school-wide policy, rules, handbook, video, newspaper articles) *Note: documentation may need to be adjusted or made accessible for students by the classroom teacher.	
M, T	4. Students will apply the parts of true research to develop an argument through whole class guided practice. The elements include: <ol style="list-style-type: none"> <li>policy, procedure, rules - questioning and deciding on a problem.</li> <li>planning and data collection</li> <li>interpretation of findings</li> <li>how to organize the information/data to answer the question and solve the problem.</li> <li>how to write up/document findings.</li> </ol>	
A, M, T	The teacher will provide examples for students using the following formats to create a final project: <ul style="list-style-type: none"> <li>a masterclass</li> </ul>	

	<ul style="list-style-type: none"><li>• TedTalk</li><li>• documentary short</li><li>• podcast</li></ul> <p>Students will organize and present their research in a final project with guidance and support from their teacher.</p> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">How to Create a Successful Masterclass</a></p> <p><a href="#">Canva for Education</a></p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

ESTABLISHED GOALS		
<p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>Transfer Unit Five</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>engage in informational reading and research.</li> <li>use persuasive and argumentative skills in speaking, reading, and/or writing.</li> <li>speak, debate, and argue, using rules and procedures set by laws and government.</li> <li>to develop solutions to critical problems over more than one session.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>argument is universal.</li> <li>argument is a form of debate and resolutions.</li> <li>Arguments are collaborative and responsible.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>How will argument help me while I am working at my job?</li> <li>What argument skills are important to my future?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>rules, policy, and procedures when debating and arguing.</li> <li>claims, reasoning, and relevant and irrelevant evidence when arguing.</li> <li>purpose and presentation of information.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>determining resources for research to solve critical problems.</li> <li>organizing data (research) to negotiate or debate solutions.</li> <li>Construct debates and presentations with relevant and sufficient evidence.</li> </ol>



Code	Evaluative Criteria	Assessment Evidence
M, T	Identification of rules, policies, and/or procedures created by organizations.	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they understand the evidence of... procedural debate and argument using real-life experiences and settings.</i>  Students will create and demonstrate how the art of argument and use of rules, policy, and procedure is demonstrated in areas of government and law.  Students along with the teacher will choose one of the following:  Students may act as Senators, House of Representatives, mayors, or town/local representatives, using parliamentary procedure while debating a law, legislation, etc.  Students will prepare for a multi-day debate or meeting using argument skills in coordination with following specific rules, policies, and/or procedures. (The teacher may decide to use the specifics based on the makeup of each class.)  Students will include: <ol style="list-style-type: none"> <li>1. introductions</li> <li>2. data and visuals</li> <li>3. information to argue over more than one day (planning and organization)</li> <li>4. claims and evidence, and ability to counterclaim with evidence</li> <li>5. decide roles and speaking order (roles will be decided with the teacher before the project begins)</li> <li>6. concluding information</li> <li>7. decide how to use specific vocabulary and language when presenting - including titles of individuals, i.e., Representative Smith it is your turn to speak.</li> <li>8. script writing/notes for presenting - student choice.</li> </ol>
	Participation is evident during the whole class and small group time.	
	Clear use of key language and vocabulary when discussing ideas and thinking.	
A, M, T	Creation and application of graphic organizer(s) to utilize for a specific purpose(s).	<b>Note:</b> The teacher will guide students' choices in determining using local, state, and/or national topics. The classroom teacher may decide before this unit on
A, M, T	Analyze and evaluate evidence from different texts throughout the process.	
A, M, T	Identification and application using the parts of an argument.	
	Determination and collection of data to support their reason for arguing.	
	Presentation of argument using appropriate language and vocabulary, speaking clearly, and citing relevant evidence using both written and visual formats.  Teacher-created rubric Student rubric Student checklist Goal setting sheets	

		the choice of local, state, or federal government, along with topics that are accessible to students. The teacher may also use historical local, state, or federal topics/issues. Students would use rules and policies from the period selected.
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• participating in small group work and final presentation.</li> <li>• applying the parts of research and argument.</li> <li>• written documentation/artifacts.</li> <li>• planning and collaborating with peers using different artifacts.</li> </ul>

Code	<p><b><i>Pre-Assessment Unit Five</i></b></p> <p>Listen and watch the <a href="#">Legislative Process Overview</a>. Why are rules, policies, and/or procedures important to our legislative process/Congress? Cite specific and relevant evidence from the video to create your argument. Be prepared to discuss and share your argument. (note - students can work on this in a small group, in partnerships, or independently)</p>



--	--	--

--

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 6 General Music

April 2024

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Diana Beddows

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.



### Course Description

General Music in Grade 6 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on an acoustic instrument, such as xylophone, Boomwhackers, bucket drums, and non-pitched percussion instruments, as well as creating and performing on a digital tool, such as Bandlab. All units are vertically aligned with general music units in grades 7 and 8.

### Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/22 class periods meeting every other day for one class of approximately 40 minutes.

#### Unit 1: Performing and Creating With Acoustic Instruments

For the rhythmic component of this unit, these sounds can be used: clapping, counting using rhythm syllables, non-pitched percussion, bucket drums, Boomwhackers, xylophones, and/or keyboards.

Rhythm review includes what is learned at SNIS in 5th grade with the addition of sixteenth notes alone and/or in combination, and eighth rest on the downbeat.

#### Unit 2: Creating With Digital Instruments/Tools for Performance...Bandlab

This builds upon an introduction to Bandlab in 5th grade by utilizing song form as found in pop songs to arrange and then create a pop song using the elements of music as a starting point.

<https://edu.bandlab.com>

<https://www.incredibox.com>

<https://musiclab.chromeexperiments.com>

Embedded into both units is listening for song form and the elements of music.

Do Not Distribute Not BOE Approved



# Subject: General Music

## Grade 6

### Unit 1: Performing and Creating With Acoustic Instruments

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  MU:Re8.1.6 Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Interpret intent and meaning in artistic work.  Evaluate and refine personal and ensemble performances.  Generate and conceptualize artistic ideas and work.	
	<i>Meaning</i>	
MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  The creative ideas, concepts, and feelings that influence musicians' work emerge	<b>ESSENTIAL QUESTIONS</b>  How do musicians improve the quality of their performance?  How do musicians generate creative ideas?  How do we discern the musical creators' and performers' expressive intent?







<p>rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Cr1.1.6a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent</p>	<p>from a variety of sources, such as expertise, context, and expressive intent.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent</p>	
<b>Acquisition</b>		
<p>CCSS.ELA-Literacy. whst.6-8.2.D</p> <p>Use precise language and domain specific vocabulary to inform or explain the topic</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythm</li> <li>● melody</li> <li>● harmony</li> <li>● form</li> <li>● texture</li> <li>● instrumentation</li> <li>● beat</li> <li>● expressive intent</li> <li>● dynamics</li> <li>● tempo</li> <li>● articulation/style</li> <li>● phrasing</li> <li>● technique</li> <li>● originality</li> <li>● musical interest</li> <li>● readiness to perform</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard notation</li> <li>● generating musical ideas</li> <li>● technical accuracy on an acoustic instrument</li> <li>● interpreting other's music</li> <li>● responding to music</li> <li>● attentive listening</li> <li>● demonstrating proper audience behavior</li> <li>● discussing</li> <li>● reflecting</li> <li>● analyzing</li> <li>● evaluating</li> <li>● rehearsing</li> <li>● refining</li> <li>● applying feedback</li> <li>● making music as an ensemble</li> <li>● making music individually</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	Performance ready song demonstrating improvement over time, reflecting analysis, rehearsal, and refinement of technique, musical accuracy, and artistic intent.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Performing an 8 measure song with expressive intent, which has been improving over time so it is ready to be performed.</li> <li>2. Create and notate an 8 measure song using personally generated musical ideas.</li> </ol> <p>Possible idea:</p> <ul style="list-style-type: none"> <li>Rhythm Song - Comp Project</li> <li>Comp Project Part 2 Staff Paper - Landscape</li> </ul>
A,T,M	An original composition conveying expressive intent and originality using correct notation and form.	
Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original composition.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with the instrument and assess music literacy, rhythmic and melodic, through baseline assessments developed by general music teachers at the middle school.	
Acquisition     Meaning     Acquisition     A, M     A,M,T     A,M     A	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> <li>Students will review and/or learn the fundamentals of music theory required to perform on the acoustic instrument.</li> <li>Teacher and students evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>Teacher introduces students to components such as melody, song form, tempo, dynamics, rhythm, texture through listening examples.</li> <li>Students practice attentive listening, and proper audience behavior as they respond to the listening examples.</li> <li>Students perform rhythms on non-pitched percussion instruments individually and as an ensemble, incorporating expressive elements.</li> <li>Students perform, through singing and/or playing Boomwhackers, staff notation.</li> <li>Teacher demonstrates proper posture, hand position, and</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Peer coaching</li> </ul>

A,M	<p>technique for the instrument to be played.</p> <ul style="list-style-type: none"> <li>Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher provides strategies to use when practicing a piece to ready it for performance.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>Students reflect upon their personal interpretations and experiment with degrees of expressive intent.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students rehearse and refine their performance.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher provides rhythms from which the students may select eight measures for their composition.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Students arrange the rhythms in their chosen order, notate, and then practice performing them.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>Teacher provides descriptive feedback to students to aid in their self-analysis.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students compose the melody of their composition by adding the notes CDEFG to their 8 measure rhythm.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher and students discuss how composers generate original ideas.</li> <li>Students brainstorm and then experiment with various creative inspirations for their compositions.</li> </ul>	

M,T	<ul style="list-style-type: none"> <li>Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> <li>Students may elect to perform for each other and coach one another.</li> </ul>	
A,T,M	<p>Essential Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Music room with storage for 25 xylophones, 25 keyboards, Boomwhackers, percussion instruments, and additional instruments to allow for one-to-one student usage.</p> <p>Listening Resource ideas:</p> <ul style="list-style-type: none"> <li> Listening 1</li> <li> Listening 2</li> <li> Listening 3</li> <li> Listening 4</li> <li> Listening 5</li> </ul> <p><a href="https://everynoise.com/engenremap.html#updates">https://everynoise.com/engenremap.html#updates</a></p> <ul style="list-style-type: none"> <li> An Abridged History of Western Musi...</li> </ul>	



# Subject: General Music Grade 6

## Unit 2: Creating With Digital Instruments/Tools for Performance


Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>MU:Cr2.1.6a - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Re7.2.6: Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Organize and develop artistic ideas and work.</p> <p>Perceive and analyze artistic work.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make creative decisions?</p> <p>Why do some combinations of sounds work better than others?</p> <p>How do I improve my work?</p> <p>What am I hearing in my head that I want to accomplish?</p> <p>How do I document the sounds I hear in my head?</p> <p>How does understanding the structure and context of music inform a response?</p>

CCSS.ELA.Literacy. Whst.6-8.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.		
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• form</li> <li>• expressive intent</li> <li>• standard/iconic notation</li> <li>• audio/video recording components</li> <li>• rhythmic phrases</li> <li>• melodic phrases,</li> <li>• harmonic ideas</li> <li>• loops</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• constructing a pop style song using song form</li> <li>• selecting sounds from genres of digital loops</li> <li>• organizing sounds</li> <li>• documenting their work</li> <li>• arranging a song</li> <li>• demonstrating for the class</li> <li>• using Bandlab</li> <li>• discussing reasons behind their artistic choices</li> <li>• refining their work</li> <li>• following directions</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>To what extent does the song follow pop style form?</p> <p>To what extent are the artistic choices logical, coherent, and smooth?</p> <p>To what extent can the student explain the thinking (intent) behind their musical choices?</p> <p>To what extent is the finished product considered successful?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Creating an original pop style song following typical song form (ABABCA) using loops found in Bandlab.</p> <p>Working as arrangers of pre-recorded loops, students will need to choose loops appropriate for an introduction, a verse, a chorus, and a bridge. Multiple instruments are to be included, such as drums, keyboard or synth, guitar, bass, and one or two added instruments of the students' choice. The result is a smoothly organized pop song.</p>

Meaning	Explaining personal choice, using music vocabulary correctly.	OTHER EVIDENCE:  Students will use correct music vocabulary in written reflection to discuss their independent projects.
---------	---------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with a digital tools assessment developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction Teacher asks the students: Is this person a musician?  Madeon - Pop Culture (live mashup) to initiate discussion about making music digitally Students engage in sound experiments using <a href="https://typatone.com/">https://typatone.com/</a> <a href="https://musedlab.org/groovepizza/">https://musedlab.org/groovepizza/</a> mario paint at <a href="https://danielx.net/composer/">https://danielx.net/composer/</a> <a href="https://www.beepbox.co/">https://www.beepbox.co/</a>	Progress Monitoring <ul style="list-style-type: none"> <li>• Students will get feedback from teacher by formative assessment.</li> <li>• Direct observation</li> <li>• Specific feedback</li> <li>• One-on-one instruction</li> </ul>
Meaning		

M	<ul style="list-style-type: none"> <li>Teacher introduces students to Chrome Music Lab through a demonstration of writing a name.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Students write their own names on Chrome Music Lab, then explore the website by varying the instrument, tempo, mic settings, and harmony.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Teacher demonstrates pop song style on Chrome Music Lab by using a song such as Baby Shark in order to add drums and a bass line.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Students recreate Baby Shark as a means of becoming comfortable with manipulating the elements of music as found in the website.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students create a pentatonic scale composition on Chrome Music Lab incorporating drums, bass line, and melody in ABA form with a two measure intro and two measure ending (16 bars.)</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates the idea of being a Producer by introducing students to Incredibox.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Students follow directions to produce a pleasing song through selecting pre-recorded voices on Incredibox.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates Bandlab website for education and allows students to freely explore hundreds of pre-recorded loops.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students use Stadium Rock as an introduction to finding drums, bass, keyboard/guitar and voice.</li> </ul>	

M	<ul style="list-style-type: none"> <li>Teacher creates assignments in Bandlab to develop student skills at selecting loops and manipulating them as arrangers.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students create a pop style song from loops found in Rock, Hip Hop, and Trap loop packs following the song form of ABABCA.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students will refine and edit their composition based on teacher and student driven criteria</li> </ul> <p>Essential Resources:</p> <p>Individual Chrome Books for each student SMARTBoard or equivalent</p> <p>Possible listening selections for demonstrating different song form:</p> <p>Adele-Easy on Me (ABBA) Frank Sinatra-Fly Me to the Moon (ABAB) Andy William-Moon River (ABAC) <a href="#">AABA Song Form - Music Theory 101</a> Tina Turner-What's Love Got to do With IT? (ABABCB) Louis Armstrong-Mack the Knife (ABAB) Radiohead-high and Dry (ABABCB) Katie Perry-Firework (ABABCB with pre-choruses) Over the Rainbow-(AABA) Yesterday-The Beatles (AABA) The Police-Every Breath You Take (AABA) Love Song-Sara Bareilles-(ABABCB) Blinding Lights and The Weeknd-Save Your Tears (A pre B A pre B C B)</p>	

	<p>The Beatles-Can't Buy Me Love( BABABA)  How Far I'll Go (Moana)- (A pre B A pre B modulation/B)  John Bon Jovi-Livin' On a Prayer (ABABCB with key change) as a do-together  Whitney Houston-I will Always Love You</p> <p>Resources:  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="https://edu.bandlab.com/">https://edu.bandlab.com/</a>  <a href="https://www.incredibox.com/demo/">https://www.incredibox.com/demo/</a>  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> <p><a href="#">Learn Popular Music Song Structure</a></p> <p><a href="#">Learn Form and Structure</a></p> <p><a href="#">Building Music: Phrases and Periods</a></p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



--  
NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



General Music Grade 7

April 2024

Do Not Distribute Not BOE Approved



.

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Diana Beddows

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

General Music in Grade 7 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on the keyboard, and analyzing and responding to the American music style called jazz.

### Major Units and Pacing Guides

.All units are designed to last one marking period, or approximately 9 weeks/22 class periods meeting every other day for one class of approximately 40 minutes.

Unit 1: Performing and creating on the keyboard

This unit builds upon learning acquired in Grade 6, which is primarily playing with the right hand, and adds left hand fingerings and block chords.

Unit 2: Jazz

This unit emphasizes responding, performing, and finally, creating.

# Subject: General Music

## Grade 7

### Unit 1: Performing and Creating on the Keyboard

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  MU:Pr5.1.7a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Interpret intent and meaning in artistic work.  Evaluate and refine personal and ensemble performances.  Generate and conceptualize artistic ideas and work.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTIONS</b>  How do musicians improve the quality of their performance?  How do musicians generate creative ideas?  How do we discern the musical creators' and performers' expressive intent?  How do I convey emotion through my music?
MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments		

<p>within AB, ABA, or theme and variation forms that convey expressive intent.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythm</li> <li>● melody</li> <li>● harmony</li> <li>● form</li> <li>● texture</li> <li>● instrumentation</li> <li>● beat</li> <li>● expressive intent</li> <li>● dynamics</li> <li>● tempo</li> <li>● articulation/style</li> <li>● phrasing</li> <li>● technique</li> <li>● originality</li> <li>● emotional impact</li> <li>● musical interest</li> <li>● readiness to perform</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard notation</li> <li>● generating musical ideas</li> <li>● technical accuracy on an acoustic instrument</li> <li>● interpreting other's music</li> <li>● responding to music</li> <li>● attentive listening</li> <li>● demonstrating proper audience behavior</li> <li>● discussing</li> <li>● reflecting</li> <li>● analyzing</li> <li>● evaluating</li> <li>● rehearsing</li> <li>● refining</li> <li>● applying feedback</li> <li>● making music as an ensemble</li> <li>● making music individually</li> </ul>

CCSS.ELA-Literacy.  
whst.6-8.2.D  
Use precise  
language and  
domain specific  
vocabulary to  
inform or explain  
the topic.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performing a song on the keyboard, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p> <p>To what extent does the composition create an emotional impact upon the listener?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Performing an 8 measure song with block chords in left hand and melody in right hand, evaluating their success against a collaboratively-developed rubric.</li> <li>2. Creating and notating an 8 measure song using personally generated musical ideas.</li> </ol>
Meaning	Explaining personal choice, using music vocabulary correctly	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p>



### Stage 3 – Learning Plan

Code	Pre-Assessment	
Meaning	Teachers will check student's prior knowledge with keyboard and music literacy assessments developed by general music teachers at the middle school.	
Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will review and/or learn the fundamentals of music theory required to perform on the keyboard.</li> <li>Students will demonstrate an understanding of various music symbols and standard music notation.</li> <li>Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>Students practice evaluating performances using newly acquired skills.</li> <li>Teacher demonstrates proper posture and hand position for playing keyboards.</li> <li>Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> </ul>
Meaning		
]		
M		
T		
M		
A		

M	<ul style="list-style-type: none"> <li>Teacher and students discuss expressive intent and originality in interpretation through analyzing key performances of famous musicians.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students reflect upon their personal interpretations and experiment with degrees of expressive intent.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher provides strategies to use when practicing a piece to ready it for performance.</li> </ul>	
A,M,T	<ul style="list-style-type: none"> <li>Students rehearse and refine their performance.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher provides descriptive feedback to students to aid in their self-analysis.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students collaboratively develop rubric to be used for evaluating their individual performances.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students may elect to perform for each other and coach one another.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates musical form and compositional techniques.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students practice newly learned techniques and begin to create their compositions.</li> </ul>	
	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and</p>	

