

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: February 20, 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 EMPLOYEE RECOGNITION

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 December 19, 2023
- 2. Annual Meeting Minutes December 19, 2023

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. Monthly Reports
 - 1. Budget Position dated January 31, 2024
 - 2. Purchase Resolution: D-779
 - 3. Request for Budget Transfers
- B. Bid Awards

1. Bid Award RFP E-2324-006 -NMHS Stadium Speakers
2. Bid Award RFP E-2324-007 -NMHS Theatre Speakers
- C. Policies Recommended for Approval:
 1. 6160 Parent and Family Engagement Policy for Title I Students
- D. Policies Recommended for Initial Reading
 1. 2500 Policy Regarding Retention and Disposition of Records and Information
 2. 4118.6 Policy Regarding Employee Use of the District's Computer Systems and Electronic Communications
 3. 5131 Student Discipline
 4. 5131.81 Use of Private Technological Devices by Students
 5. 5131.9 Policy Regarding Student's Use of District Computers Systems and Internet Safety
 6. 6141 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum
 7. 6144 Equitable Identification of Gifted and Talented Students
- E. Policies Recommended for Deletion Once Policies in 10. C are Approved
 1. 6171.41 Title I Programs
 2. 6141.7 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum
- F. Curriculum
 1. AP Government
 2. AP Psychology
 3. Advanced Chorus Honors
 4. Criminal Justice
 5. Kindergarten Health
 6. Grade 1 Health
 7. Grade 2 Health
 8. Grade 3 Health
 9. Grade 4 Health
 10. Grade 5 Health
 11. Introduction to Business
 12. Russian Studies Honors
- G. Course Proposals
 1. Art Appreciation
 2. Basic Life Support in CPR/AED/First Aid
 3. Explorations in Science
 4. French IV/V College Prep
 5. Concert Chorus
 6. Exercise Physiology
 7. Nutrition and Wellness
 8. PE Boot Camp

12. **ITEMS OF INFORMATION**

- A. Regulation Updates
 1. 2500 R Administrative Regulations Regarding Retention and Disposition of Records and Information
 2. 4118.6 R Administrative Regulations Regarding Employee Use of the District's 4218.6 R Computer Systems and Electronic Communications
 3. 5118.1 R Administrative Regulations Regarding Homeless Children and Youth
 4. 5131 R Administrative Regulations Regarding Student Discipline
 5. 5131.9 R Administrative Regulations Regarding Student's Use of the District's Computer Systems and Internet Safety
 6. 6141 R Administrative Regulations Regarding Enrollment in Advance Course or Program and Challenging Curriculum
- B. Employment Report February 2024
- C. Enrollment Report - February 1, 2024

- D. Audit Report - June 30, 2023
- E. NMHS Update
 - 1. Roof
 - 2. Belfor Restorations
- F. Central Office Update
- G. Sarah Noble Oil Tank
- H. Training
- I. Field Trip Report
- J. Gifts and Donations
- K. February Fundraising Report
- L. Schaghticoke Middle School Course Selection
- M. Science of Reading Update

13. DISCUSSION AND POSSIBLE ACTION

- A. Mid-year review of Superintendent performance goals. Executive session anticipated.

14. ADJOURN

**New Milford Board of Education
Meeting Minutes**

December 19, 2023

Sarah Noble Intermediate School Library Media Center

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

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Matthew Cunningham, Facilities Director Mr. Jeffrey Turner, Technology Director Mrs. Teresa Kavanagh, Director of Human Services Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Anthony Giovannone, Director of Fiscal Services and Operations Ms. Naomi Post, Student Representative Mr. Antonio Caldareri, Student Representative
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1.	A.	Call to Order 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.	Call to Order Pledge of Allegiance
2.	A.	Public Comment None	Public Comment
3.		STUDENT RECOGNITION: Science of Reading Master Class Team Dr. Parlato stated the Science of Reading Master Class team is a special group of educators. K-3 reading is critical to a student's success. The Science of Reading Master Class team has been looking at K-5 to how to best teach reading in NMPS. It's all part of Connecticut's Right-to-Read legislation and the team has worked hard to make sure our curriculum aligns with the five pillars of reading. The district was accepted to a Science of Reading Master Class through the state department of education. It provided this particular group of	STUDENT RECOGNITION: Science of Reading Master Class Team