	<p>materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Suggested book: Alfred's Basic Adult Piano Course Level One</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# Subject: General Music

## Grade 7

### Unit 2: Jazz

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>MU:Re7.2.7b: Identify and compare the context of music from a variety of genres, cultures, and historical periods</p> <p>MU:Re7.1.7a: Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p> <p>MU:Cr3.1.7a Evaluate their</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Perceive and analyze artistic work</li> <li>• Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do individuals choose music to experience?</p> <p>How do musicians improve the quality of their creative work?</p>

<p>own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources.</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
<p>CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● context</li> <li>● genres</li> <li>● culture</li> <li>● historical periods</li> <li>● form</li> <li>● expressive intent</li> <li>● contrasting styles</li> <li>● expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing)</li> <li>● purpose</li> <li>● style</li> <li>● left-hand style</li> <li>● chords</li> <li>● harmonic progression</li> <li>● Styles of Jazz: Blues, Ragtime, Dixieland, Big Band, Swing, Bebop, Cool, Free, Fusion, scat, improvisation and syncopation.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● comparing</li> <li>● interpreting other's music</li> <li>● discussing opinions</li> <li>● offering feedback</li> <li>● self-reflecting</li> <li>● refining composition</li> <li>● selecting music</li> <li>● identifying jazz styles</li> <li>● rhyming lyrics</li> </ul>


Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>A unit test using listening examples studied.</p> <p>Demonstrating an understanding of elements of music found in different styles of jazz.</p> <p>Creating an original blues song</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Listening to examples of contrasting styles of jazz and labeling them.</li> <li>2. Using a rubric, evaluate their success at creating lyrics in a blues style.</li> </ol>
Meaning	Explaining personal choice, using music vocabulary correctly	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

### Stage 3 – Learning Plan

Code	Pre-Assessment	
Meaning	Teachers will check students' prior knowledge with listening examples developed by general music teachers at the middle school.	
Meaning	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher will introduce students to the origins and history of jazz, and demonstrate an understanding of its relationship to American society.</li> <li>With teacher guidance, students will learn to identify and compare the various styles of jazz and the associated historical context of each, based upon recognition of the musical elements used.</li> <li>Using examples of famous musicians and composers from different jazz eras, students will collaboratively practice their new learning by analyzing the jazz music they hear.</li> <li>Teacher will introduce students to various styles/components of jazz, including: Blues, Ragtime, Dixieland, Big Band, Swing, Bebop, Cool, Free, Fusion, scat, improvisation and syncopation.</li> </ul>	Progress Monitoring
Transfer		<ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> </ul>
T		
M		

<p>T</p> <p>A,T,M</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate their ability to identify and compare varying styles of jazz.</li> <li>• To experience the creativity required of jazz musicians, with teacher guidance, students will learn to: <ul style="list-style-type: none"> <li>• Play the C-blues and Eb-blues pentatonic scale and improvise on these notes.</li> <li>• Perform rhythmic patterns containing syncopation.</li> <li>• Writing blues lyrics</li> <li>• Performing their blues song</li> </ul> </li> </ul> <p>Extensions:</p> <ul style="list-style-type: none"> <li>• Perform a typical 12-bar blues chord progression on the keyboard.</li> <li>• Create an arrangement of a blues melody.</li> <li>• Improvise, alone and collectively, over a given accompaniment.</li> </ul> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	<div><div>▢ Jazz CD Music</div><div>▢ Jazz Test Audio</div><div>▢ Jazz</div><div><a href="https://everynoise.com/engrenemap.html#updates">https://everynoise.com/engrenemap.html#updates</a></div><div> An Abridged History of...</div></div>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Do Not Distribute Not BOE Approved

--  
NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 General Music

April 2024

Do Not Distribute Not BOE Approved

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Diana Beddows

### Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

General Music in Grade 8 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in responding to and creating music for film, and performing on the guitar.

### Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/22 class periods.

Unit 1: Music and Film

Unit 2: Guitar Performance

# Subject: General Music

## Grade 8

### Unit 1: Music and Film

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>MU:Cr2.1.8b: Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Re7.2.8a: Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re8.1.8b: Support personal interpretation of contrasting programs of music and explain how creators or</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work</li> <li>Perceive and analyze artistic work</li> <li>Interpret intent and meaning in artistic work.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make creative decisions?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p>



<p>performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythmic phrases</li> <li>● melodic phrases</li> <li>● harmonic phrases</li> <li>● genres</li> <li>● form</li> <li>● expressive intent</li> <li>● contrasting styles</li> <li>● expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard and/or iconic notation</li> <li>● generating musical ideas</li> <li>● comparing....</li> <li>● interpreting other's music</li> <li>● discussing</li> <li>● reflecting</li> <li>● refining</li> <li>● applying feedback.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>At least a thirty-second audio composition to accompany a video recording to demonstrate expressive intent, use of digital tools, and originality, and self-reflection.</p> <p>Understanding demonstrated through analysis of recordings and proper use of vocabulary necessary for success at this task.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Create original music to a selected video recording to convey expressive intent and contrasting styles</li> <li>2. Unit test of vocabulary and listening examples.</li> </ol>
Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning Acquisition	Teachers will check students' prior knowledge with a GarageBand and iPad assessment developed by general music teachers at the middle school.	
Acquisition , Meaning  Meaning  Meaning  A,M  M  M  M  A,M	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher will use musical examples to demonstrate the uses of musical elements for emotional context and expressive intent.</li> <li>Students and teacher discuss how music affects their emotions through creative use of the elements of music.</li> <li>Teacher demonstrates how form and structure can relate to the expressive qualities.</li> <li>Students investigate and experiment with the demonstrated ideas and receive feedback.</li> <li>Teacher will demonstrate how to create music to a selected video clip.</li> <li>Students will analyze scenes from, but not limited to, film, musicals, opera, and video games to understand how music can be used to portray emotions.</li> <li>Students will analyze and discuss with peers how the music can affect the audience, demonstrating their comprehension using correct music vocabulary.</li> <li>Students will browse in Bandlab for loops to convey their expressive intent, such as short and loud, or dreamy</li> <li>Using <a href="https://www.wevideo.com/video-creation/online-video-editor">https://www.wevideo.com/video-creation/online-video-editor</a></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Peer to peer coaching</li> <li>Student reflection</li> </ul>

A,T, M	<p>students can create music to their own videos</p> <ul style="list-style-type: none"> <li>• Students will create short compositions using student choice of digital tools, percussive instruments, and/or found sounds.</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Suggested resource:  <a href="https://edu.bandlab.com">https://edu.bandlab.com</a> </p>	
A,T,M		

# Subject: General Music

## Grade 8

### Unit 2: Guitar Performance

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.  MU:Pr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Generate and conceptualize artistic ideas and work.</li> </ul>	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTIONS</b>  How do musicians improve the quality of their performance?  How do musicians generate creative ideas?



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performing a song on the guitar, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Accompanying a song with chords, evaluating their success against a collaboratively-developed rubric.</p> <p>Create and notate a song using personally generated musical ideas including a chord progression that follows the form of a pop song.</p>
Meaning	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
Meaning	Teachers will check students prior knowledge with guitar and music literacy assessment developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Aquisition	<ul style="list-style-type: none"> <li>Students will review and/or learn the fundamentals of music theory required to perform on the guitar.</li> <li>Students will demonstrate an understanding of various music symbols and standard musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment</li> <li>Direct observation</li> <li>Specific feedback</li> <li>Rubric</li> <li>Listening journal</li> </ul>
Meaning	<ul style="list-style-type: none"> <li>Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Students discover and identify parts and open string note names of a guitar.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher demonstrates proper posture and hand positions for playing guitars.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates the use of frets to create different chords.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates chords as a function of tonality and musical form/progression.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students begin playing simplified chords with one finger: simple C, simple G7,</li> </ul>	



A,T,M	and accompany themselves as they sing simple folk songs.	
M	<ul style="list-style-type: none"> <li>Teacher demonstrates a variety of chords, including but not limited to: C, G, D, A minor, F.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students practice identifying and performing chords.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher demonstrates how the order of the chords creates a form and function, or chord progression.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher provides strategies to use when practicing a piece to ready it for performance.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students rehearse a variety of songs and refine their performance.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>Teacher provides descriptive feedback to aid in their self-analysis.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students collaboratively develop rubric to be used for evaluating their individual performances.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>Students elect to perform for each other and coach each other.</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher and students discuss how song writers generate original ideas using Power Chords as the vehicle for composing.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Students brainstorm and then experiment with various creative inspirations for their compositions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> </ul>	

<p>M</p> <p>A,T,M</p>	<p>For example, some students can play the bass line, and some students can improvise.</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates musical form and compositional techniques.</li> <li>• Student practice newly learned techniques and begin to create their compositions.</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Essential resources: Guitar for each student, sound system, smartboard, music stand or desktop stand, tuners.</p>	
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Do Not Distribute Not BOE Approved

--

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Acting Grade 8

April 2024

Do Not Distribute Not BOE Approved

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Diana Beddows

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Program Overview

The Introduction to Acting Curriculum grade 8 provides a sequential study for students using these overarching artistic processes: create, perform, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016. According to the Educational Theatre Association, the mission of teaching theater, and specifically for this course, acting, is to “build a global community of creative problem-solvers, effective collaborators, and empathetic individuals through theater.” Furthermore, EdTA adds, “the impact of a quality theater education goes beyond the known intrinsic values of collaboration, cooperation, and communication. Theatre builds empathy in young adults, allows them to explore diverse perspectives, and challenges their thinking and the way they perceive the world around them. These are skills that will enrich humanity.”

Framed around the anchor standards of the other art forms in the NMPS district, Intro to Acting begins with Create, Perform, Respond, and Connect. Flowing out of these anchor standards are elements and principles which may be used to focus instruction. These elements are storytelling/communication, expressive interpretation, conflict relationship, transformation/conversion, and exploration/improvisation. It is easy to notice the direct connections to social and emotional learning this course will provide. Arranged in a sequence of instruction, the anchor standards and elements are designed to produce theater literate humans who can participate in and enjoy theater throughout their lives.

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

Intro to Acting encourages students to become self-aware through identifying their own emotions, requires they grow in self-management as they function in a less formal environment, develops social awareness as they adjust to others in the ensemble, fosters relationship building as they collaborate to achieve a goal, and responsible decision making as they take on the inner thoughts of characters to express them through storytelling.

### Major Units and Pacing Guides

These units are designed to build upon each other, possibly culminating in the Model Cornerstone Assessment (MCA) as developed by the National Coalition for Core Arts Standards. This class is designed as a one semester course with one forty minute class meeting every other day.

Overlapping units include:

- Ensemble building
- Character development

Although each unit has a performance task embedded within it, this course could easily culminate in the Model Cornerstone Assessment as a further Performance Task:

<https://www.nationalartsstandards.org/sites/default/files/2021-11/Theatre%20th%20grade%20A%205-14-14.pdf>



# Subject: Intro to Acting

## Grade 8

### Unit 1: Ensemble Building

#### Stage 1 Desired Results

Unit 1: Ensemble Building Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>TH:CR2-8a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>TH:CR2-8b. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work through the theater elements of exploration, research, and improvisation.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Theater artists work to discover different ways of communicating meaning.</p> <p>To build an ensemble, actors must develop trust, support one another, and cooperate with each other.</p> <p>Actors require a safe space in which they can relax and experiment.</p> <p>The creative ideas, concepts, and feelings that influence an actor's work emerge from a variety of sources, such as expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How does cooperation support theater-making?</p> <p>How might theater artists create a safe atmosphere to take creative risks?</p> <p>Why do we need to be an ensemble?</p> <p>How do actors improve the quality of their performance?</p> <p>How, when, and why do theater artists' choices change?</p> <p>How do actors generate creative ideas?</p> <p>How do we discern the playwright's meaning?</p>

CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"><li>• ensemble</li><li>• self-awareness</li><li>• relaxation</li><li>• tension</li><li>• safe space</li><li>• eye contact</li><li>• experimentation</li><li>• character</li><li>• reflection</li><li>• focus</li><li>• meaning</li><li>• breath</li><li>• voice</li><li>• actor</li><li>• studio</li><li>• blocking</li><li>• upstage</li><li>• habits of mind</li></ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"><li>• communicating through body, face, and voice</li><li>• exploring ideas</li><li>• generating original ideas</li><li>• improving observation</li><li>• improvising words</li><li>• making room for others onstage</li><li>• collaborating to develop ensemble</li><li>• demonstrating mutual respect for self and others</li><li>• contributing ideas</li><li>• incorporating the ideas of others into work</li><li>• comparing ideas of peers to make decisions</li><li>• journal writing</li></ul>
<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

<p>A,T,M</p> <p>A,T,M</p>	<p>Is correct theater vocabulary being used?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Ensemble building over time through collaboratively writing a rubric which they will use to score themselves as a class on their growing abilities to work together.</p> <p>Alternatively, students will pass a chain note around the room and respond to: How are cooperation, collaboration and ensemble related? Be specific using observations of peers.            *This exercise can begin with an observation by the teacher. The teacher writes the observation in the note, and passes it on to the students who demonstrated the observation. At that point, it is the student who receives the chain letter's responsibility to make an observation of a peer and pass it on to them. This assessment may take several days to complete</p>
	<p>Does each person have a role?            Is the role well-rehearsed?            Are the characters believable?            Does the story have a beginning, middle, and end (if original)?            Is there emotion?</p>	<p>OTHER EVIDENCE:</p> <p>Small group chorus (ensemble) presentations.</p>

### Stage 3 – Learning Plan

Code	Pre-Assessment	
Meaning	Teachers will check students' prior knowledge with acting by asking them to write in their journals what they think an actor does, avoiding the word “acting”, and what is theater?	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<p>Lessons to include these guaranteed experiences:</p> <p>Teacher and students discuss norms of behavior for the class and write class rules. Teacher establishes routines for each successive class. to include</p> <ul style="list-style-type: none"> <li>● journal writing</li> <li>● journal sharing</li> <li>● physical warm-up</li> <li>● vocal warm-up</li> <li>● imagination warm-up</li> <li>● main idea activity</li> <li>● closing ritual</li> <li>● reflection to be written after class and shared at the next class.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher during and after each activity</li> <li>● Assessing student interactions and responses to each activity</li> <li>● Teacher notes if modifications are necessary or challenges noticed</li> <li>● What evidence is there that students enjoyed the lesson?</li> <li>● Teacher provides side coaching and support</li> <li>● One-on-one instruction</li> <li>● Peer coaching</li> <li>● Teacher looks for progress by noticing how often theater vocabulary is being used</li> </ul>
A,T,M	<p>Name Game with Physical Movement</p> <p><a href="#">Pass the Clap</a></p> <p><a href="#">Clap, Snap Rhythm to Pass Names</a></p> <p><a href="#">Me You, You Me</a></p>	
A,T,M	<p>Warm-ups from Trinity College, London:</p> <p><a href="#">Keeper of the Keys</a></p> <p><a href="#">Honey, I Love You but I Just Can't Make you Smile</a></p> <p><a href="#">Look Up, Look Down</a></p>	

A,T,M	<p> <a href="#">Elephant, Palm Tree, Jelly</a>  <a href="#">Bomb and Shield</a>  <a href="#">Zip, zap, boing</a>  <a href="#">Stop, Go, Jump, Clap</a>  <a href="#">Yee-ha!</a>  <a href="#">The director's theater</a>  <a href="#">Torpedoes</a>  <a href="#">Splat</a> </p> <p>Warm-ups from Beat by Beat Press</p> <p> <a href="#">Tongue Twisters (The Ultimate List!)</a>  <a href="#">Introductions &amp; Applause</a>  <a href="#">Bippity Bippity Bop</a>  <a href="#">Zip Zap Zop!</a>  <a href="#">Name Game</a>  <a href="#">"Lap, Lap, Clap, Snap!"</a>  <a href="#">Whoosh!</a>  <a href="#">Splat!</a>  <a href="#">Bomb and Shield</a>  <a href="#">Pass the Sound</a>  <a href="#">Look and Scream</a>  <a href="#">Keeper of the Keys</a>  <a href="#">Alien, Tiger, Cow</a>  <a href="#">Greetings</a>  <a href="#">Toilet Paper Icebreaker</a>  <a href="#">Name Chant</a>  <a href="#">Shake It Off</a>  <a href="#">Zombie Name Game</a>  <a href="#">Meet My Friend...</a>  <a href="#">Drawing Introduction</a>  <a href="#">Dance Your Name</a>  <a href="#">Malapropism</a>  <a href="#">Ninja Star, Baby Kitten, Angry</a>  <a href="#">Chihuahua</a>  <a href="#">Two-Headed Monster Dance</a>  <a href="#">Clap, Snap, Stomp</a>  <a href="#">Do Nothing</a> </p>	
-------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

A,T,M	<p><a href="#">MeYouYouMe Name Game</a></p> <p>Team Building (Ensemble Building) from Beat By Beat Press:</p> <p><a href="#">Human Knot</a></p> <p><a href="#">One Word Story</a></p> <p><a href="#">Conducted Story</a></p> <p><a href="#">Walking Blind (Trust Exercise #1)</a></p> <p><a href="#">Falling Backward (Trust Exercise #2)</a></p> <p><a href="#">Passed Around (Trust Exercise #3)</a></p> <p><a href="#">Exploring the Space</a></p> <p><a href="#">“Do You Love Your Neighbor?”</a></p> <p><a href="#">Group Count (1 to 10)</a></p> <p><a href="#">Group Shape</a></p> <p><a href="#">Wizards, Giants, Goblins</a></p> <p><a href="#">Give and Take</a></p> <p><a href="#">Toy Boat</a></p> <p><a href="#">Balancing Plate</a></p> <p><a href="#">Towel Crossing</a></p> <p><a href="#">Minefield</a></p> <p><a href="#">Islands</a></p> <p><a href="#">String Shapes</a></p> <p><a href="#">Affirmation</a></p> <p><a href="#">People, Shelter, Storm</a></p> <p><a href="#">Spy, Crush, Hate</a></p> <p><a href="#">Index Card</a></p> <p><a href="#">A Fine, Fine Line</a></p> <p><a href="#">Reflection Web</a></p> <p><a href="#">Paper Affirmation</a></p> <p><a href="#">Paper Airplane Introduction</a></p> <p><a href="#">The Truth About Me</a></p> <p>Team Building Games from Trinity College, London:</p> <p><a href="#">Count to Twenty</a></p>	
-------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

A,T,M	<a href="#">Group Juggling</a> <a href="#">Anyone who...?</a> <a href="#">The Empty Chair</a> <a href="#">Who's Changing the Movement?</a> <a href="#">Human Machine</a> <a href="#">Counting one, two, three</a>	
A,T,M	<p>Possible opening ritual journal writing ideas for this unit:</p> <p>What advice would you give one of the characters in a book you read over the summer?</p> <p>What advice would you give a peer who might be hesitant to take this drama class?</p> <p>By the end of this class, you will be better at...</p> <p>What is a safe space?</p> <p>Describe in great detail the place where you feel the most safe.</p> <p>How do individuals fit into an ensemble?</p> <p>How is your ensemble remembering what to do without talking?</p>	
M	Teacher introduces by modeling relaxation techniques to develop proper breathing required for the stage.	
A,M	Teacher and students practice together breathing with the addition of Laban body shapes.	
A,M	Teacher and students raise individual awareness of body tension through exploration of Leqoc's Seven Levels of Tension.	
A,T,M	Teacher and students play theater games to awaken the imagination, such as:	

	<p>Scarf Transformation</p> <p>Wizard</p> <p>Strike a Pose and Justify</p> <p>Pass a REAL tennis ball</p> <p>Pass an IMAGINARY tennis ball</p> <p>Shake Out</p> <p>Flocking</p> <p>Mirrors</p> <p><b>Monsters</b> Chairs scattered around open space. One monster, and one empty chair. All others take seats. Monster starts in corner of room and walks one foot in front of other to the empty chair. Others attempt to steal or keep chair from monster. We want to see struggle, joy, pain, agony.</p> <p>Quick change</p> <p>Slow Motion Emotion</p> <p>Toe to Toe</p> <p>Group Shape</p> <p>Trust Exercises</p> <p>One Word Story</p> <p>Give and Take</p>	
M	Teacher (from Havard's Project Zero.) introduces students to Studio Habits of the Mind as a means of student self-reflection for possible avenues of personal growth.	
M	Teacher tells students we will begin our first collaborative project that will require us to work as an ensemble. Teacher invites students to respond on a defined wall space to the essential question. For example, each day they may specifically answer, "How, when or why did their artistic choices change?" This will also encourage wide awake and alert observations from students in all exercises.	
A,T,M		



	<p>Possible ideas for student reflection following class, to be written in their journals:</p> <ul style="list-style-type: none"> <li>• This week, observe the people around you, including family, friends, teachers, and strangers. Choose one interesting person and write three sentences describing them.</li> <li>• Why is it important to work as an ensemble? What other activities are you involved in that requires work as an ensemble?</li> <li>• Think about a time in your life in which you were part of a weak ensemble and describe it. Think about a time you were part of a strong ensemble and describe it.</li> <li>• Using the sentence starters in Studio Habits of the Mind section “Stretch and Explore”, students write a reflection.</li> <li>• Using the sentence starters in Studio Habits of the Mind section “Engage and Persist”, students write a reflection.</li> <li>• Using the sentence starters in Studio Habits of the Mind section “Develop Craft, Understand the Art World, or Observe”, students write a reflection.</li> </ul> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>This class will need a large enough classroom to accommodate free movement as well as a stage, SMARTBoard or equivalent, and sound</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>system with microphone and speakers in functioning condition.</p> <p><a href="http://dramamenu.com/">http://dramamenu.com/</a>  <a href="https://www.youtube.com/@DramaMenu">https://www.youtube.com/@DramaMenu</a>  <a href="https://www.dramanotebook.com/">https://www.dramanotebook.com/</a></p> <p>Book by Kristin Linkletter, “Freeing the Natural Voice”, revised and expanded, c. 2006</p> <p>Book by Barbara Adrian, Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement Paperback – Illustrated, October 14, 2008</p> <p><a href="#">Educational Theatre Association</a></p> <p><a href="https://spolingamesonline.org/">https://spolingamesonline.org/</a> (theater games by Viola Spolin)</p> <p><a href="https://dramaresource.com/seven-levels-of-tension/">https://dramaresource.com/seven-levels-of-tension/</a></p> <p>Artistic Habits of the Mind (from Project Zero, Harvard University)  <a href="https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf">https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf</a></p> <p>Drama Games (free)  <a href="https://bbbpress.com/dramagames/#Drama%20games%20-%20Stop,%20go,%20jump,%20clap!.pdf">https://bbbpress.com/dramagames/#Drama games - Stop, go, jump, clap!.pdf</a></p> <p><a href="https://resources.trinitycollege.com/en/drama-games">https://resources.trinitycollege.com/en/drama-games</a></p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# Subject: Intro to Acting

## Grade 8

### Unit 2: Character Development

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  TH: Cr1.1.8c Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.  TH:Cr.1.8b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theater work.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Generalize and conceptualize artistic ideas and work.  Refine and complete artistic work.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  Theater artists rely on intuition, curiosity, and critical inquiry.  Theater artists refine their work and practice their craft through rehearsal.  Theater artists use exploration and improvisation to interpret a character.	<b>ESSENTIAL QUESTIONS</b>  What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?  How do theater artists transform and edit their initial ideas? How do actors make creative decisions? Why do some combinations of voice and physicality work better than others? How do I improve my work? What am I imagining that I want to portray? How does understanding the structure and context of the story inform my response? How can I use theater games to develop and/or refine my character?

CCSS.ELA.Literacy. Whst.6-8.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.		How might an actor establish the where, who and what of a scene?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• character</li> <li>• emotions</li> <li>• objectives</li> <li>• tactics</li> <li>• environment</li> <li>• storytelling</li> <li>• pantomime</li> <li>• voice</li> <li>• movement</li> <li>• space</li> <li>• status</li> <li>• rehearsal</li> <li>• storytelling</li> <li>• conflict</li> <li>• resolution</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• envisioning a character</li> <li>• articulating the character's inner thoughts</li> <li>• articulating the character's inner motives</li> <li>• articulating the character's inner motivations</li> <li>• improvising a character</li> <li>• discussing reasons behind their artistic choices</li> <li>• refining their physical traits of characters</li> <li>• refining vocal trait of characters</li> <li>• refining physiological traits of characters</li> <li>• following directions</li> <li>• rehearsing</li> </ul>
<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

A,T,M	<p>To what extent does your character sound believable on paper?</p> <p>To what extent are the artistic choices authentic?</p> <p>To what extent can the student explain the thinking (intent) behind their musical choices?</p> <p>To what extent is the finished product considered successful?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>creating a character FaceBook profile and then becoming that new character.</p> <p>The profile will include:</p> <ul style="list-style-type: none"> <li>age, gender, place of birth, hair color, eye color, weight, hobbies/interests, favorite music, favorite movie, your biggest dream, your biggest fear, someone you look up to, your deepest secret, your best friend, what to do if you had a dy to yourself, current job, former job(s), do you like your job and why or why not?, education, and members of which groups</li> </ul> <p>Students are encouraged to walk and become their characters as they walk around the room as a group. The teacher (or guest) will say freeze, and approach a character to ask a question. The class will listen, and then continue walking as their character.</p> <p>Students will provide feedback to one another with the purpose of refining their characters.</p> <p>Students next walk on the stage in pairs. The teacher will provide a specific setting/situation. The two students must improvise a short scene as their characters.</p>
Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in written reflection to discuss the relationship between creating a FaceBook profile and the portrayal of their character. Did writing the profile help your portrayal or make it easier?</p> <p>If time permits, the final culminating project would be the Model Cornerstone Assessment, which consists of students creating an original plot and characters through improvisation.</p>

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with a digital tools assessment developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring <ul style="list-style-type: none"> <li>• Students will get feedback from teacher by formative assessment.</li> <li>• Direct observation</li> <li>• Specific feedback</li> <li>• One-on-one instruction</li> </ul>
Transfer	Lessons to include these guaranteed experiences:	
Meaning	Teacher and students discuss norms of behavior for the class and write class rules. Teacher establishes routines for each successive class. to include <ul style="list-style-type: none"> <li>• journal writing</li> <li>• journal sharing</li> <li>• physical warm-up</li> <li>• vocal warm-up</li> <li>• imagination warm-up</li> <li>• main idea activity</li> <li>• closing ritual</li> <li>• reflection to be written after class and shared at the next class.</li> </ul>	
A,M	Possible ideas for journal writing at the beginning of class:  How might research help you create your character for this piece? What do you expect from an audience? What are the steps used to brush your teeth? Be specific and use details!	

	<p>What music would you use to underscore brushing your teeth? Why?</p> <p>Look at the brushing your teeth steps and list all the things your senses experience in the process.</p> <p>How might you brush your teeth differently at night as opposed to the morning? Which version have you been writing about?</p> <p>What does “improvise” mean?</p> <p>What are some ways you can establish place when in an improvisation?</p> <p>Why might pantomime be important when improvising?</p> <p>What is your least favorite drama game? Why?</p> <p>Write a list of the things that make you tense. Then write a list of things or reasons you feel pressure to act quickly.</p> <p>Possibility Break out of Shell Drama Games from Beat by Beat Press:</p> <p>Hot Spot</p> <p>Conveyor Belt</p> <p>Sound and Motion</p> <p>Enemy &amp; Protector</p> <p>Ducks and Cows</p> <p>Exaggeration Circle</p> <p>Yes, No, Please, Banana</p> <p>Deer!</p> <p>Improv drama games from Beat by Beat Press:</p> <p>Emotion Party</p> <p>Hitchhiker</p> <p>The Expert</p> <p>Talk Show Expert</p> <p>3 Television Channels</p>	
A,T,M		

A,T,M	<p> <a href="#">Status Exercise</a>  <a href="#">Grab a Slip!</a>  <a href="#">Gibberish Interpreter</a>  <a href="#">Gibberish Conversation</a>  <a href="#">Alphabet Conversation</a>  <a href="#">Yes, Let's</a>  <a href="#">Stand, Sit, Bend</a>  <a href="#">A Night at the Oscars</a>  <a href="#">Superheroes!</a>  <a href="#">Scene From Real Life</a>  <a href="#">Coffee House</a>  <a href="#">Fast Forward/Rewind (DVR)</a>  <a href="#">Split Screen</a>  <a href="#">Fortunately, Unfortunately</a>  <a href="#">Helping Hands</a>  <a href="#">Slide Show</a>  <a href="#">Relationship Blitz</a>  <a href="#">Lie to Me</a>  <a href="#">Word Circle Improv</a>  <a href="#">MacGyver</a>  <a href="#">Questions</a>  <a href="#">Three Words</a>  <a href="#">Superfans</a>  <a href="#">Emotional Transfer</a>  <a href="#">Moose!</a>  <a href="#">Affect the Player</a> </p> <p>           Possible Improv Drama Games from            Trinity College:         </p> <p> <a href="#">Freeze</a> </p> <p> <a href="#">Object in a Circle</a> </p> <p> <a href="#">On the Bus</a> </p>	
-------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	<a href="#">What are you doing?</a>  <a href="#">I've got some news....</a>  <a href="#">Yes, let's...</a>	
M	Teacher explains objectives and tactics, and their importance when acting.	
M	Teacher and students discuss things to consider when creating a fully developed character and scene.	
A,T,M	<p>Students explore the inner thoughts of characters through games such as:</p> <p><a href="#">I Like your hat!</a></p> <p><a href="#">Animal stories</a></p> <p><a href="#">Hot seating</a></p> <p><a href="#">Status bridge</a></p>	
M	Teacher explains that Improvising is an excellent way to explore ideas and encourage creativity in students.	

A,T,M	Students use Improvisation games to become immersed in the moment and better relate to a situation. Responding to stimuli through improvisation is also a key rehearsal skill	
M	<p>Possible ideas for student reflection following class, to be written in their journals:</p> <ul style="list-style-type: none"> <li>• Why do we need interesting characters?</li> <li>• Choose one interesting person in your life and write down his/her characteristics in detail.</li> <li>• Make a list of five characters you are drawn to in books, TV, or film. Describe why.</li> <li>• Observe your family tonight and write down three objectives you saw them working towards. Then write down one tactic they used. Did it work?</li> <li>• Sketch faces from as many different emotions as you can think of.</li> <li>• Choose an interesting environment you've visited and describe it in detail. Describe the colors, shapes, sounds, smells, and overall feel/vibe.</li> </ul>	
A,T,M	<p>Teacher instructs the students on the specifics involved in the Model Cornerstone Assessment.</p> <p>Resources: All Resources and materials must adhere to all New Milford Board of Education policies and</p>	

	<p>regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>This class will need a large enough classroom to accommodate free movement as well as a stage, SMARTBoard or equivalent, and sound system with microphone and speakers in functioning condition.</p> <p><a href="http://dramamenu.com/">http://dramamenu.com/</a>  <a href="https://www.youtube.com/@DramaMenu">https://www.youtube.com/@DramaMenu</a>  <a href="https://www.dramanotebook.com/">https://www.dramanotebook.com/</a></p> <p>Book by Kristin Linkletter, "Freeing the Natural Voice", revised and expanded, c. 2006</p> <p>Book by Barbara Adrian, Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement Paperback – Illustrated, October 14, 2008</p> <p><a href="#">Educational Theatre Association</a></p> <p><a href="https://spolingamesonline.org/">https://spolingamesonline.org/</a> (theater games by Viola Spolin)</p> <p><a href="https://dramaresource.com/seven-levels-of-tension/">https://dramaresource.com/seven-levels-of-tension/</a></p> <p>Artistic Habits of the Mind (from Project Zero, Harvard University)  <a href="https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf">https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf</a></p> <p>Drama Games (free)</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<a href="https://bbbpress.com/dramagames/#">https://bbbpress.com/dramagames/#</a> Drama games - Stop, go, jump, clap!.pdf  <a href="https://resources.trinitycollege.com/en/drama-games">https://resources.trinitycollege.com/en/drama-games</a>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Do Not Distribute Not BOE Approved

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



6th Grade - Intro to Digital Media

April 2024

Do Not Distribute Not BOE Approved

Do Not Distribute Not BOE Approved

## **New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

### **Superintendent of Schools**

Dr. Janet Parlato

### **Assistant Superintendent**

Mrs. Holly Hollander

### **Authors of Course Guide**

Jeffrey D. Bradbury

Do Not Distribute Not BOE Approved



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Intro to Digital Media

### Grade 6

A brief description of the course..

"Intro to Digital Media" is a 6th grade course designed to introduce students to the world of digital learning applications. In this course, students will learn how to use Word Processors, Spreadsheets, Presentations, and Graphic programs to their fullest potential. Through hands-on activities and engaging lessons, students will develop the digital learning skills necessary to succeed in today's technology-driven world. The course will focus on problem identification, information curation, solution design, and collaboration, all essential elements of digital pedagogy. By incorporating real-world issues and authentic problem-solving, students will have the opportunity to apply their digital learning skills in meaningful ways. This course is designed to help students develop the digital age skills, capacities, and knowledge that will serve them well in their academic and professional lives.

## Pacing Guide

Introduction to Digital Media is a semester long course for students in Grade 6.

This 45 day survey course meets every other day for a 40 minute class.

Unit Title	Projects Included	
Unit 1: An Introduction to Digital Media	Tell Me About Yourself	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)
	What Makes You Unique?	
	How Does Your Logo Represent Your Brand?	
	Develop a Banner for Your Website	
	Create an Online Portfolio	
	What does a Great Looking Slide Deck Look Like?	
	Who Am I? (Student Autobiographies)	
	Inspirational Posters	
	Intro to Spreadsheets	
	Develop a Mobile App	
	Animation Film Festival	
	How Can You Forecast the Weather?	
Unit 2: Using Digital Media in the Real World	Designing a School Building of your Very Own	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)

## Unit 1: An Introduction to Digital Media

ESTABLISHED GOALS		
<p><a href="#"><u>ISTE Standards for Students</u></a></p> <p><b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.</p> <p><b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p><b>1.2.d Digital Privacy</b> Students manage their personal data to</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Collaborate with peers both near and far to develop solutions that solve global problems using digital learning applications.</li> <li>Determine the best approach, method, and tools to solve a real world problem through collaboration, critical thinking, communication, and creativity.</li> <li>Demonstrate the ability to best represent themselves safely in a digital environment.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>It is possible to complete a task through the use of multiple online tools and applications.</li> <li>Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> <li>There are several career opportunities that are attainable if they are able to use digital tools to build their online brands that can help guide them in their futures.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can I use digital learning tools such as Google Docs, Slides, Sheets, etc effectively?</li> <li>How can I format a document properly?</li> <li>How can I create a presentation slide deck?</li> <li>How can I create a spreadsheet to analyze data?</li> <li>How can I use graphic design applications to create a custom image?</li> <li>How can I capture data using a survey/form building application?</li> <li>In what ways can my online identity lead to future employment and a successful career?</li> </ul>

<p>maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p> <p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Key terminology as it relates to digital learning applications.</li> <li>● Keyboard shortcuts that can be used universally across multiple applications.</li> <li>● The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> <li>● The benefits of creating an online portfolio to showcase work to others for evaluative or disseminating knowledge.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using an online WordProcessor <ul style="list-style-type: none"> <li>○ Creating an outline</li> <li>○ Formatting Text</li> <li>○ Building a Header / Footer</li> </ul> </li> <li>● Using online Publishing tools <ul style="list-style-type: none"> <li>○ Creating a nice looking slide deck</li> <li>○ Using Graphics over text to represent an idea</li> <li>○ Incorporating media in visual presentations to tell a story</li> </ul> </li> <li>● Using Google Sheets, students will learn <ul style="list-style-type: none"> <li>○ Creating a basic data set</li> <li>○ Developing a visual representation of data using charts and graphs</li> </ul> </li> <li>● Using Google Sites, students will learn <ul style="list-style-type: none"> <li>○ Designing dynamic online content</li> <li>○ Formatting a blog post for Google Search that is SEO friendly</li> <li>○ Incorporating audio/video and images to tell a story.</li> </ul> </li> <li>● Collaborating with others both synchronous and asynchronous to complete a project.</li> <li>● Building and developing a safe digital learning environment that protects your digital identity.</li> <li>● Managing your online behavior</li> <li>● Choosing the right tool for a project given both the task at hand and the time allowed to complete the project.</li> <li>● Developing an online brand or message.</li> </ul>

## Unit 1 STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>M, T</p> <p>M, T</p> <p>A</p> <p>Indicate the specific Stage 1 element being assessed by each assessment: (T) transfer, (M) Meaning, (A) acquisition</p> <p><u>Question to help complete this portion:</u> Are the desired results being appropriately assessed?</p>	<p>Each project will be graded through a rubric system using Google Classroom.</p> <p>Exemplars will be made available on the class website so that students can see what the project expectations are.</p> <p>Students will show effective use of problem-solving practices during the brainstorming and design process.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs</p> <p><i>Students will identify keyboard shortcuts to assist in the creation of assignments using Word Processors, Slide Decks, Spreadsheets, and Graphic Programs</i></p> <p>Students will create projects such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Documents <ul style="list-style-type: none"> <li>◦ Autobiographies</li> </ul> </li> <li>• Slide Decks <ul style="list-style-type: none"> <li>◦ "About Me" Slide Deck</li> <li>◦ "My Favorite Places" Slide Deck</li> <li>◦ "Weather Forecasting" Slide Deck</li> </ul> </li> <li>• Spreadsheets <ul style="list-style-type: none"> <li>◦ Students will complete 10-15 mini-lessons on Spreadsheets</li> </ul> </li> <li>• Website Design <ul style="list-style-type: none"> <li>◦ Students will create a digital portfolio using Google Sites</li> </ul> </li> <li>• Graphic Design <ul style="list-style-type: none"> <li>◦ Design a Logo and Website Banner</li> </ul> </li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>• <b>Goal/challenge</b> - Students will create a Slide Deck, Custom Graphic, Short Essay, and Website Portfolio</li> <li>• <b>Role for student</b> - Creator, Designer, Author</li> <li>• <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>• <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>• <b>Products and performances generated by student</b> - Students will create</li> </ul>

		<p>artifacts that will be used on their online digital portfolio</p> <ul style="list-style-type: none"> <li>● <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>
		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li> <li>● Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li> <li>● Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li> <li>● Leveled assignments will be provided for students who need a varied challenge level.</li> <li>● Individual or Group Creative Tasks &amp; Projects</li> </ul>