Meeting Minutes

December 19, 2023

Sarah Noble Intermediate School Library Media Center

		<p>teachers with professional learning, pairing them with a coach and two schools to align with: Bethel and Waterbury. Dr. Parlato stated it has been a heavy lift to make sure our curriculum is aligned with the five pillars of reading.</p> <p>Ms. Hollander stated the team exemplifies leaders of learning and work was done with care and thought. It is not just students' needs but teachers' needs. It takes a collective group to do it well and do it right, and this team is what made it move forward. When the team went to a state master class, most of the other groups were led by an administrator, but New Milford had individuals with boots on the ground. Coaches have said the growth was because New Milford had a teacher voice and leadership on the team.</p> <p>Dr. Parlato noted that New Milford always brings the largest group. Ms. Hollander agreed, and stated that is done to ensure the decision is made among the teachers.</p> <p>Dr. Parlato stated these employees exemplify all four of the Ideas We Live By: Focus, Collaboration, Creativity and Heart.</p> <p>Recipients were: Kathryn Banko, Karen Bosco, Sarah Filogomo, Kelly Harding, Nicole Heering, Holly Hollander, Michelle Klee, Megan Lago, Daniel Miller, Shannon Surreira, Megan Sylvester and Connie Williams.</p> <p>Dr. Parlato stated these staff members represent the finest of NMPS in their effort, thinking, and care.</p>	
4.		<p>PTO REPORT</p> <p>Mrs. Byrd stated K-5 schools offered school stores for students to go to and shop for family and friends. The high school is preparing for their first Battle of the Bands. The event will take place on January 19. The high school is also offering midterm treat bags. Parents can purchase treat bags for students before midterms start.</p>	<p>PTO REPORT</p>

5.		<p>STUDENT REPRESENTATIVES REPORT</p> <p>Ms. Post stated Hill and Plain had their PJ day, which was a fundraiser for the Children’s CT Medical Center, and raised \$500. The PTO did a Polar Express movie night. December 13th was annual literacy day. On Friday, Dec. 15, there was a school assembly focused on core values. The high school had spirit week, dress up for Kenny day, and a dress cozy day.</p> <p>Mr. Caldereri stated Sarah Noble Intermediate School finished their last week of concerts. The PTO held a holiday shop where students shopped for families and friends. Northville also did a fundraiser for Children’s CT Medical Center, raising over \$700. On Dec. 14, the staff had a PD day. Second graders walked to Schaghticoke to see The Grinch who Stole Christmas.</p> <p>They wished the Board of Education and New Milford a lovely holiday break.</p>	<p>STUDENT REPRESENTATIVES REPORT</p>
6.	A.	<p>APPROVAL OF MINUTES</p> <p>Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> November 21, 2023 Minutes <p><i>Mr. McCauley moved to approve the November 21, 2023 minutes. Seconded by Mrs. Sarich. Vote passed unanimously.</i></p>	<p>APPROVAL OF MINUTES</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> November 21, 2023 Minutes <p>Motion made and passed to approve the November 21, 2023 minutes.</p>
7.		<p>SUPERINTENDENT’S REPORT</p> <p>Dr. Parlato stated she wanted to acknowledge the hard work of the three administrators who were present this evening in relation to the Science of Reading: Mrs. Calabrese, Mrs. Gallagher, and Mrs. Surreira. With winter break approaching, Dr. Parlato stated she wishes everyone a restful and enjoyable time during the holidays. Just by looking at the PTO reports and social media channels, the district is a very busy place. As we head into the new year, Dr. Parlato wanted to thank all those that contribute to the district.</p>	<p>SUPERINTENDENT’S REPORT</p>