## Unit 1 STAGE 3

Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on ...</i></p>	Progress Monitoring
A	<ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Daily skills challenges will be posted both on Google Classroom and on the class website.</li> </ul>
A	<ul style="list-style-type: none"> <li>Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> </ul>
A	<ul style="list-style-type: none"> <li>Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive notes will be made available through Google Classroom and the class website.</li> </ul>
A	<ul style="list-style-type: none"> <li>Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Tickets will be used through Google Classroom</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will engage in their learning both individually or in collaboration groups.</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessments will consist of online forms and skills challenge projects.</li> </ul>
M, T	<ul style="list-style-type: none"> <li>Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul>	
	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	



## Unit 2: Using Digital Media in the Real World

ESTABLISHED GOALS		
<p><a href="#">ISTE Standards for Students</a></p> <p><b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.</p> <p><b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p><b>1.2.d Digital Privacy</b> Students manage their personal data to</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Collaborate with peers both near and far to solve a series of real world authentic problems and tasks.</li> <li>Determine the best approach, method, and tools to solve a real world problem through collaboration, critical thinking, communication, and creativity.</li> <li>Demonstrate the ability to best represent themselves safely in a digital environment.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>It is possible to complete a task through the use of multiple online tools and applications.</li> <li>Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can we solve real world problems by merging Digital Learning Applications and Digital Citizenship to create a final product.</li> <li>How can I use an online document creator to create media for public consumption?</li> <li>How can I use presentation software to demonstrate and showcase an authentic real world event or experience for public consumption?</li> <li>How can data be used to tell the story of an authentic learning experience designed for public consumption?</li> <li>How can I use customized graphics to create authentic learning experiences that tell the story of our real world experiences?</li> <li>How can online forms be used to capture data</li> </ul>

<p>maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p> <p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The benefits of combining multiple applications to create one larger project for public consumption.</li> <li>• Key terminology as it relates to digital learning applications.</li> <li>• Keyboard shortcuts that can be used universally across multiple applications.</li> <li>• The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> <li>• The benefits of creating an online portfolio to showcase work to others for evaluative or disseminating knowledge.</li> </ul>	<p>using a survey/form building application?</p> <p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Designing real world, authentic projects for public consumption using applications in Google Worksuite.</li> <li>• Designing real world, authentic projects using non-Google applications to extend the abilities of their creation tools.</li> <li>• Using an online WordProcessor <ul style="list-style-type: none"> <li>◦ Creating an outline</li> <li>◦ Formatting Text</li> <li>◦ Building a Header / Footer</li> </ul> </li> <li>• Using online Publishing tools <ul style="list-style-type: none"> <li>◦ creating a nice looking slide deck</li> <li>◦ using Graphics over text to represent an idea</li> <li>◦ incorporating media in visual presentations to tell a story</li> </ul> </li> <li>• Using Google Sheets, students will learn <ul style="list-style-type: none"> <li>◦ Creating a basic data set</li> <li>◦ Developing a visual representation of data using charts and graphs</li> </ul> </li> <li>• Using Google Sites, students will learn <ul style="list-style-type: none"> <li>◦ Designing dynamic online content</li> <li>◦ Formatting a blog post for Google Search that is SEO friendly</li> <li>◦ Incorporating audio/video and images to tell a story.</li> </ul> </li> <li>• Collaborating with others both synchronous and asynchronous to complete a project.</li> <li>• Building and developing a safe digital learning environment that protects your digital identity.</li> <li>• Managing your online behavior</li> <li>• Choosing the right tool for a project given both the task at hand and the time allowed to complete the project.</li> <li>• Developing an online brand or message.</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Do Not Distribute Not BOE Approved

## Unit 2 STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M, T	Each project will be graded through a rubric system using Google Classroom.	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs to create authentic, real world projects for public consumption.</p> <p>Students will create projects such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Documents</li> <li>• Slide Decks</li> <li>• Spreadsheets</li> <li>• Website Design</li> <li>• Graphic Design</li> <li>• Mobile Applications</li> <li>• Architecture Drawings</li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>• <b>Goal/challenge</b> - Students will create a Slide Deck, Custom Graphic, Short Essay, and Website Portfolio</li> <li>• <b>Role for student</b> - Creator, Designer, Author</li> <li>• <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>• <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>• <b>Products and performances generated by student</b> - Students will create artifacts that will be used on their online digital portfolio</li> <li>• <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>
M, T	Exemplars will be made available on the class website so that students can see what the project expectations are.	
A	Students will show effective use of problem-solving practices during the brainstorming and design process.	

		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"><li>• Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li><li>• Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li><li>• Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li><li>• Leveled assignments will be provided for students who need a varied challenge level.</li><li>• Individual or Group Creative Tasks &amp; Projects</li></ul>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Unit 2 STAGE 3

Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on ...</i></p>	<p><b>Progress Monitoring</b></p>
A	<ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Daily skills challenges will be posted both on Google Classroom and on the class website.</li> </ul>
A	<ul style="list-style-type: none"> <li>Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> </ul>
A	<ul style="list-style-type: none"> <li>Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive notes will be made available through Google Classroom and the class website.</li> </ul>
A	<ul style="list-style-type: none"> <li>Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Tickets will be used through Google Classroom</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will engage in their learning both individually or in collaboration groups.</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessments will consist of online forms and skills challenge projects.</li> </ul>
M, T	<ul style="list-style-type: none"> <li>Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

Do Not Distribute Not BOE Approved

## NEW MILFORD PUBLIC SCHOOLS

### **EMPLOYMENT REPORT**

Regular Meeting of the Board of Education  
New Milford, Connecticut  
May 21, 2024

### **Certified Staff Retirements**

1. **Susan Baerny**, Library Media Specialist at Schaghticoke Middle School. Effective June 30<sup>th</sup>, 2024. Susan will be retiring after 18 years with New Milford Public Schools.
2. **Michael Fitzgerald**, Music Teacher at Sarah Noble Intermediate School. Effective June 30<sup>th</sup>, 2024. Michael will be retiring after 28 years with New Milford Public Schools.
3. **Darryl Gregory**, Music Teacher at Schaghticoke Middle School. Effective June 30<sup>th</sup>, 2024. Darryl will be retiring after 12 years with New Milford Public Schools.
4. **Susan Holland**, Grade 5 Teacher at Sarah Noble Intermediate School. Effective June 30<sup>th</sup>, 2024. Susan will be retiring after 24 years with New Milford Public Schools.
5. **Caroline Holub**, Special Education Teacher at Hill and Plain Elementary School. Effective June 30<sup>th</sup>, 2024. Caroline will be retiring after 19 years with New Milford Public Schools.
6. **Kathy Miller**, Special Education Teacher at Sarah Noble Intermediate School. Effective June 30<sup>th</sup>, 2024. Kathy will be retiring after 18 years with New Milford Public Schools.
7. **Helliet Sanchez**, School Counselor at Hill and Plain Elementary School. Effective June 30<sup>th</sup> 2024. Helliet will be retiring after 17 years with New Milford Public Schools.
8. **Connie Williams**, Grade 2 Teacher at Northville Elementary School. Effective June 20<sup>th</sup>, 2024. Connie will be retiring after 24 years with New Milford Public Schools.

### **Non-Certified Staff Retirements**

1. **Viola Gorman**, Long Term Secretary Substitute for Special Education at the Central Office. Effective June 27<sup>th</sup>, 2024. Retiring from the district after 42 years of service.
2. **Donna Urban**, Account & Data Specialist at the Central Office. Effective May 31<sup>st</sup>, 2024. Donna will be retiring after 8 years with New Milford Public Schools.
3. **Jean Wiltshire**, Nurse ParaEducator at New Milford High School. Effective June 30<sup>th</sup> 2024. Jean will be retiring after 12 years with New Milford Public Schools.

[Type here]



### **Certified Staff – Appointments**

1. **Eileen Wargo**, Business Teacher at New Milford High School. Salary (MA +30) \$98,598 yearly, with 15 years teaching experience. Effective date August 21<sup>st</sup>, 2024. Replacing G. Hewitt, \$95,765 yearly.

### **Certified Staff – Resignations**

1. **Hannah Morse**, Grade 1 Teacher at Hill & Plain. (\$56,823). Effective June 30<sup>th</sup>, 2024. For personal reasons. \*\*
2. **Cortni Muir**, Instructional Coach for Math at Sarah Noble Intermediate School. Salary \$78,303. Effective June 30<sup>th</sup>, 2024. Taking a position in another district.

### **Non-Certified Staff – Appointments**

1. **Richard McCoy**, Accounting Data Specialist at the Central Office. Salary \$63,000 yearly. Effective May 14<sup>th</sup>, 2024. Replacing D. Urban.

### **Non-Certified Staff – Resignations**

1. **Mary Brodeur**, ParaEducator at Sarah Noble Intermediate School. Effective at the end of the 2023-2024 school year for salary reasons. \*\*
2. **Shioban Coniglio**, General Worker for Food Service at Northville Elementary School. Effective April 8<sup>th</sup>, 2024.
3. **Ella Hovde**, Nutrition Support Manager with Food Services. Salary \$50,000 yearly. Effective June 30<sup>th</sup>, 2024. Resigning due to commute.
4. **Lindsay Marino**, Administrative Assistant to Human Resources. Effective May 31, 2024. Took a position in another district.

### **Adult Education Staff – Appointments**

None

### **Adult Education Staff – Resignations/Retirements**

None

### **Coaching Staff – Appointments**

None

### **Coaching Staff – Resignations/ Retirements**

None





## New Milford Enrollment Matrix By School

Date: May 1, 2024

NES	Actual 6/1/23		Proj 23-24	Actual 05/01/24	Proj Variance
PK	56		53	53	0
K	139		140	134	-6
1	134		135	136	1
2	128		134	135	1
Totals	457		462	458	-4

HPS	Actual 6/1/23		Proj 23-24	Actual 05/01/24	Proj Variance
PK	48		55	40	-15
K	117		117	123	6
1	120		112	120	8
2	105		120	117	-3
Totals	390		404	400	-4

Actual 6/1/23		Tot Proj 23-24	Actual 05/01/24	Proj Variance
104		108	93	-15
256		257	257	0
254		247	256	9
233		254	252	-2
847		866	858	-8

SNIS	Actual 6/1/23		Proj 23-24	Actual 05/01/24	Proj Variance
3	252		254	234	-20
4	262		257	260	3
5	250		260	264	4
Totals	764		771	758	-13

SMS	Actual 6/1/23		Proj 23-24	Actual 05/01/24	Proj Variance
6	281		250	241	-9
7	255		278	278	0
8	286		252	255	3
Totals	822		780	774	-6

NMHS	Actual 6/1/23		Proj 23-24	Actual 05/01/24	Proj Variance
9	293		296	312	16
10	334		299	300	1
11	302		339	312	-27
12	308		304	291	-13
Totals	1237		1238	1215	-23

	Actual 6/1/23	Actual 05/01/23	Proj 23-24	Actual 05/01/24	Proj Variance	Actual Variance
PK-2	847	844	866	858	-8	11
SNIS	764	762	771	758	-13	-6
SMS	822	823	780	774	-6	-48
NMHS	1237	1232	1238	1215	-23	-22
Totals	3670	3661	3655	3605	-50	-65

LHTC total = 19

# NEW MILFORD PUBLIC SCHOOLS



## Facilities Subcommittee Report

**May 14, 2024**

### **Items for Information and Discussion**

#### **A. NMHS Updates**

##### **1. NMHS Woodshop HVAC**

Hawley Construction has ordered the new dust collector and it has a tentative ship date of May. The concrete slab which supports the dust collector has been scheduled to be poured the week of 5/13-17.

##### **2. Roof Project**

A solution for addressing the missing fasteners and clips is still being developed.

##### **4. Gym Floor**

NMHS gym floor work will begin in June after graduation and grad party.

#### **B. Sarah Noble Oil Tank**

A compliance plan to address the CT DEEP notice of violation was submitted by Weston & Sampson on behalf of the schools. In addition, they will be submitting a 30 day notice of closure to CT DEEP. Cisco Environmental has provided a proposal for tank removal. We anticipate moving forward with that work once summer recess begins.

### **C. Central Offices**

The next step for a stand-alone building would be to pursue the services of an A & E firm to conduct a feasibility study including site analysis.

### **D. Facilities Student Intern**

The Facilities Department has worked in conjunction with staff and Administration at New Milford High School to acquire the services of a student intern. Elias Nelson '27 has been coming over to the department offices for several weeks now assisting with creating annotated drawings for use in the upcoming HVAC evaluations. An example of this work has been included in the agenda packet.

### **E. Playground Focus Groups**

I had the pleasure of meeting with student representative groups at all three elementary schools over the past two weeks to discuss playgrounds. These were great sessions where the groups could comment on current playground equipment and what types of apparatuses they would like to see on their playgrounds in the future. Their input is vital in helping us provide our students with engaging inclusive equipment for the coming years.

Approved Field Trips May 2024

	A	B	C	D	E	F	G	H	I
1	<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
2	SMS	8	5/24/24	Friday	6	4	NMHS Grade 8 ILC students transition	0	\$0.00
3	NMHS	9-10	5/15/24	Wednesday	14	1	SNIS (Little Bigs Mentoring)	0	\$0.00
4	NMHS	9-12	5/14/24	Tuesday	8	2	Italia Mia Team Waramaug	0	\$0.00
5	NMHS	9-12	5/7/24	Tuesday	21	2	HPS/All Aboard/NES Wingman Students	2	\$0.00
6	NMHS	9-12	5/30/24	Thursday	80	8	Halo Awards Palace Theater	0	\$40.00
7	SMS	6-8	5/22/24	Wednesday	20	2	Ct. State Capital: Middle School Model Youth	2	\$0.00

**NEW MILFORD PUBLIC SCHOOLS**  
**Office for Student Affairs**  
**25 Sunny Valley Road, Suite A**  
**NEW MILFORD, CONNECTICUT 06776**  
**(860) 354-2654 FAX (860) 210-2682**



**Laura M. Olson**  
**Director of Special Services and Pupil Personnel**

**TO: Janet Parlato, Superintendent**  
**FROM: Laura M. Olson**  
**DATE: May 6, 2024**  
**RE: 2024-2025 IDEA Grant**

Attached you will find the Budget Narrative and State Budget pages for the IDEA, Part B, Section 611 and Section 619 grants. These are entitlement grants, not competitive grants, and funds must be spent on activities that support district goals for special education students. IDEA-611 is for students 3-22 years old and IDEA-619 is solely for activities supporting children 3-5 years old. The major expenditures for each of these grants are on staffing. The budget narrative pages explain the full-time equivalents and the actual expenditure line for each category. The IDEA-611 grant is \$987,645. and the IDEA-619 grant is \$38,170.

**Goals:**

1. To increase opportunities for students with disabilities (SWDs) for meaningful participation with their non-disabled peers.
2. To increase parent partnerships with school staff and outside agencies in order to develop shared person-centered plans for adulthood and workshops for parents throughout the school year.
3. To provide transition-age students opportunities in post secondary.
4. To provide technology supports and instruction.
5. To provide services for students enrolled at our two non-public schools: Canterbury School and Faith Preparatory School.
6. To identify disproportionality in the NMPS District and achieve equity for students with disabilities in order to promote proportional representation of Speech/Language Impairment/Hispanic.
7. To provide SWDs (ages 3-5) a fully inclusive preschool experience.
8. To support and enhance special education services (ages 3-5) by addressing state guidelines (ELDS), curriculum and best practice.

**IDEA 611 Goals**

**New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA Part B Information**

**Not Applicable (for districts with no 611 Allocation)**

**Public Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 01 611 Budget).**

<b>District Goal (Please number each goal starting with 1)</b>	<b>School district planned special education activities</b>	<b>Describe how your existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.</b>	<b>Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?</b>	<b>Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?</b>	<b>What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?</b>
* 1. to provide students with disabilities meaningful participation with their non-disabled peers.	* Provide OT and AT services, supports, and evaluations. Provide transportation reimbursement for student needs.	* Services, supports and evaluations will be offered in the LRE. Services and supports will occur in the co-taught/collaborative classroom as well as the self-contained classroom.	* Barriers may include: schedules at the middle school and high school attitudes of students, staff, and families Lack of understanding of IDEA and LEA responsibilities	* The NMPS will: provide training for staff and families Work with building administrators to ensure that students are taught in the LEA Provide co teaching staff with mutual planning time and ongoing training for co teaching Ensure that paraprofessionals receive inservice training	* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.
* 2. To improve collaboration and communication between families and the school district..	* "Parents as Partners" series of trainings and supports.	* Supports all parents of student's with disabilities, ages 3-22.	* The barriers include: Access for parents support for children at home during PD offerings Understanding the needs of families of SWDs	* Offer child care to families for PD offerings. Survey parents to find out interests and needs.	* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.



* 3. to provide transition-age students opportunities in post secondary .	* Tuition for one student at a community college.	* Supports students ages 18-22.	* The barriers include: offering the tuition to all students eligible and interested.	* Review student needs and applications to the community college.	* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.
* 4. To provide technology supports and instruction.	* Purchase of assistive technology AAC devices. Purchase technology related hardware.	* Supports students ages 3-22.	* The barriers include: provide ongoing training to students, staff and families.	* Provide inservice to all stakeholders.	* DEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.

**Not Applicable (for districts with no private schools)**

**Private Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 02 in the 611 budget)**

Private Schools Goal (Please number each goal starting with 1)	Private schools planned special education activities	Describe how your existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
* 1. To provide services for students enrolled at our two non-public schools: Canterbury School and Faith Preparatory School.	* Students enrolled in both schools are provided with a Service Plan in lieu of an IEP.	* Students at both non-public schools will be afforded Child Find, PPTs and Service Plans.	* Ensuring that the district is able to hire and maintain a part-time sped teacher.	* Post for the position as soon as possible. Participate in job fairs for this position. Post the positions on all available websites. Ensure that Child Find is timely and accurate.	* Time line: ongoing and based on the number of students who are classified at both schools.

**Not Applicable (for districts not using CEIS/CCEIS)**

**CEIS/CCEIS Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA)**  
**(20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 03 in the 611 budget)**

<b>CEIS/CCEIS Goal</b> (Please number each goal starting with 1)	<b>CCEIS/CEIS</b> planned special education activities	<b>Describe the steps</b> to ensure equitable access to, and participation in, the applicant's federally assisted program for students, teachers and program beneficiaries with special needs.	<b>Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?</b>	<b>Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?</b>	<b>What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?</b>
* 1. To identify disproportionality in the NMPS and achieve equity for students with disabilities in order to promote proportional representation of Speech/Language Impairment/Hispanic.	* Data collection and analysis.	* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.	* Barriers include: Competing district initiatives. Time allocation and competing professional demands. Philosophical differences within the learning community.	* Steps NMPS will take to ensure that barriers are limited. Work with general ed and special ed staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.	* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.
* 2. To develop a study group of NMPS professionals to review data and build an equity plan in order to promote proportional representation of Speech/Language Impairment/Hispanic.	* Present to staff re: the disproportionality	* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.	* Barriers include: Prioritizing professional learning topics throughout the academic school year. Creating a collaborative team with shared beliefs about equity. Time allocation and competing professional demands.	* Steps NMPS will take to ensure that barriers are limited. Work with general ed and special ed staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.	* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.