8.	<p>A. Policy Mrs. Rella stated the subcommittee is continuing to work on revising all the policies. The last meeting adopted new policies that are requested by the state and deleted some policies no longer needed.</p> <p>B. Committee on Learning Mrs. McNerney stated there is a lot of work going on with Science of Reading and, while the initial waiver put forward did not get accepted, the district is making great strides involving revising New Milford's Units of Study. After review of what's available, the district is looking to revise the current program. It must be finalized by the start of the 25/26 school year and the district is taking time to make sure they have the right program in place.</p> <p>Kindergarten entry age is changing. Students must turn five years old by Sept. 1. This will potentially affect 32-34 students in the two elementary schools. Parents can submit a waiver and their children will be assessed to ensure they meet certain criteria for academics and maturity, and there will be deadlines for waivers. The district is planning a community conversation called Let's Talk About Kindergarten on Jan 9 from 6-7pm at the high school.</p> <p>Given the challenges of securing world language teachers at Schaghticoke, the district wants to offer students an alternative experience which focuses on vocabulary and evidence-based reading. The hope is to continue offering world language to 8th graders and offer 7th graders courses that focus on communications arts. Moving forward, world language courses at the high school will be modified to meet students where they are.</p> <p>The need for Multi Language Learners (MLL) has increased. Many of the MLL students come in but may not stay, as they are a transient population. The district is doing what they can to help and will see what the needs are for an MLL teacher. It depends on the needs of students. There are push-in and pull-out services. There is a need for stronger</p>	<p>SUBCOMMITTEE REPORTS</p> <p>A. Policy</p> <p>B. Committee on Learning</p>
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		<p>systems, stronger scope, and sequence of curriculum.</p> <p>C. Facilities Brian stated Hawley Construction was awarded the bid for the NMHS woodshop HVAC project. The time frame is 8-12 weeks. The high school gym ceiling is complete with a few small things to be done.</p> <p>D. Operations Mrs. Faulenbach stated the budget position, budget resolution and the budget transfers are on for topics to discuss. Other Operations items are items of information. Many items are intertwined with Facilities. Mr. Giovannone will give an overview and answer any questions.</p>	<p>C. Facilities</p> <p>D. Operations</p>
9.		<p>BOARD CHAIRMAN'S REPORT Mrs. Faulenbach stated any Board member interested in serving on a subcommittee should send their requests to her and the Board Clerk. Board meeting dates are published. Budget will come out from Dr. Parlato and those proceedings will be in January. Mrs. Faulenbach thanked the Board members for all the time they put in. In the agenda packet there is a synopsis of what the BOE has done over the past year that will be posted on the website and sent to the Town Council.</p>	<p>BOARD CHAIRMAN'S REPORT</p>
10.	A.	<p>DISCUSSION AND POSSIBLE ACTION Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated November 30, 2023 2. Purchase Resolution: D-777 3. Request for Budget Transfers <p>Mr. Giovannone stated, as discussed in Operations, the district is within .24% of last year's balance for the same time period. There will be a possible need for two transfers in the current fiscal year that will be brought forward at the February meeting. One is for nursing salaries, which currently is in the budget as direct hires but will need to be moved to contracted services under Special Education. The second transfer is for cyber insurance. CIRMA no longer offers it. Mrs. Faulenbach stated that although there will not be subcommittee meetings in</p>	<p>DISCUSSION AND POSSIBLE ACTION A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated November 30, 2023 2. Purchase Resolution: D-777 3. Request for Budget Transfers