<p>* 3. To provide NMPS with inservice and tools in order to promote proportional representation of Speech/Language Impairment/Hispanic.</p>	<p>* Inservice for staff. Professional Learning Communities (PLC) to discuss disproportionality.</p>	<p>* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.</p>	<p>* Barriers include: Prioritizing professional learning topics throughout the academic school year. Creating a collaborative team with shared beliefs about equity. Time allocation and competing professional demands.</p>	<p>* Steps NMPS will take to ensure that barriers are limited. Work with general ed and sped staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.</p>	<p>* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.</p>
----------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Budget

New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA 611 (20977)

Object	Total
111A - Non-Instructional Salaries	\$90,011.00
111B - Instructional Salaries	\$763,774.13
200 - Personal Services - Employee Benefits	\$0.00
321 - Tutors (Instructional, Non-Payroll)	\$0.00
322 - In Service	\$42,235.87
323 - Pupil Services (Non-Payroll)	\$58,198.00
324 - Field Trips	\$0.00
325 - Parent Activities	\$2,000.00
330 - Employee Training (Non-Direct Services)	\$0.00
340 - Other Professional Services	\$0.00
341 - Audit	\$0.00
350 - Technical Services	\$0.00
440 - Rentals	\$0.00
450 - Construction Services	\$0.00
510 - Student Transportation Services	\$0.00
530 - Communications	\$0.00
560 - Tuition	\$900.00
580 - Travel	\$1,000.00
600 - Supplies - Technology/Instructional	\$15,000.00
730 - Equipment	\$0.00
734 - Technology Related Hardware	\$14,526.00
735 - Technology Software	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$987,645.00</b>
<b>Allocation</b>	<b>\$987,645.00</b>
<b>Remaining</b>	<b>\$0.00</b>

**IDEA 619 Goals**

**New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA Part B Information**

**Not Applicable (for districts with no 619 Allocation)**

\* I understand that the following goals and activities delineated by line items in the 619 budget are connected with 3-5 year olds

**Public Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 01 619 Budget).**

District Goal (Please number each goal starting with 1)	School district planned special education activities	Describe how your existing mission, policies, or commitments ensure equitable access to, and the proposed project or activity.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
* 1. To provide SWDs (ages 3-5) a fully inclusive preschool experience.	* Provide related services for SWDs (ages 3-5) in a fully inclusive preschool.	* The IEP states the mandated service that we must provide.	* Scheduling services in the LRE.	* Support and communicate with preschool programs and related service staff.	* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.
* 2. To support and enhance special education services (ages 3-5) by addressing state guidelines, ELDS, curriculum, and best practice	* To provide one (1.0 FTE) special education tutor to support students in the preschool classroom.	* SWDs (ages 3-5) will have access to a special education tutor.	* Ensure that a well qualified sp ed tutor is hired.	* Have a competitive salary and maintain support and ongoing communication with tutor. Offer Professional Learning.	* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.

**Not Applicable (for districts with no private schools)**

**Not Applicable (for districts not using CEIS/CCEIS)**

**CEIS/CCEIS Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 03 in the 619 budget)**

CEIS/CCEIS Goal (Please number each goal starting with 1)	CCEIS/CEIS planned special education activities	Describe the steps to ensure equitable access to, and participation in, the applicant's federally assisted program for students, teachers and program beneficiaries with special needs.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
* 1. To ensure that SWDs identified as multilingual ages 3-5 are provided with equitable services.	* Supporting staff and families in undemanding biased-based beliefs in disproportionality.	* Partner with SERC to identify data collection and most efficient tools to collect and analyze the data, ages 3-5. Professional learning opportunities for preschool staff and families.	* Time and training. Competing with other district initiatives. Collecting the most relevant and useful data.	* Allocating professional learning opportunities into the master calendar. Discussion with the superintendent re: strategic planning and district initiatives.	* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.

**Budget****New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA 619 (20983)**

<b>Object</b>	<b>Total</b>
111A - Non-Instructional Salaries	\$0.00
111B - Instructional Salaries	\$0.00
200 - Personal Services - Employee Benefits	\$0.00
321 - Tutors (Instructional, Non-Payroll)	\$20,272.00
322 - In Service	\$0.00
323 - Pupil Services (Non-Payroll)	\$9,984.00
324 - Field Trips	\$0.00
325 - Parent Activities	\$0.00
330 - Employee Training (Non-Direct Services)	\$0.00
340 - Other Professional Services	\$0.00
341 - Audit	\$0.00
350 - Technical Services	\$0.00
440 - Rentals	\$0.00
450 - Construction Services	\$0.00
510 - Student Transportation Services	\$0.00
530 - Communications	\$0.00
560 - Tuition	\$0.00
580 - Travel	\$0.00
600 - Supplies - Technology/Instructional	\$7,914.00
730 - Equipment	\$0.00
734 - Technology Related Hardware	\$0.00
735 - Technology Software	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$38,170.00</b>
<b>Allocation</b>	<b>\$38,170.00</b>
<b>Remaining</b>	<b>\$0.00</b>



**NEW MILFORD ADULT  
EDUCATION**  
**388 Danbury Road**  
**New Milford, CT 06776**  
**(860) 350-6647 Ext. 1170**  
**adulthood@newmilfordps.org**

**Christy Martin, Director**  
**Sakina Gordon, Guidance Counselor**

TO: Janer Parlato  
FROM: Christy Martin  
DATE: April 30, 2024  
RE: Adult Education PEP (Program Enhancement Projects) Grant

This grant cycle is a new round of competitive grants that will be part of a 4 year cycle. These grants are part of the response to the Workforce Innovation and Opportunity Act (*WIOA*) of 2014, Title II, *Adult Education and Family Literacy Act (AEFLA)*, Public Law 113-128 (hereinafter referred to as the “Act”). It replaces a series of grants obtained by New Milford in past years.

The overarching goal of WIOA and the Act is to:

- increase accessibility to adult education programs and services for learners most in need;
- create a seamless transition to post-secondary education and training through the development of career pathways;
- foster strong, literate families in an effort to reduce the current student achievement gap;
- build an educated and competitive Connecticut workforce.

The funds are awarded to agencies that have demonstrated effectiveness in providing adult education and literacy activities to individuals who:

- have attained 17 years of age;
- are not enrolled or required to be enrolled in secondary school under Connecticut state law;
- are basic skills deficient;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- are English language learners (ELL).

These funds are to be used to enhance what local funding provides, not replace it. No longer is it accepted that Adult Education will just help students just obtain diplomas-now Adult Ed is supposed to help our students get jobs and certifications as part of our requirements. These grants will give us the ability to move our program in that direction.

This year we have written 2 grants for a total of \$80,000 for workforce skills development, career specific classes leading to certifications and service learning for students enrolled in the High School Completion program.

Christy Martin  
Program Director  
New Milford Adult Education  
[martinc@newmilfordps.org](mailto:martinc@newmilfordps.org)  
860-350-6647 x 1170



**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
 Academic Office  
 Program Enhancement Project (PEP) Grants for Adult Education  
**GENERAL PROPOSAL APPLICATION**  
 FY 2024–2025

Applicant Organization: New Milford Adult Education	Town/Agency Code: 00000096-00
Address: 388 Danbury Road, New Milford CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
	Email: martinc@newmilfordps.org
Superintendent of Schools or Chief Executive Officer of Agency: <b>Dr Janet Parlato</b>	Phone: 860-355-8406
	Email: parlatoj@newmilfordps.org
Signature of Superintendent of Schools or Chief Executive Officer of Agency:	Date:

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD	FUNDS REQUESTED		MATCHING FUNDS (20%)
			ESL 1-6/ABE 1-4	ABE/ASE 5-6	
Connecticut Adult Virtual High School	(S)AVHS	\$450,000			
Corrections Education	(E)CORR or (S)CORR	\$200,000			
Family Literacy Services	(E)FLS or (S)FLS	\$50,000			
Instructional Innovation	(E)INNOV or (S)INNOV	\$30,000		\$30,000	
Integrated Education and Training	(E)IET or (S)IET	\$50,000			
Integrated English Literacy and Civics Education	(E) IELCE	\$25,000			
Integrated English Literacy and Civics Education + Training	(E) IELCE + T	\$75,000			
Technology Integration and Expansion of Services	(E)TECH or (S)TECH	\$30,000			
Transition, Career Navigation and Support	(E)TCNS or (S)TCNS	\$50,000		\$50,000	
<b>Total Funds Requested</b>			<b>\$</b>	<b>\$80,000</b>	<b>\$16,334</b>
Date Submitted:			Date of Board/Agency Approval Date:		

The below sections are to be thoroughly completed by all PEP FY 2024-2025 applicants. References to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) can be found at the following link, <https://aefta.ed.gov/>.

**Organization Background:** Thoroughly complete the below section. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe the background and experience of the applicant agency, including services to primary population(s) and geographic areas served.	New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs.
Demonstrated Effectiveness Form is submitted with the proposal.	·Yes <input type="checkbox"/> No

**Accountability Practices/State Considerations for Funding:** Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response	Explanation
Applicant will adhere to the <a href="#">Connecticut Competency System (CCS) Policies and Guidelines</a> .	·Yes <input type="checkbox"/> No	CCS reviewed yearly. Facilitator meetings attended routinely.
Applicant will utilize CASAS eTesting and TOPSpro Enterprise system to provide immediate test scoring and reports.	<input type="checkbox"/> Yes ·No	Currently paper testing due to low numbers and office staff trained in eTesting turnover
Applicant will ensure that appropriate staff are trained in LACES and that staff follows the policy and procedures outlined in the <a href="#">LACES User Guide</a> .	·Yes <input type="checkbox"/> No	Ongoing-New Staff trained via Video training in LACES and work with Data Admin
Applicant will ensure that all instructional staff hold the appropriate certifications/endorsements for the content areas as required by the CSDE.	·Yes <input type="checkbox"/> No	Ongoing-Currently have several new staff completing the process for the 106 and 088
Applicant will ensure that all Adult Basic Education (ABE), General Educational Development (GED), Credit Diploma Program (CDP) teachers are trained in using the <a href="#">College and Career Readiness Standards for Adult Education (CCRS)</a> , and all English as a Second Language teachers are trained in using the <a href="#">English Language Proficiency Standards (ELPS)</a> .	·Yes <input type="checkbox"/> No	CCRS and ELP reviewed at school start up. Copies placed in staff resource folders on computer and hard copies in AE office
Applicant will provide professional learning opportunities for program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training.	·Yes <input type="checkbox"/> No	PD offered in person and via computer in all areas - some mandatory some instructor choice for individual skill knowledge pertaining to their content area.

**Recruitment, Retention and Support Services:** Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe your FY 2024-2025 PEP recruitment plan.	Director meets routinely with day High School counselors to keep them informed of programming and speak with students and families who express interest in joining Adult Education. Maintain a social media presence to keep the community informed of opportunities available to them. Maintain our website. Create and distribute brochures and flyers . Maintain relationship with the WIB and American Job Center to assist in correct placement for remediation and placement to obtain certifications and diploma. Work with collaborators Literacy Volunteers, social services to see if their clients are candidates to become ours as well. Maintain membership and relationship with the Chamber of Commerce.
Describe your FY 2024-2025 PEP retention plan.	Student voice and choice is our focus for retention. We begin at intake as we require students to reflect through surveys and written reflection on what brought them to AE. What are their strengths and successes and what things do they think need to be improved upon. Orientation offers 12-16 hours of focus on goal setting both academic and career in nature as well as learning about the requirements of the program, navigating basic digital literacy skills and creating a cohort to decrease anxiety for the many who were not successful in their high school experience and have fears about trying again. At this time students will make their first connection to the American Job Center and WIB signing up to CTHires and Career ConneCT.After orientation students meet one on one with the counselor to review their success survey and create a success plan. Students identify the real and potential barriers they face and work with the counselor to make a plan for dealing with them. Daily contact in the classroom, by the time clock, and in the hallway by admin and /or counselor to create and maintain relationships. Use of text, email and letters to communicate with students. Translation of communication and classroom material into students' first language as needed and appropriate. Student Advisory to allow student input and ownership of the running of programming and events. Mid semester progress notes and report cards are reviewed by teachers, the counselor and students so students know where they stand and what they need to do to improve their situation. Incorporating opportunities to explore classes in their career pathway.
Describe the barrier, transition and other support services that will be offered to FY 2024-2025 PEP participants. Include current or planned collaborations with community organizations that will increase the effectiveness of your program and support students.	Multiple surveys and opportunities for reflection throughout the year. Success plan created by student and counselor to identify real and potential barriers and brainstorm solutions. Collaborations with social services, Camilla's cupboard, and Loaves and Fishes, among other collaborations planned,will expose students to services available. Care cart

	<p>on site to provide necessities (toothpaste, deodorant, body wash, feminine hygiene supplies, school supplies, stress balls and fidget rings etc) for those students facing difficult times. A community resource book on the care cart with A-Z available community resources and their contact information.</p> <p>Counselor-Career navigator meeting regularly to review grad plan and next steps after graduation and assist with information needed to transition.</p> <p>Speakers brought in from various post secondary opportunities, American Job Center and Career ConneCT to assist students in understanding what is available to them.</p>
Describe how you will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	<p>We are an ADA compliant building. We are fortunate to have instructors with SPED background on staff . Providing accommodations that are available for all extra time to complete assignments, connecting a student who due to dyslexia or other issue with Literacy Volunteers for extra assistance with textbook readings or classroom material. All classes use multiple modalities to teach material allowing students to see, hear and place hands on the subject matter.</p> <p>Below are some specific accommodation possibilities planned for diverse learners</p> <p>Organize peer buddies - Create cooperative service-learning groups  Use multiple/rotating peer groups for service-learning projects  Use visual daily schedules- Develop a calendar of tasks and assignments  Check often for understanding/review- Have student repeat directions  Teach study and organization skills- Use study sheets to organize material  Review and practice in real situations- Teach to variety of learning styles and learning modalities- Teacher provide notes and /or tape lectures  Teacher present/model demonstrations- Emphasize/re-teach critical information- Pre-teach vocabulary- Extend time requirements  Vary activities and allow breaks- Consider arrangement of materials on page- Use highlighted study guides - Use supplementary materials  Provide home set of texts/materials for pre-view/review  Give directions in small distinct steps - Use written back up for oral directions - Adapt worksheets and shorten assignments  Give extra cues and prompts and use pictorial directions  Allow Student alternative modes to complete assignments (i.e. video tape).</p>

**Integration with the Local Workforce Development Board (WDB) and One-Stop Partner:** Thoroughly complete the below section. Limit your response to approximately 250 words per requirement. An Interagency Collaboration with the local Workforce Development Board (WDB) must be submitted at the time of application.

Requirement	Response
Describe how you will align your PEP services to the local WDB plan and local economic conditions including existing and emerging in-demand industry sectors and occupations. including existing and emerging in-demand industry sectors and occupations.	Meet routinely with WIB and American Job Center. Offer workplace skills and career pathway classes as possible. Utilize the Virtual High School and E Dynamics online platform to provide career specific content that leads to certifications. Students will be able to access classes in Cosmetology, Health care, IT, Green tech, Culinary and much more. Use of Northstar digital literacy to make sure every student has the skills needed in today's workplace. Work with local employers to speak to students about the skills and requirements they look for in employees.
Review the required Interagency Collaboration between your agency and the local WDB and address your collaboration for FY 2024-2025.	The plan for the WIB will have them assist with speakers, connections to the various workplace employers willing to allow students to gain insight to the various careers within their community and beyond. A path through Career ConneCT for our students to navigate how to earn certifications and eliminate the barriers keeping them from doing so. Assist with on site visits from the American Job center to keep students informed of career opportunities available to them.
Describe how your agency will provide access to career and training services to students through the local One-Stop partner and promote concurrent enrollment.	All students will be required to explore and register on CT Hires and Career ConneCT during orientation. Working with American Job Centers to come onsite multiple times a year to meet with students and connect them to needed services and Career ConneCT. Guidance Counselor providing followup on status routinely.
WDB Interagency Collaboration Agreement is submitted with the proposal.	·Yes <input type="checkbox"/> No

**Priority Area Specifications and Budget:** Each of the priority areas within the grant application must have a thoroughly completed individual project plan and accompanying budget. Refer to the individual priority area specifications and the “Proposal Guidelines and Requirements” sections in the RFP for requirements.

Funding	Priority Area Planning Documents	Priority Area Budget Template
Section 231 Comprehensive Adult Education Services	<a href="#">Connecticut Adult Virtual High School</a> <a href="#">Family Literacy Services</a> <a href="#">Instructional Innovation</a> <a href="#">Integrated Education and Training</a> <a href="#">Integrated English Literacy and Civics Education (IELCE)</a> <a href="#">Technology Integration and Expansion of Services</a> <a href="#">Transition, Career Navigation and Support</a>	<a href="#">Section 231 Comprehensive Adult Education Services budget template:</a>

Section 225 Corrections Education	<a href="#">Corrections Education</a>	<a href="#">Section 225 Corrections Education budget template</a>
Section 243 Integrated English Literacy and Civics Education	<a href="#">Integrated English Literacy and Civics Education (IELCE+T)</a>	<a href="#">Section 243 Integrated English Literacy and Civics Education budget template</a>

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
 Academic Office  
 Program Enhancement Project (PEP) Grants for Adult Education  
**INSTRUCTIONAL INNOVATION PRIORITY AREA PLANNING DOCUMENT**  
 FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

<b>Applicant Organization: New Milford Adult Education</b>	
<b>Project Coordinator(s): Christy Martin</b>	<b>Phone: 860-350-6647 x1170</b> <b>Email: martinc@newmilfordps.org</b>

**PRIORITY AREA NEED AND GOALS:** Thoroughly complete the below section.

<b>Requested federal funds</b> (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4    \$ _____	<input checked="" type="checkbox"/> ABE/ASE 5-6    \$30,000
<b>Target program</b> (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> CDP <input type="checkbox"/> GED	
<b>Planned number of students</b> (Identify the total number of <i>reportable students</i> you plan to serve with this funding.)	30	
<b>Federal cost per student</b> (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) <b>Priority area project goal</b> (Briefly describe what you wish to accomplish.)	\$1,000	
<b>Statement of need</b> (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant's delivery of adult education services.)	Most of our students are basic skills deficient upon entry appraisal to Adult Education despite having transcripts with 11 plus High School credits. The town has grown much more diverse since covid and we are seeing more MLL students with cultural and language barriers as well. Our students have little to no experience in the working world and post covid have become more and more isolated from in person contact and rely on their phones and social media for connection. They lack the understanding that volunteering is a way to show future employers what skills they have. The understanding of our community and its resources is missing as well. Students do not know or understand the resources available to them in the community or through the WIB. The barriers they face include transportation,	

	mental health issues, language issues and not having a work background or ethic to move themselves forward.
<b>Prior experience</b> (Briefly explain your agency's prior experience providing evidence-based, innovative strategies and activities. Submission of the Demonstrated Effectiveness Form with this RFP is required.)	New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs. We have participated in PEP grants for many years and currently have the workplace grant. We provide classes in workplace skills, soft skills, and critical thinking to name a few, and bring in the American Job Center, Career ConneCT, and speakers from various post-secondary options.
<b>Cross-agency collaboration</b> (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners' success. Submit interagency collaboration agreements as appropriate.)	As part of this service learning project, we plan collaborations with a variety of community services that will also expose our students to multiple career pathways. Camilla's Cupboard, Loaves and Fishes-Culinary, Habitat for Humanity-Construction, and Social Services-Human Services to name a few. All will also offer students to create fliers, assist and learn about fundraising, organization skills and translate lessons learned in the classroom into actions as they identify issues and help solve them.

**PROJECT OBJECTIVES:** Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

Item	Objective	Planned Activities Toward Meeting that Objective	Measurable Outcomes Expected
1	To enhance students' learning by enabling them to practice skills and test classroom knowledge through practical experiences in the local community.	<p>Novel study relating to service learning 30 hours for .5 credit to give students some background knowledge of service learning and begin the critical thinking process needed to function in society.</p> <p>Service/community learning class first semester 60 hours offered for 1.0 credit. Some topics covered include: Personal responsibility, caring for others, dependability, interpersonal skills, problem-solving.</p> <p>Students will learn about how a community functions through research, classroom lessons,volunteering, attending meetings :BOE, Town Council, and PTO among others Speakers: Mayor, Local representatives, Social Services, Loaves and Fishes, Animal Welfare and senior center among others Community visits to various organizations to see how they operate and volunteer. Planned collaborators include : Camilla's Cupboard, New Milford Social Services, Habitat for Humanity and Animal Welfare.</p>	<p>90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES</p> <p>90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES</p> <p>100% of students will gain an understanding of our community and its resources as documented by writings and reflections in google classroom</p>



2	Students will develop civic responsibility and positive work-related behaviors and attitudes that will make them work ready.	<p>Leadership Retreat/Student Advisory 30 hours offered for .5 credit. Students will learn skills to facilitate team building , advocacy and work with their peers to promote , plan and run student led events.</p> <p>Leadership class 60 hours offered second semester for 1.0. Some topics covered include: cooperation, teamwork skills, playing different roles, organizing, prioritizing, project-specific skills.</p> <p>Students will take the knowledge learned from semester 1 and use that to choose a community program to assist via working with the programs to help solve issues, develop plans to assist in promoting , volunteering and work together with the community</p>	<p>90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES</p> <p>90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES</p> <p>100% will enhance cognitive development through carefully designed reflection activities. as documented in google classroom</p>
3	To enable our students to learn about cultural diversity, economics, politics and society while instilling a greater understanding and appreciation for community service.	<p>All of the above listed classes will help complete this objective as activities in these classes will incorporate skills such as learning to find answers/info, make discriminating judgments, assess, evaluate, test hypotheses. Opportunities for research projects, hands-on projects, classroom lessons will all build on these skills. Presentations to fellow students and the community will be part of the project experience.</p> <p>Some specific activities to meet this objective:</p> <p>Habitat for Humanity- High School curriculum. This program allows students in grades 9–12 to uncover information about the social, economic, geographic and political causes surrounding poverty, housing and homelessness.</p>	<p>90% of students enrolled in these classes will have a passing grade and earn at least .5 credit as documented in LACES</p> <p>90% of students will demonstrate knowledge of community service and lessons learned through reflections, presentations and classwork as documented in LACES</p>

**PROPOSED SERVICE DELIVERY FORMAT:** Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. This funding is intended to allow providers and agencies to experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of adult education students.

<b>Service delivery/instruction will be offered</b>	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
<b>Site location</b> (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and	All classes will be held at New Milford High School in person. The High school is ADA compliant. Students will also be active out in the community as part of class attending meetings, visiting and volunteering at various community services- our collaborators are all ADA compliant.

instructional sites must be accessible to persons with disabilities.)	
<b>Priority area schedule</b> (days and hours per week)	<p>The Novel Studies will meet Monday thru Thurs from 5:00-7:00 pm for 4 weeks (30) hours beginning in August 2024</p> <p>The service learning/community learning class will begin in Sept and meet twice a week for 2 hours each time for a total of 60 hours. It should end at the beginning of January. It will either run 5-7 or 7-9 depending on staff</p> <p>Leadership retreat/Student Advisory will meet Monday thru Thurs from 5:00-7:00 pm for 4 weeks (30) hours beginning in January 2025</p> <p>Leadership class will begin in February and meet twice a week for 2 hours each time for a total of 60 hours. It should end at the beginning of June. It will either run 5-7 or 7-9 depending on staff</p> <p>Community hours will vary depending on the community service/meeting schedules of operation.</p>
<b>Estimated total weeks of instruction</b>	38 classroom weeks plus community time to be determined.
<b>Estimated total hours of instruction</b> (A minimum time-period is one semester/50 hours.)	Classroom instruction for the year 180 hours plus community time to be determined.
<b>Timeline of project/begin and end date</b>	August 2024 to June 2025
<b>Project staff</b> (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)	<p>Sakina Gordon, Guidance Counselor- assisting students with any barriers to ensure student success. A presence at community services to assist students as needed with projects.</p> <p>Amanda Scriber- Office support-community contact liaison</p> <p>Greg Garner- Certified 106 and 088 Adult ed instructor</p> <p>Justin Ongley-Certified 106 and pending 088 Adult Ed instructor</p> <p>Other staff as needed as curriculum developed</p>
<b>Project management</b> (Describe how the management of the project will ensure the attainment of successful outcomes.)	<p>This will require a team approach of admin, teachers, and students. The steps will include brainstorming, focusing, implementing, evaluation, and reflecting. The project has been broken into smaller chunks of classes. This allows us to mix and match classes to student identified needs, wants and staff identified deficits. This will enable staff and students to remain focused, gear their efforts towards achieving the project goal, and get their tasks completed on time.</p> <p>As students gain knowledge and skills they take on more ownership of managing the projects they choose. This project will introduce the concepts of service learning through reading and exploring topics and then making it real within our community. We feel it will not only educate our students about the services and resources available to them but will draw them in to be part of it. Once we have introduced the skills and concepts needed to function in the various organizations we can build on that second semester with leadership and advocacy skills as they practice concepts within the school and out in the community. An important byproduct of this will be the boost to employability as students who have not been employed will now have some volunteer activities and skills to add to their resume to increase their marketability. For this generation of post-COVID students with anxiety, being able to navigate our</p>

	community with a staff member presence as our project builds to independence will promote the success we are looking for.
<b>Professional learning or staff training</b> (Describe the opportunities which will be funded under this project.)	Planned staff PD will be exploring the community services, expanding our knowledge of service learning. Reviewing and making curriculum our own. Training in advocacy and running a retreat for student leaders.

**PROJECT DESIGN:** Complete the chart below addressing the required components contained in the PEP RFP. The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

<b>Project design</b> (Provide a thorough description of the overall design of the project you are proposing. Explicitly state how you are aligning this instructional innovation to the purpose of the Adult Education and Family Literacy Act as outlined in Section 202 and described in the requirements specific to this priority area.)	<p>We have identified with the steps identified by Malcolm Knowles as essential for best practices.</p> <p>Promote a positive classroom climate centered around cooperative learning.</p> <p>Research the interests and the needs of each adult learner.</p> <p>Create learning goals, based on the interests and needs, of and with the adult learner.</p> <p>Build on each subsequent activity to achieve the learning objectives.</p> <p>Co-create strategies, resources and methods for instruction.</p> <p>Review each activity and make modifications where necessary, while continually evaluating the next steps for learning.</p> <p>The design of this project is to encourage student choice and voice. The project will combine classroom learning with community engagement to provide hands-on experience for students and expose them to possible career pathways. The ability to see a variety of career pathways in action and to have some skills to put on a resume will assist them in job placement. Reading, writing, digital literacy and reflection will be included throughout the project. Learning all these through real life applications (services volunteer manuals, forms, making fliers and presentations for various programs and employers). This project will help students learn and apply their academic knowledge in real-life situations. It also gives them the opportunity to reflect on their experiences and think about how they can make a positive impact. Service learning encourages students to get involved in their community and develop a sense of caring for others. It also raises awareness about social justice issues and provides opportunities for career exploration. Students will develop and learn how to use their voices to advocate for something that matters to them. Gaining confidence will be a byproduct of practicing their newfound skills.</p>
<b>Curriculum/resources</b> (Identify the main curriculum and resources that will be used. If curriculum does	<p>Curriculum to include but not limited to:</p> <p><a href="https://www.overcomingobstacles.org/portal/en/curricula/high-school/service-learning-handbook">https://www.overcomingobstacles.org/portal/en/curricula/high-school/service-learning-handbook</a></p> <p>The Training Toolbox A Guide to Service-Learning Training Maryland Dept of Education</p>

not currently exist, describe the process you will take to create a standards-based curriculum.)	Quest for Success curriculum The staff team will also meet as needed to create a curriculum as needs are identified
<b>Support services</b> (Identify support services, student success strategies and transition strategies that will be integrated into the project.)	New Milford will have a guidance counselor on-site while classes are in session. Our counselor will meet with individual students to create and review a student success plan together. Through this project, students will become familiar with all the available community support as they meet speakers and go with a cohort to the various community meetings and services. Transportation will be provided if students cannot attend otherwise. As students work on their career portfolio and resume they will now have material to write about and place on their resume as they prepare to transition to life after High school.
<b>Project evaluation</b> (Describe the evaluation process that will be used to determine priority area project success.)	Staff will meet to discuss curriculum successes and failures throughout the year. A review of the retention rate and grades of students will be a part of the process. Student and staff surveys and reflections will happen throughout the year to determine areas that need to be strengthened and assess what has been meaningful. Rubrics will be created to help assess successes.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
 Academic Office  
 Program Enhancement Project (PEP) Grants for Adult Education  
**TRANSITION, CAREER NAVIGATION AND SUPPORT PRIORITY AREA PLANNING DOCUMENT**  
 FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

<b>Applicant Organization: New Milford Adult Education</b>	
<b>Project Coordinator(s): Christy Martin</b>	<b>Phone: 860 350-6647</b> <b>Email: martinc@newmilfordps.org</b>

**PRIORITY AREA NEED AND GOALS:** Thoroughly complete the below section.

<b>Requested federal funds</b> (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4    \$ _____	<input checked="" type="checkbox"/> ABE/ASE 5-6    \$50,000
<b>Target program</b> (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL <input checked="" type="checkbox"/> ABE <input checked="" type="checkbox"/> CDP <input type="checkbox"/> GED <input type="checkbox"/> NEDP	
<b>Planned number of students</b> (Identify the total number of <i>reportable students</i> you plan to serve with this funding.)	35	
<b>Federal cost per student</b> (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) <b>Priority area project goal</b> (Briefly describe what you wish to accomplish.)	\$1,428	
<b>Statement of need</b> (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant's delivery of adult education services.)	Most of our students are basic skills deficient upon entry appraisal to Adult Education despite having transcripts with 11 plus High School credits. The town has grown much more diverse since covid and we are seeing more MLL students with cultural and language barriers as well. Our students have little to no experience in the working world and post covid have become more and more isolated from in person contact and rely on their phones and social media for connection. They lack the understanding that volunteering is a way to show future employers what skills they have. The understanding of our community and its resources is missing as well. Students do not know or understand the resources	

	<p>available to them in the community or through the WIB. The barriers they face include transportation, mental health issues, language issues and not having a work background or ethic to move themselves forward.</p> <p>Students do not leave the area to connect with programs to advance their careers. They are unable to see the value in learning more about how their chosen pathway works as they are stuck in the cycle of working a low paying job and focus of “getting a diploma”. The bigger picture is often not a vision they have.</p> <p>Because teachers are not CTE certified the ability to provide exposure on site to career interests has been an obstacle in the past.</p>
<b>Prior experience</b> (Briefly explain your agency’s prior experience working with transitioning students to employment, postsecondary education and/or training. Submission of the Demonstrated Effectiveness Form with this RFP is required.)	<p>New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. The 5 largest ethnic groups, as of 2021 in New Milford, CT are White (Non-Hispanic) (81.9%), White (Hispanic) (4.82%), Other (Hispanic) (3.07%), Black or African American (Non-Hispanic) (3.01%), and Asian (Non-Hispanic) (2.4%). 97% are U.S. citizens. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs.</p> <p>We have participated in PEP grants for many years and currently have the workplace grant. We provide classes in workplace skills, soft skills, critical thinking to name a few and bring in the American Job Center, Career ConneCT and speakers from various post secondary options.</p>
<b>Cross-agency collaboration</b> (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.)	<p>We plan collaborations with a variety of community services that will also expose our students to multiple career pathways. Camilla’s Cupboard and Loaves and Fishes-Culinary. Habitat for Humanity-Construction..Social Services-Human Services to name a few. All will also offer students to create fliers, assist and learn about fundraising, organization skills and translate lessons learned in the classroom into actions as they identify issues and help solve them.</p> <p>We partner with the WIB and American Job center to come onsite to speak with our students, connect us to local employers and provide access to Career ConneCT.</p>

**PROJECT OBJECTIVES:** Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

Item	Objective	Planned Activities Toward Meeting that Objective	Measurable Outcomes Expected
1	Students will define and plan transition goals related to employment, postsecondary education and training and community participation	16 hour class beginning the career exploration portfolio Process- identifying learning styles, career interest inventories, job knowledge assessment. Students will learn about and be required to register on CT Hires and Career ConneCT. Students will begin the goal setting process for their future	90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES

		Students and counselor will complete a student success plan and revisit several times each semester.	Completed assessments , inventories , goals will be located in the students portfolio folder and/or google classroom
2	Students will identify potential barriers and obtain and demonstrate advocacy skills in order to transition to future goals	60 hours Overcoming obstacles curriculum  60 hours Quest for success curriculum	90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES  90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES
3	Students will experience at least one career pathway via classroom and/or in person exposure.	60 hour in person class in an identified career need (Based on student identified career pathway during the fall semester)  60 +hours mentored by AE certified instructors in a classroom cohort-Via EDynamics students will have access to a catalog of over 250 CTE courses via computer and LMS. Students will have the opportunity to experience Cosmetology, Hospitality, Business, Healthcare, Manufacturing and IT among other options. E Dynamics- The eDL Career Ready Program™ puts students on a clearly defined, national-standard aligned path to explore career options and acquire the technical knowledge and skills to work towards industry-recognized certification and high-demand careers. The Career Ready Program supports students in achieving nearly 100 industry-recognized certifications. Virtual Business (VB) High School simulations are browser-based, online business simulations that provide programs with an interactive curriculum to teach business, marketing, financial literacy/personal finance, and much more. Virtual Internship- Students will test and try concepts in a risk-free simulated environment. Students will get to experience and manage all aspects of running a business, including staffing, operations, marketing, finance, sales, and much more. They'll get to uncover which areas they like most and wish to focus on in the real world, or major in at college.	90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES  75% of students enrolled in the classes will have a passing grade and earn at least .5 credit as documented in LACES

		Through our community connections students will be exposed to various career pathways as they assist various support services as part of their education	100% of students will gain an understanding of our community and its resources as documented by writings and reflections in google classroom
4	Students will gain the soft skills necessary to succeed in the workforce	30 hour Career /workplace skills class	90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES

**PROPOSED SERVICE DELIVERY FORMAT:** Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. This funding is intended to provide intensive transition instruction and services for a cohort of students who have an immediate goal of entering employment, training, or postsecondary education.

<b>Service delivery/instruction will be offered</b>	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
<b>Site location</b> (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)	All classes will be held at New Milford High School in person.
<b>Priority area schedule</b> (days and hours per week)	August 24 16 hour class beginning the career exploration portfolio 2 hours Mon-Thurs for 4 weeks time either 5-7 or 7-9 dependant on staff 60 hours Overcoming obstacles curriculum 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60 hours Quest for success curriculum 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60 hours in person in a career pathway 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60+ hours Edynamic career specific classes via lms -in person teacher mentored 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 30 hour workplace skills class 2 hours mon-thurs for 4 weeks either 5-7 or 7-9
<b>Estimated total weeks of instruction</b>	53
<b>Estimated total hours of instruction</b>	286
<b>Timeline of project/begin and end date</b>	August 2024-June 2025
<b>Project staff</b> (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)	Sakina Gordon, Guidance Counselor- assisting students with any barriers to ensure student success. A presence at community services to assist students as needed with projects. Career Navigation. Amanda Scriber- Office support Greg Garner- Certified 106 and 088 Adult ed instructor Justin Ongley-Certified 106 and pending 088 Adult Ed instructor Brad Jones- Certified 106 instructor



	Other staff as needed as curriculum developed
<b>Project management</b> (Describe how the management of the project will ensure the attainment of successful outcomes.)	This will require a team approach of admin, teachers, and students. The project has been broken into smaller chunks of classes. This allows us to mix and match classes to student identified needs, wants and staff identified deficits. This will enable staff and students to remain focused, gear their efforts toward achieving the project goal, and get their tasks completed on time. As students identify and plan their next steps in sequenced classes they will be motivated to pursue their chosen career pathway and able to focus on succeeding as they learn about and experience their pathway.
<b>Professional learning or staff training</b> (Describe the opportunities which will be funded under this project.)	Planned staff PD will be training with E Dynamics LMS. Reviewing and making curriculum our own. Training in advocacy. PD will also center around student voice and choice as we infuse workplace skills and requirements into all classes.