	<p>January, financials will be brought before the Board for the last night of budget hearings. Mr. Giovannone confirmed this and added it will be the three monthly budget reports.</p> <p>Mr. Giovannone stated on the Purchase Resolution, many items are five year capital allocations. Those are now being encumbered. Another potential budget transfer coming is for legal.</p> <p><i>Mr. O'Brien moved to approve monthly reports: Budget Position dated 11/30/23; Purchase Resolution: D-777; and Request for Budget Transfers. Seconded by Mr. Hansell. Vote passed unanimously.</i></p> <p>B. Policies for First Review</p> <p>1. 3280 Gifts, Grants and Bequests to the District</p> <p>Mrs. Faulenbach stated these are first review, so no motion is taken. Dr. Parlato stated the policy is for Gifts and Grants.</p> <p>C. Policies for Approval:</p> <ol style="list-style-type: none"> 1. 1105 Non-Discrimination (Community) 2. 3440 Individuals with Disabilities Education Act Fiscal Compliance 3. 3514 Code of Conduct Governing Procurements Under a Federal Award 4. 4111.1 Non-Discrimination (Personnel) 4211.1 5. 5000 Non-Discrimination (Students) 6. 5165 Graduation Requirements 	<p>Motion made to approve monthly reports: Budget Position dated 11/30/23; Purchase Resolution: D-777; and Request for Budget Transfers. Motion passed unanimously.</p> <p>B. Policies for First Review</p> <p>1. 3280 Gifts, Grants and Bequests to the District</p> <p>C. Policies for Approval:</p> <ol style="list-style-type: none"> 1. 1105 Non-Discrimination (Community) 2. 3440 Individuals with Disabilities Education Act Fiscal Compliance 3. 3514 Code of Conduct Governing Procurements Under a Federal Award 4. 4111.1 Non-Discrimination (Personnel) 4211.1 5. 5000 Non-Discrimination (Students)
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		<p>6. 5165 Graduation Requirements</p> <p>Motion made to approve Policies for Approval. Motion passed unanimously.</p> <p>D. Policies Recommended for Deletion.</p> <ol style="list-style-type: none"> 1. 3440 Inventories 2. 3514 Equipment <p>Mrs. Faulenbach stated these policies are being deleted because they are captured in other areas and it makes them more concise.</p> <p><i>Mr. O'Brien moved to approve Policies Recommended for Deletion listed above. Seconded by Mrs. Rella. Vote passed unanimously.</i></p> <p>E. Discussion and possible action regarding proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association regarding Bookkeeper – Payroll position vacancy. Executive session anticipated. The Board may take action when it returns to public session.</p> <p><i>Mrs. Sarich moved that the Board enter into executive session to review and consider the proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association regarding a current Bookkeeper – Payroll position vacancy and further moved that the Board invite into the session Superintendent Dr. Janet Parlato, Director of Human Resources, Teresa Kavanagh, and Director of Fiscal Services, Mr. Anthony Giovannone. Seconded by Mr. McCauley. Vote passed unanimously.</i></p>	<p>Motion made to approve Policies Recommended for Deletion. Motion passed unanimously.</p> <p>E. Discussion and possible action regarding proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association regarding Bookkeeper – Payroll position vacancy. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Motion made for the Board to enter into executive session to review and consider the proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association regarding a current Bookkeeper – Payroll position vacancy and further moved that the Board</p>
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		<p><i>The Board entered Executive Session at 7:30pm.</i></p> <p><i>The Board returned from Executive Session at 7:40pm.</i></p> <p><i>Mr. McCauley moved that the Board execute the proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association and to authorize the Chairperson of the Board to sign the memorandum of agreement pending any necessary further legal review. Seconded by Mr. Hansell. Vote passed unanimously.</i></p>	<p>invite into the session Superintendent Dr. Janet Parlato, Director of Human Resources, Teresa Kavanagh, and Director of Fiscal Services, Mr. Anthony Giovannone. Motion passed.</p> <p>Motion made for the Board to execute the proposed memorandum of agreement between the New Milford Board of Education and the New Milford Secretaries Association and to authorize the Chairperson of the Board to sign the memorandum of agreement pending any necessary further legal review. Motion passed.</p>
11.	A.	<p>ITEMS OF INFORMATION</p> <p>Regulation Updates</p> <ol style="list-style-type: none"> 1. 1105 R Administrative Regulations Regarding Non-Discrimination (Community) 2. 3280 R Administrative Regulations Regarding Gifts, Grants and Bequests to the District 3. 3440 R Administrative Regulations Regarding Individuals with Disabilities Education Act Fiscal Compliance 4. 4111.1 R Administrative Regulations Regarding Non-Discrimination (Personnel) 4211.1 R 5. 5000 R Administrative Regulations Regarding Non-Discrimination (Students) <p>Mrs. Faulenbach stated the Board does not approve the regulations but anyone is welcome to ask questions.</p>	<p>ITEMS OF INFORMATION</p> <p>A. Regulation Updates</p> <ol style="list-style-type: none"> 1. 1105 R Administrative Regulations Regarding Non-Discrimination (Community) 2. 3280 R Administrative Regulations Regarding Gifts, Grants and Bequests to the District 3. 3440 R Administrative Regulations Regarding Individuals with Disabilities Education Act Fiscal Compliance 4. 4111.1 R Administrative Regulations Regarding Non-Discrimination (Personnel) 4211.1 R 5. 5000 R Administrative Regulations Regarding Non-Discrimination (Students)