**PROJECT DESIGN:** Complete the chart below addressing the required components contained in the PEP RFP. The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

<b>Project design</b> (Provide a succinct description of the overall design of the project you are proposing. This response should include a systematic way of exploring career, training and postsecondary options for students utilizing an individual career plan or student success plan template.)	<p>We have identified with the steps identified by Malcolm Knowles as essential for best practices.</p> <p>Promote a positive classroom climate centered around cooperative learning.</p> <p>Research the interests and the needs of each adult learner.</p> <p>Create learning goals, based on the interests and needs, of and with the adult learner.</p> <p>Build on each subsequent activity to achieve the learning objectives.</p> <p>Co-create strategies, resources and methods for instruction.</p> <p>Review each activity and make modifications where necessary, while continually evaluating the next steps for learning.</p> <p>Reading, writing, digital literacy and reflection will be included throughout the project. It is designed to meet the needs of all students with both in person and online options available. Step 1- registration and completion of success survey. Step 2 - Work with a counselor to review surveys and complete success plans. Step 3- Complete 16 hour orientation and career assessments. Step 4- Based on student and staff conversations students will be placed in one or more of the outlined project classes as described above. By designing the program in chunks we can mix and match classes to meet the needs of all students at the level they are at in the career decision process as well as workplace skills. By providing the opportunity for a variety of career pathway options through the online classes we can accommodate many pathways with our support so students gain a true knowledge of what their career entails and will put them in position to succeed when they go for certification , training etc. Staff will work with</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	collaborators and students to use Career ConneCT and the American job Center to further training and employment.
<b>Curriculum/resources</b> (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.)	Curriculum to include but not limited to: E Dynamics curriculum and programs <a href="https://www.overcomingobstacles.org">https://www.overcomingobstacles.org</a> Quest for Success curriculum IBM workplace learning curriculum DOL workbook series The staff team will also meet as needed to create a curriculum as needs are identified
<b>Career exploration</b> (Identify how you will provide intensive instruction in career awareness, career exploration, and career planning. In-demand industries as identified in local WDB plans should be highlighted.)	Construction, Healthcare, Human Service, Information Technology, Manufacturing, Retail Trade, Transportation & Warehousing and Accommodation & Food Services curriculum are available or in development within our program 60 + hours available in online courses career specific to in demand industries listed above. 226 hours of combined career awareness, exploration and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above
<b>Workforce readiness</b> (Identify how you will provide intensive instruction and services to assist learners in the transition to work, retention of work, or advancement of work. Curriculum must include exposure to <a href="#">CTHires</a> , job announcements and employer recruitment events.)	226 hours of combined career awareness, exploration and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above. All students will be expected to register and research CT Hires and Career ConneCT during their 16 hour orientation New Milford will continue to maintain our Job center using information from American Job Center, CT Hires and Indeed. Individual jobs as well as recruitment events are posted there. New Milford will maintain our current relationships with community employers and with the help of the WIB expand the employers who come in to meet with our students.
<b>Postsecondary education and training</b> (Identify how you will provide intensive instruction and services that create a bridge between adult education and postsecondary education and/or training opportunities. Curriculum must include enrollment eligibility and associated costs, academic assessments in line with the receiving institution to ensure student readiness for enrollment, and the	The counselor will be present in project classes to provide information and lessons appropriate to the topics /career info /speakers being taught at the time. Surveys, interest inventories, and reflections will be used by teachers and the counselor frequently throughout the project. Research and evaluation of various postsecondary opportunities will be part of the curriculum with students required to develop presentations about requirements, costs, timelines and outcome options. All students will review , with the counselor, success and grad plan frequently throughout the year and make changes and additions as careers come into focus. As students enter the final semester, the checklist of completed activities in their career portfolio will document readiness for life after graduation.

facilitation of the admissions and financial aid process.)	<p>E Dynamics-</p> <p>The eDL Career Ready Program™ puts students on a clearly defined, national-standard aligned path to explore career options and acquire the technical knowledge and skills to work towards industry-recognized certification and high-demand careers. The Career Ready Program supports students in achieving nearly 100 industry-recognized certifications.</p> <p>Virtual Business (VB) High School simulations are browser-based, online business simulations that provide programs with an interactive curriculum to teach business, marketing, financial literacy/personal finance, and much more.</p> <p>Virtual Internship- Students will test and try concepts in a risk-free simulated environment. Students will get to experience and manage all aspects of running a business, including staffing, operations, marketing, finance, sales, and much more. They'll get to uncover which areas they like most and wish to focus on in the real world, or major in at college.</p>
<b>Development of employability skills</b> (Identify activities you will provide that are designed to help an individual acquire critical thinking skills and self-management skills, including competencies in utilizing resources; using information; working with others; understanding transition and employment systems; and obtaining skills necessary for successful transition into, and completion of, postsecondary education, training, or employment.)	<p>226 hours of combined career awareness, exploration, and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above.</p> <p>Hands-on practice with experiential activities with our community partners to reinforce skills learned in class and make connections between the classroom and real life. Students will research, and create material specific to workplaces ( fliers, displays, etc).</p> <p>Understand specific career and workplace requirements according to their chosen career path. Navigate post-secondary training websites as well as CTHires and Career ConneCT to demonstrate the ability to access and use information.</p>
<b>Development of digital literacy skills</b> (Describe how the activities of the project will integrate the effective use of technology, enhance the quality of instruction, and support the skills necessary for successful transition to employment, postsecondary education or training.)	<p>New Milford utilizes Northstar Digital Literacy as a standard component of our program. All students are given a school email at registration. They are provided a Chrome book for in-school, and if they do not have a computer at home, out of school use. We are a Google school. All classes use Google Classroom Docs, Slides, and Sheets. Student work is created and submitted via Chrome books. Classroom assignments require the creation of presentations. Students also have access to the Virtual High School where they take online classes and utilize the Blackboard LMS- a skill they will certainly need in post secondary. EDynamics programming will add another dimension to this skill.</p>
<b>Career navigation</b> (Identify how career navigation services will be provided to assist learners in obtaining employment or transitioning to postsecondary education or training.)	<p>Our counselor/Career navigator meets with all new students. Together they identify possible barriers and brainstorm solutions as they create the student success plan. She will be a presence in the project classrooms to help students identify the skills and education needed to support their career goals. She will oversee the Job center AE has with job postings from CT Hires, Indeed, and jobs sent from our collaborators from DOL and American Job Center. Meets routinely with all students to discuss attendance, grade status and graduation plan. Connects speakers to the classroom (Both employers and post secondary trainings). Will assist in transitioning students to training and certifications, working with</p>

	Career ConneCT and other opportunities as they arise. Monitor portfolios and work with students to make sure they have all the requirements completed to be work ready.
<b>Support services</b> (Identify support services, student success strategies and transition strategies that will be integrated into the project.)	New Milford will have a guidance counselor on-site while classes are in session. Our counselor will meet with individual students to create and review a student success plan together. Students will become familiar with all the available community support as they meet speakers. Employers will be brought in to speak to students about opportunities and expectations. E Dynamics provides classroom instruction in specific careers and virtual internships so that students with transportation issues or lack of follow-through in going out of the area to programs will be able to do it online with AE support. Transportation will be provided if students cannot attend otherwise. As students work on their career portfolio and resume they will now have material to write about and place on their resume as they prepare to transition to life after High school. American Job Center and Career ConneCT will be brought in on-site.
<b>Project evaluation</b> (Describe the evaluation process that will be used to determine priority area project success.)	Staff will meet to discuss curriculum successes and failures throughout the year. A review of the retention rate and grades of students will be a part of the process. Student and staff surveys and reflections will happen throughout the year to determine areas that need to be strengthened and assess what has been meaningful. Rubrics will be created to help assess successes.

**EXCEL FORMAT VERSION**  
for completion of **ONLY** the  
Budget Narrative Pages and the ED-114 Budget Form  
of the  
**FY 2025 Adult Education Federal Grant Application for**

**Instructions for Completion**

- 1 Complete the Excel version of the budget narrative pages thoroughly and according to
- 2 **DO NOT** attempt to modify the format.
- 3 Click on the *Comprehensive Budget Narrative* tab below. Begin by entering the **town name**
- 4 Follow the instructions that will appear in the columns of a line item.
- 5 Select the appropriate information from the **drop down menu** found in the **columns with**
- 6 Provide only the information that is being requested for each line item column.
- 7 Click on the *ED-114* tab below to review data. As information for each line item of the budget is entered, the "Total" column automatically becomes populated with the total amount of each line item.
- 8 **SAVE** a completed Excel version for this entire workbook **using the town/district name**
- 9 **E-mail**, as an attachment, a **copy of this Excel workbook (see #8 above) on or before**
- 10 Please refer to the Budget Buddy for additional information: <https://portal.ct.gov/SDE/Adult-Education>

**or Comprehensive**

the format.

**name** and **code** in the white blocks found at the top of the page.

**ith a white header.**

udget narrative is entered,  
item.

**ne to identify the saved file (e.g. WallingfordED114).**

**ore May 3, 2024 to:** [SDE.AdultEd@ct.gov](mailto:SDE.AdultEd@ct.gov)  
[.dult-Ed/Federal/Federal-Legislation-and-Grants/Documents](#)

**COMPREHENSIVE ED-114 FISCAL YEAR 2024-2025**

**BUDGET FORM**

GRANTEE NAME: New Milford Adult Education		VENDOR ID:00000096-00	
GRANTEE TITLE:			
PROJECT TITLE: Innovation and Transition			
ACCOUNTING CLASSIFICATION: FUND: 0000		SPID:	YEAR: PROGRAM: CF1: CF2:
GRANT PERIOD: 07/01/2024- 06/30/2025		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$	% ADMIN COSTS: 4.71%
<b>CODES</b>	<b>DESCRIPTIONS</b>		<b>TOTAL</b>
111A/112B/119	NON-INSTRUCTIONAL		\$3,766
111B/112A	INSTRUCTIONAL		\$53,550
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		\$0
321	TUTORS		\$0
322	IN SERVICE		\$0
324	FIELD TRIPS		\$0
325	PARENT ACTIVITIES		\$0
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		\$900
400	PURCHASED PROPERTY SERVICES		\$0
510/530/580/590	OTHER PURCHASED SERVICES		\$800
611/612/641/690	SUPPLIES		\$20,984
700	PROPERTY		\$0
917	INDIRECT COSTS		\$0
	<b>TOTAL 1</b>		<b>\$80,000</b>
(S)AVHS	Connecticut Adult Virtual High School- ABE/ASE 5-6		\$0
(E)FLS	Family Literacy Services - ESL 1-6/ABE 1-4		\$0
(S)FLS	Family Literacy Services - ABE/ASE 5-6		\$0
(E)INNOV	Instructional Innovation- ESL 1-6/ABE 1-4		\$30,000
(S)INNOV	Instructional Innovation- ABE/ASE 5-6		\$0
(E)IET	Integrated Education and Training- ESL 1-6/ABE 1-4		\$0
(S)IET	Integrated Education and Training - ABE/ASE 5-6		\$0
(E)IELCE	Integrated English Literacy and Civics Education- ESL 1-6/ABE 1-4		\$0
(E)TECH	Technology Integration and Expansion of Services- ESL 1-6/ABE 1-4		\$0
(S)TECH	Technology Integration and Expansion of Services- ABE/ASE 5-6		\$0
(E)TCNS	Transition, Career Navigation and Support- ESL 1-6/ABE 1-4		\$0
(S)TCNS	Transition, Career Navigation and Support - ABE/ASE 5-6		\$50,000
	<b>TOTAL 2</b>		<b>\$80,000</b>
MATCH	Matching Funds 20%		\$16,334
	Matching Funds/Total1		Greater than or equal 20%

\_\_\_\_\_ ORIGINAL REQUEST  
 \_\_\_\_\_ DATE  
 \_\_\_\_\_ REVISED REQUEST  
 \_\_\_\_\_ DATE

\_\_\_\_\_ STATE DEPARTMENT OF EDUCATION PROGRAM  
 \_\_\_\_\_ MANAGER AUTHORIZATION

\_\_\_\_\_  
DATE OF APPROVAL

## Comprehensive Budget Narrative

Line Item Questions contact:

[Susan.Kocaba@ct.gov](mailto:Susan.Kocaba@ct.gov)

Town Name: **New Milford Adult Education** Town Code: **00000096-00**

Budget Buddy <https://portal.ct.gov/SDE/Adult-Ed/Federal/Federal-Legislation-and-Grants/Documents>

(copy to browser)

Position/Title (enter at least 6 characters)	Description (grant code)	Total # of Admins	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure

### 111B Teachers

To clear a cell: Right click on cell then choose "Clear Contents"

Total:

\$53,550

Program Area of Responsibility	Description (grant code)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure
CDP	(S)INNO	2	Hourly	\$45.00	10	4		\$3,600
CDP	(S)INNO	2	Hourly	\$45.00	5	15		\$6,750
Counselor	(S)INNO	1	Hourly	\$45.00	4	30		\$5,400
CDP	(S)INNO	5	Hourly	\$45.00	10	1		\$2,250
CDP	(S)INNO	9	Hourly	\$45.00	2	4		\$3,240
CDP	(S)TCNS	4	Hourly	\$45.00	5	15		\$13,500
CDP	(S)TCNS	1	Hourly	\$45.00	4	30		\$5,400
Counselor	(S)TCNS	1	Hourly	\$45.00	4	30		\$5,400
CDP	(S)TCNS	1	Hourly	\$45.00	8	2		\$720
CDP	(S)TCNS	5	Hourly	\$45.00	10	1		\$2,250
CDP	(S)TCNS	9	Hourly	\$45.00	2	4		\$3,240
CDP	(S)TCNS	6	Salaried	\$300.00	0	0		\$1,800

### 112A Education Aides

To clear a cell: Right click on cell then choose "Clear Contents"

Total:

\$0

Program Area of	Description	Total # of	Hourly or	Hourly Rate/Annual	Scheduled # of Hours	Scheduled # of		Total Annual

### 112B Clerical (administrative costs)

Total:

\$3,166

Position/Title	Description	Total # of	Hourly or	Hourly Rate/ Annual	Scheduled # of Hours	Scheduled # of		Total Annual
data entry/support	(S)INNO	1	Hourly	\$15.69	4	30		\$1,883
data entry/support	(S)TCNS	1	Hourly	\$15.69	4	30		\$1,883

To clear a cell: Right click on cell then choose "Clear Contents"

### 119 Other

Total:

\$0

Position Title	Description	Total # of	Hourly or	Hourly Rate/ Annual	Scheduled # of Hours	Scheduled # of		Total Annual

### 200 Employee Benefits

Total

\$0

Line Item	Description (enter at least 6 characters)	Number of Eligible Employees	Type of Benefit/ Comp	Benefit Percentage FICA + Medicare - 7.65% Medicare - 1.45%	% Attributed to Mandate	Amount Benefit/Wages/ Compensation	Total Annual Benefits	

To clear a cell: Right click on cell then choose "Clear Contents"

### 321 Tutors

Total:

\$0

Program Area of Responsibility	Description (grant code)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

### 322 Inservice (Instructional Program Improvement Services) (administrative costs)

Total:

\$0

Organization or Presenter(s) (enter at least 5 characters)	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

### 324 Field Trips

Total:

\$0



Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

325 Parental Activities Total: \$0

Vendor	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of	Total Annual

To clear a cell: Right click on cell then choose "Clear Contents"

330 Other Professional Technical Services Total: \$900

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure
EDynamics	PD om platform, classroom facilitation	\$900.00	1	session(s)	\$900

400 Purchased Property Services Total: \$0

Vendor (enter at least 6 characters)	Description	Purpose / Service	Cost Per Item	Quantity	Total Annual Expenditure

510 Pupli Transportation Total: \$800

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity	Total Annual Expenditure
enterprise van	transportation	\$200.00	4	\$800

To clear a cell: Right click on cell then choose "Clear Contents"

530 Communications Total: \$0

Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

580 Travel (administrative costs) Total: \$0

Position	Purpose/Service Description (enter at least 6 characters)	Type of Expense	Cost Per Item	Quantity/ Duration	Total Annual Expenditure

590 Other Purchased Services Total: \$0

Vendor	Purpose/Service Description	Cost Per Item (leave	Quantity/	Total	Total Annual

To clear a cell: Right click on cell then choose "Clear Contents"

611 Instructional Supplies Total: \$18,014

Choose One Category Major item must be > \$250 and < \$1,000	Description - Make/Model, Title, etc. (enter at least 6 characters)	Total Order/ Cost Per Item	Quantity	Total Annual Expenditure
General Instructional Supplies	Service learning project material innov	\$5,000.00	1	\$5,000
General Instructional Supplies	consumable workbooks innov	\$1,077.00	1	\$1,077
General Instructional Supplies	supplies folders, laminate, paper, cardstock etc trans	\$3,500.00	1	\$3,500
General Instructional Supplies	consumable workbooks trans	\$1,077.00	1	\$1,077
General Instructional Supplies	student site licenses E dynamics CTE trans	\$149.00	30	\$4,470
General Instructional Supplies	Trainers warehouse leadership, teambuilding, collaboration material and activities kits	\$1,390.00	1	\$1,390
General Instructional Supplies	craft-display supplies	\$1,500.00	1	\$1,500


012 Administrative Supplies (administrative costs)
Total:
\$0

Choose One Category Major item must be > \$250 and < \$1,000	Description - Make/Model, Title, etc. (enter at least 6 characters)	Total Order/ Cost Per Item	Quantity	Total Annual Expenditure

041 Textbooks
To clear a cell: Right click on cell then choose "Clear Contents"
Total:
\$2,970

Program Area	Description	Total/Cost Per Item	Quantity	Total Annual
CDP	career ready/career pathway	\$25.00	60	\$1,500
CDP	Soft skills for the workplace	\$49.00	30	\$1,470

090 Other Supplies
To clear a cell: Right click on cell then choose "Clear Contents"
Total:
\$0

Choose One Category	Description - Make/Model, Title, etc.	Total Order/ Cost	Quantity	Total Annual

100 Property
Total:
\$0

Vendor	Description	Cost Per Item	Quantity	Total Annual

917 Indirect Costs
To clear a cell: Right click on cell then choose "Clear Contents"
Total:
\$0

Item	Description - Make/Model, Title, etc.	Cost Per Item	Quantity	Total Annual

Grand Total:
\$80,000







**Line Item Questions contact:** [Susan.Kocaba@ci.gov](mailto:Susan.Kocaba@ci.gov)

(copy to browser)

<b>TOTAL.</b>	<b>ΦΥ</b>
---------------	-----------

To clear a cell: Right click on cell then choose "Clear Contents"			
TTTB Teachers		Total:	\$11,250

112A Education Aides		To clear a cell: Right click on cell then choose "Clear Contents"		Total:	\$0

T12B Clerical		Total:	\$0
---------------	--	--------	-----

To clear a cell: Right click on cell then choose "Clear Contents"

119 Other		Total:	\$5.084
-----------	--	--------	---------

[illegible]

<b>320 Employee Benefits</b>								<b>Total:</b>	<b>\$0</b>

Line Item	Description (enter at least 6 characters)	Number of Eligible Employees	Type of Benefit/ Comp	Benefit Percentage FICA + Medicare -7.65% Medicare - 1.45%	% Attributed to Mandate	Amount Benefit/Wages/ Compensation	Total Annual Benefits	

To clear a cell: Right click on cell then choose "Clear Contents"									
<b>321 TUTORS</b>								<b>Total:</b>	<b>\$0</b>

Program Area of Responsibility	Description (Optional)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"									
<b>322 Inservice (Instructional Program Improvement Services)</b>								<b>Total:</b>	<b>\$0</b>

Organization or Presenter(s) (enter at least 5 characters)	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"							
<b>324 Field Trips</b>						<b>Total:</b>	<b>\$0</b>

Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

<b>325 Parental Activities</b>						<b>Total:</b>	<b>\$0</b>
--------------------------------	--	--	--	--	--	---------------	------------

Vendor	Purpose/Service Description	Cost Per Item	Quantity/	Unit of	Total Annual


To clear a cell: Right click on cell then choose "Clear Contents"

330 Other Professional / Technical Services

Total: \$0

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

400 Purchased Property Services

Total: \$0

Vendor	Description	Purpose / Service	Cost Per Item	Quantity	Total Annual

510 Public Transportation

Total: \$0

Vendor	Purpose/Service Description	Cost Per Item	Quantity	Total Annual

To clear a cell: Right click on cell then choose "Clear Contents"

530 Communications

Total: \$0

Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

580 Travel

Total: \$0

Position	Purpose/Service Description (enter at least 6 characters)	Type of Expense	Cost Per Item	Quantity/ Duration	Total Annual Expenditure



[illegible][illegible]

677 Instructional Supplies		Total:	\$0
----------------------------	--	--------	-----

[illegible]


[illegible][illegible][illegible][illegible]

















## APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support** PEP Grants for the 24-25 school year . These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

### Responsibilities of Proposing Agency:

We anticipate 35 students to be served with each grant. In addition to the usual academic classes required in High School, through these grants, New Milford will provide classroom instruction in Digital Literacy ( Google docs, slides, sheets, presentation, and flier creation), service learning, leadership skills, workplace soft skills, communication, teamwork, professional behavior and appearance, and planning projects. Classroom instruction will be held at the High School. We plan for our students to be out in the community learning about, and assisting where possible, in the function of various community and workplace programs. This will be ongoing throughout the school year.

### Responsibilities of Collaborating Agency:

Provide speakers to talk about your community service or workplace. Share your program/workplace requirements expectations and standards to help our students learn what is needed to succeed outside the classroom and give them an understanding of what career pathways are connected to what you do. Provide opportunities for students to observe, volunteer, provide a service IE design a flier, etc.

### PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date: 4/11/24

### COLLABORATING AGENCY

Literacy Volunteers of the Green, Inc.

Name: Lyn Davies

Title: Executive Director

Address: 7 Whittlessey Ave  
New Milford, CT 06776

Signature



Date: April 30, 2024



## APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support** PEP Grants for the 24-25 school year . These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

### Responsibilities of Proposing Agency:

We anticipate 35 students to be served with each grant. In addition to the usual academic classes required in High School, through these grants, New Milford will provide classroom instruction in Digital Literacy ( Google docs, slides, sheets, presentation, and flier creation), service learning, leadership skills, workplace soft skills, communication, teamwork, professional behavior and appearance, and planning projects. Classroom instruction will be held at the High School. We plan for our students to be out in the community learning about, and assisting where possible, in the function of various community and workplace programs. This will be ongoing throughout the school year.

### Responsibilities of Collaborating Agency:

Provide speakers to talk about your community service or workplace. Share your program/workplace requirements expectations and standards to help our students learn what is needed to succeed outside the classroom and give them an understanding of what career pathways are connected to what you do. Provide opportunities for students to observe, volunteer, provide a service IE design a flier, etc.

### PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date:

4/11/24

### COLLABORATING AGENCY

Camella's Cupboard Food Pantry

Name:

Angela Chastain

Title:

Executive Director

Address:

Po Box 1771  
New Milford

Signature:



Date:

4/17/24



## APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support** PEP Grants for the 24-25 school year. These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

### Responsibilities of Proposing Agency:

We anticipate 35 students to be served with each grant. In addition to the usual academic classes required in High School, through these grants, New Milford will provide classroom instruction in Digital Literacy (Google docs, slides, sheets, presentation, and flier creation), service learning, leadership skills, workplace soft skills, communication, teamwork, professional behavior and appearance, and planning projects. Classroom instruction will be held at the High School. We plan for our students to be out in the community learning about, and assisting where possible, in the function of various community and workplace programs. This will be ongoing throughout the school year.

### Responsibilities of Collaborating Agency:

Provide speakers to talk about your community service or workplace. Share your program/workplace requirements expectations and standards to help our students learn what is needed to succeed outside the classroom and give them an understanding of what career pathways are connected to what you do. Provide opportunities for students to observe, volunteer, provide a service IE design a flier, etc.

### PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date: 4/11/24

### COLLABORATING AGENCY

New Milford Social Services

Name: Ivana Butera

Title: Director

Address: 2 Pickett District Rd  
New Milford CT 06776

Signature



Date: 4-15-24

**APPENDIX D: WORKFORCE DEVELOPMENT BOARD**

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support** PEP Grants for the 24-25 school year . These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

**Responsibilities of Proposing Agency:**

We anticipate 35 students to be served with each grant. In addition to the usual academic classes required in High School, through these grants, New Milford will provide classroom instruction in Digital Literacy ( Google docs, slides, sheets, presentation, and flier creation), service learning, leadership skills, workplace soft skills, communication, teamwork, professional behavior and appearance, and planning projects. Classroom instruction will be held at the High School. We plan for our students to be out in the community learning about, and assisting where possible, in the function of various community and workplace programs. We plan to make the connections necessary to have students progress to certifications in career pathways through Career ConneCT. This will be ongoing throughout the school year.


**Responsibilities of Local Workforce Development Board:**

Anticipate serving 35 students over the course of a school year. Assist with speakers, connections to the various workplace employers willing to allow students to gain insight to the various careers within their community and beyond. A path through Career ConneCT for our students to navigate how to earn certifications and eliminate the barriers keeping them from doing so. Assist with on site visits from the American Job center to keep students informed of career opportunities available to them.

**PROPOSING AGENCY**

New Milford Adult Education  
388 Danbury Road  
New Milford CT 06776

Christy Martin, Director

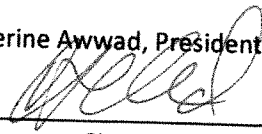


4/21/24

**WORKFORCE DEVELOPMENT BOARD**

Northwest Regional Workforce  
Development Board  
249 Thomaston Avenue  
Waterbury, CT 06702

Catherine Awwad, President & CEO



Signature

Date:

4/22/24



## APPENDIX G-1: STANDARD STATEMENT OF ASSURANCES

### STANDARD STATEMENT OF ASSURANCES FOR GRANT PROGRAMS CONNECTICUT STATE DEPARTMENT OF EDUCATION

Project Title:	Innovations and Transitions
Applicant:	New Milford Adult Education

The Applicant hereby assures the Connecticut State Department of Education that:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole

or part, described in the application for the grant.

- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit.



L. Nondiscrimination

- 1) For purposes of this Section, the following terms are defined as follows: a. "Commission" means the Commission on Human Rights and Opportunities; b. "Contract" and "contract" means this grant; c. "Contractor" and "contractor" means the applicant and any successors or assigns; d. "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. e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations; f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements; g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced; h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders; i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
- 2) For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).



- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S.

§ 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

- 4) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.



- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless



exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter

- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a 56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.



10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the


Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the

Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature of Authorized Official:	
Name: <i>(typed)</i>	<i>Christine Martin</i>
Title: <i>(typed)</i>	<i>Director</i>
Date:	<i>4/29/2024</i>



## APPENDIX G-2: GENERAL EDUCATION PROVISIONS ACT (GEPA) SEC. 427 ATTESTATION

### WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that New Milford Adult Education will ensure be taken should the innovations and Transitions project be funded.

The purpose of this requirement is to assist the U.S. Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The statute highlights six types of barriers that can impede equitable access or participation: gender; race; national origin; color; disability; or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps applicable to your project that you will take to comply with the GEPA requirements.

All programs will be held in ADA compliant buildings

All students will have access to technology both in and out of school as needed

All students will have access to a guidance counselor

Project Director: (Name and Title) Christine Martin, Director

Signature of Project Director: \_\_\_\_\_

Date: 4/29/24



## APPENDIX G-3: CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 62, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 62, Sections 62.105 and 62.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with the making of any Federal Grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Notifying the agency, in writing, within 10 calendar days

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph

(a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

after receiving notice under subparagraph (d)(2) from an



employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

6 The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

#### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Place of Performance (Street address, city, county, state, zip code)

New Milford Adult Education

388 Danbury Road

New Milford, CT 06776

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT PR/AWARD NUMBER AND / OR PROJECT NAME

New Milford Adult Education Innovations and Transitions

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Christine Martin, Director

SIGNATURE

**Affirmative Action Plans**

**Certification That A Current Affirmative Action Plan Is On File**

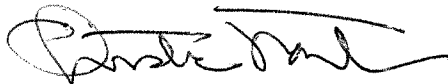
Municipal School Districts are exempt from submitting affirmative action plans. Applicants that are not municipal school districts, including, but not limited to, regional educational service centers and nonprofit organizations, must file the Bidder Contract Compliance Monitoring Report with their application. The completed Bidder Contract Compliance Monitoring Report may be sent by email.

If An applicant who is required to file an Affirmative Action Plan (Bidder Contract Compliance Monitoring Report) already has one on file, the applicant should so certify by signing the statement below:

I, the undersigned authorized official, hereby certify that the applying organization:

New Milford Adult Education has a current affirmative action plan (Bidder Contract Compliance Monitoring Report) on file with the Connecticut State Department of Education.

Signature of Authorized Official:



Date: 4/29/2024

Printed Name and Title: Christine Martin, Director

## APPENDIX E: FEDERAL CONSIDERATIONS FOR FUNDING CHECKLIST

**Applicant Agency:** New Milford Adult Education

**External Evaluator Name:** \_\_\_\_\_

Applicant Agency- Indicate the page or pages of the proposal where each consideration is demonstrated.

External Evaluators- Indicate Yes/No/Incomplete for each item.

	<b>Considerations for Funding</b>	<b>Applicant Agency</b>  Indicate the document and page found.  (e.g., GPA-1, P1-3, P2-1)  (Expand boxes as necessary)	<b>For Evaluators Only</b>  Indicate Yes/No/Incomplete for each item.  Comments required for any No or Incomplete item(s) – make comments on the External Evaluator Review Form
1	The degree to which the eligible provider would be responsive to:  (A) Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs); and (B) Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).	GPA Pages 1, 2, 3, 4  P4 SINNOV pages 1, 2  P9 STCNS Pages 1,2	
2	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).	GPA Pages 1,2,3,4 P4 SINNOV pages 1, 2 P9 STCNS Pages 1,2	
3	Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).	Appendix B  GPA page 2 P4 Slnnov Page 2 P9 STcns Page 2	


4	The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the One-Stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).	GPA 3, 4, 5  P4 SInnov Page 2, 3, 5 P9 STcns Page 2,3, 5, 6, 7	
5	Whether the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains and uses instructional practices that include the essential components of reading instruction (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).	Appendix B  P4 SInnov Page 2, 3, 4, 5  P9 STcns Page 2,3, 4, 5, 6, 7	
6	Whether the eligible provider's activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).	P4 SInnov Page 2, 3, 4, 5  P9 STcns Page 2,3, 4, 5, 6, 7	
7	Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications, as appropriate).	P4 SInnov Page 2, 3, 4, 5  P9 STcns Page 2,3, 4, 5, 6, 7	
8	Whether the eligible provider's activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and/or training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum, which focus on skills needed for postsecondary education and/or training, the workplace and citizenship).	P4 SInnov Page 2, 3, 4, 5  P9 STcns Page 2,3, 4, 5, 6, 7	
9	Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means (as evidenced by appropriate degrees, certifications and trainings).	P4 SInnov Page 4, 5  P9 STcns Page 4, 5	



10	Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).	Collab forms  P4 SInnov Page 2, 4,6  P9 STcns Page 2,3, 6 , 8	
11	Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).	Collab forms  P4 SInnov Page 2, 4,6  P9 STcns Page 2,3, 6 , 8	
12	Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance (as evidenced by prior participation in, or a commitment to participate in, the eligible agency's CCS and LACES, and to submit comprehensive, timely and accurate data).	Appendix B P4 SInnov Page 2,3 P9 STcns Page 2,3	
13	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).	P9 STcns Page 2	

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Academic Office**  
**Program Enhancement Project (PEP) Grants for Adult Education**  
**GENERAL PROPOSAL APPLICATION**

FY 2024-2025

Applicant Organization: New Milford Adult Education	Town/Agency Code: 00000096-00
Address: 388 Danbury Road, New Milford CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
	Email: martinc@newmilfordps.org
Superintendent of Schools or Chief Executive Officer of Agency: Dr Janet Parlato	Phone: 860-355-8406
	Email: parlatoj@newmilfordps.org
Signature of Superintendent of Schools or Chief Executive Officer of Agency: 	Date: 5/1/24

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD	FUNDS REQUESTED		MATCHING FUNDS (20%)
			ESL 1-6/ABE 1-4	ABE/ASE 5-6	
Connecticut Adult Virtual High School	(S)AVHS	\$450,000			
Corrections Education	(E)CORR or (S)CORR	\$200,000			
Family Literacy Services	(E)FLS or (S)FLS	\$50,000			
Instructional Innovation	(E)INNOV or (S)INNOV	\$30,000		\$30,000	
Integrated Education and Training	(E)IET or (S)IET	\$50,000			
Integrated English Literacy and Civics Education	(E)IELCE	\$25,000			
Integrated English Literacy and Civics	(E)IELCE + T	\$75,000			

Education + Training							
Technology Integration and Expansion of Services	(E)TECH or (S)TECH	\$30,000					
Transition, Career Navigation and Support	(E)TCNS or (S)TCNS	\$50,000			\$50,000		
<b>Total Funds Requested</b>				\$	<b>\$80,000</b>	<b>\$16,334</b>	
Date Submitted: 5/3/2024				Date of Board/Agency Approval Date: Pending May 2024			



## APPENDIX B: DEMONSTRATED EFFECTIVENESS FORM

Applicant Organization: New Milford Adult Education	
Address: 388 Danbury Road	
City: New Milford, CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
	E-mail: martinc@newmilfordps.org

An eligible provider must establish that it has demonstrated effectiveness through the following criteria: performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and/or training (34 CFR 463.24).

An applicant must also provide information regarding its outcomes for participants related to

- employment,
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training.

If eligible providers apply as a consortium with other eligible providers to consolidate and leverage resources, each member of a consortium must meet the definition of demonstrated effectiveness. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that currently receives state and/or federal adult education funds must provide performance data required under Section 116 of the WIOA to demonstrate past effectiveness. Past effectiveness will be evidenced by meeting or exceeding performance measures of Connecticut's federal targets based on documentation from the Literacy Adult and Community Education Services (LACES) database and annual reviews of previously funded providers.
2. An applicant that has not been previously funded under AEFLA and is currently not utilizing LACES for tracking performance data, as amended by WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible

individuals, including evidence of its success in achieving outcomes listed above.



Past effectiveness will also be demonstrated by post exit performance of the percentage of eligible participants who exited and transitioned to employment as well as the percentage of eligible participants who exited and transitioned to post-secondary education and/or training. Post exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.

This Demonstrated Effectiveness form must be submitted with the proposal on the submission deadline date. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

#### **Past Effectiveness of Applicants Previously Funded Under AEFLA Title II**

Applicants who currently receive state and/or federal adult education funds will submit performance data for the three most recent years, FY22, FY23, and FY24.

**Measurable Skills Gains-** Use LACES NRS Table 4, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Under the WIOA, five categories are used to document Measurable Skills Gains.

1. Educational Functioning Level (EFL) gain
2. Attainment of secondary school diploma or its recognized equivalent
3. A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester (IET)
4. Training milestone through a satisfactory or better progress report set with an employer (workplace literacy only)
5. Passage of occupational exam or attain technical or occupational skills as evidenced by trade-related benchmarks (IET)

	FY22				FY23				FY24 (current)			
NRS Level	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY22 Negotiated Targets	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY23 Negotiated Targets	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY24 Negotiated Targets
ABE 1	0	0	0	40%	0	0	0	28%	0	0	0	29%
ABE 2	0	0	0	49%	0	0	0	33%	0	0	0	34%
ABE 3	0	0	0	49%	0	0	0	28%	0	0	0	29%
ABE 4	0	0	0	42%	1	0	0	31%	0	0	0	32%
ABE 5	9	9	100	40%	7	4	57.14	40%	7	3	42.86	42%
ABE 6	22	13	59.9	63%	35	26	74.29	49%	31	10	32.26	49%
<b>Total ABE</b>	<b>31</b>	<b>22</b>	<b>70.97</b>		<b>43</b>	<b>30</b>	<b>69.77</b>		<b>38</b>	<b>13</b>	<b>34.21</b>	
ESL 1	7	4	57.14	48%	3	1	33.33	32%	1	0	0	33%
ESL 2	5	2	40	57%	3	2	66.67	39%	4	0	0	41%
ESL 3	8	6	75	50%	6	1	16.67	37%	7	1	14.29	38%
ESL 4	13	3	23.08	46%	22	8	36.36	25%	27	10	37.04	26%
ESL 5	4	1	25	46%	0	0	0	26%	2	0	0	27%
ESL 6	0	0	0	30%	4	0	0	15%	4	0	0	15%
<b>Total ESL</b>	<b>37</b>	<b>16</b>	<b>43.24</b>		<b>38</b>	<b>12</b>	<b>31.58</b>		<b>45</b>	<b>11</b>	<b>24.44</b>	

Grand Total	68	38	55.88		81	42	51.85		83	24	28.92	
-------------	----	----	-------	--	----	----	-------	--	----	----	-------	--



**Post-Exit Performance Indicators-** Use LACES NRS Table 5, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

	FY22				FY23				FY24 (current)			
Employment Measures	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY22 Negotiated Targets	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY23 Negotiated Targets	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY24 Negotiated Targets
Employed Second Quarter After Exit	50	8	16	50%	56	14	25	30.10%	63	0	0	30%

Employed Fourth Quarter After Exit	64	9	14.06	50%	55	6	10.91	30.80%	53	1	1.8	31%
Median earnings of participants employed in the second	8	4262.38		\$6,700	14	\$ 6057.14		\$4,750	0	\$ 0		\$4,800

quarter after the exit quarter.												
Credential Attainment	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	



Attained a secondary school diploma (during participation or within one year of exit) AND employed or entered postsecondary within 1 year of exit	30	1	3.33		18	0	0		14	0	0	
Attained a postsecondary credential while enrolled or within 1 year of exit	0	0	0		0	0	0		14	4	28.57	



Attained any credential (unduplicated)	30	4	13.33	56%	18	4	22.2	32.5%	14	4	28.57	33%
----------------------------------------	----	---	-------	-----	----	---	------	-------	----	---	-------	-----

## APPENDIX F: PROPOSAL EDIT CHECK

Applicant Agency: New Milford Adult Education

Required	Notes	Check
Letter of Intent to Apply	Each agency or consortium must complete and submit a completed Letter of Intent to Apply electronically by email as a PDF attachment to <a href="mailto:SDE.AdultEd@ct.gov">SDE.AdultEd@ct.gov</a> by Friday, March 15, 2024. Use subject line: Letter of Intent <Insert Organization Name>.	<input checked="" type="checkbox"/> Yes
The RFP, in its entirety, including all components, must be emailed by 4:00 p.m. on Friday, May 3, 2024, to <a href="mailto:SDE.AdultEd@ct.gov">SDE.AdultEd@ct.gov</a> . Subject Line: PEP RFP Application <Insert Organization Name>. All documents must be submitted as requested in the "Proposal Guidelines and Requirements" section and below in the PEP RFP Application email by the RFP submission date.		
Demonstrated Effectiveness Form	Each applicant must complete and submit a Demonstrated Effectiveness Form as a <u>separate</u> PDF attachment. Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.	<input checked="" type="checkbox"/> Yes
General Proposal Application	Each applicant must complete and submit a General Proposal Application as a <u>separate</u> PDF attachment. The application cover page must be signed by the Superintendent of Schools or Chief Executive Officer of Agency and include the date of Board/Agency approval.	<input checked="" type="checkbox"/> Yes
Priority Area Planning Documents	Each applicant must complete and submit a priority area planning document as a <u>separate</u> PDF attachment for <u>each</u> priority area requesting funds. Please try to limit each priority planning document to seven pages.  Section 231 Comprehensive Adult Education Services: <a href="#">Connecticut Adult Virtual High School</a> <a href="#">Family Literacy Services</a> <a href="#">Instructional Innovation</a> <a href="#">Integrated Education and Training</a> <a href="#">Integrated English Literacy and Civics Education (IELCE)</a> <a href="#">Technology Integration and Expansion of Services</a> <a href="#">Transition, Career Navigation and Support</a>  Section 225: <a href="#">Corrections Education</a>  Section 243: <a href="#">Integrated English Literacy and Civics Education (IELCE+T)</a>	<input checked="" type="checkbox"/> Yes
ED-114 Budget Templates:	Each applicant must complete and submit Budget Form ED-114 Excel worksheets (do not send a PDF) as <u>separate</u> attachments using the Excel templates for Comprehensive Adult Education Services, Corrections Education and Integrated English Literacy and Civics Education.	<input checked="" type="checkbox"/> Yes