	<p>B. Employment Report Mrs. McInerney asked if the coaching staff appointment is a volunteer because there was no money allocation. Mrs. Kavanaugh stated it is a stipend and she will get the exact numbers out to the Board.</p> <p>C. Enrollment Report - December 2023 Dr. Parlato stated the district enrollment is stable. The report is showing a decline in students, close to what was projected. Mrs. Rella asked Dr. Parlato why she thinks the numbers are dropping more than expected. Dr. Parlato stated since it is a projection, being off by this much is not a big deal. Mrs. Rella stated the district lost more than what was projected. Dr. Parlato stated yes, that can be caused by an increase in home schoolers, lower birth rate, etc. Mrs. Rella asked Dr. Parlato if she knew how many students have left to go to other schools in the area. Dr. Parlato stated she would get that info. Mrs. Rella asked if it could include the number of homeschoolers prior to covid and after covid. Dr. Parlato stated she would get that information.</p> <p>D. NMHS Roof Update Mrs. Faulenbach stated this has been discussed by the Board, Cabinet, and the Town to see what the plan might be. The Town and Board commissioned the Fuss & O'Neill report, and this has been discussed by the Municipal Building Committee. Mrs. Faulenbach stated she believes the plan so far is to make final assessments on what needs to be done on the roof, what the time frame will be, and what repairs will be needed. More information has been requested, based on the Fuss & O'Neill report because some things are still not clear. Mrs. Faulenbach hopes that information will come soon.</p> <p>Mr. O'Brien clarified that there are two issues happening. It is known that the roof was not properly fastened. The previous contractor, United, did not use two screws per fastener. That was the original concern. When Fuss & O'Neill did their study, they determined that missing fasteners reduce the safety factor from what should have been 3:1 or 4:1, down to 1.5:1 or 2:1, close to no safety factor at</p>	<p>B. Employment Report</p> <p>C. Enrollment Report</p> <p>D. NMHS Roof Update</p>
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	<p>all. Fuss & O'Neill raised one more red flag that needs to be addressed. There is a discrepancy between what the pullout capacity is. Garland, the manufacturer assigned to the fasteners, claimed the fasteners have a pullout capacity of 609 pounds. Fuss & O'Neill, in their own research, estimate that the pullout capacity is 360 pounds. If that's the case, the pullout capacity is half of what it should be, and there is serious concern about the roof's safety. It needs to be verified that the screws used have a pullout capacity of 609 pounds and not 360 pounds. Mr. O'Brien hopes the documentation can be provided so the district can rest easy that the pullout strength is not a problem.</p> <p>Mrs. Faulenbach agreed that they have been trying to get that information and need that information. Mrs. Faulenbach stated they need a timeframe of what may have to be done with the roof as well. It's been asked, and she agrees having documentation for the Board and the Town is important on where we stand.</p> <p>Mrs. Rella asked if the Fuss & O'Neill report stated the roof could withstand 120 mile-an-hour winds.</p> <p>Mr. O'Brien stated yes, but only if the right screws were used.</p> <p>Mrs. Rella asked why it is taking so long to know what screws were used.</p> <p>Mrs. Faulenbach stated that is a great question, and no one is trying to be an alarmist, but it's important that this is verified and that has not been accomplished yet.</p> <p>Mr. O'Brien stated it should be confirmed the 609 pound capacity has been validated.</p> <p>Mrs. Faulenbach agreed and stated it would need to be memorialized.</p> <p>Mr. Barile stated it should definitely be documented. Mr. Barile then stated, if the number of fasteners are per space, would it help to add fasteners to give it</p>	
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	<p>the necessary strength. Mr. O'Brien stated yes, but adding fasteners is not so easy, it involves essentially having to peel the roof back. To do so, it means going to the first panel and securing it, then moving to the next, and so forth. Mr. O'Brien noted that Architect Petrucelli stated this repair is unprecedented. The 609 pound pullout capacity needs to be verified.</p> <p>Mrs. Faulenbach stated it has been made abundantly clear this is not an ideal situation and the district is committed to ensure that the repair happens. There needs to be assurances and hopes this is resolved shortly.</p> <p>Mr. Cunningham confirmed as of today he has no new information regarding this matter.</p> <p>E. Belfor Restorations</p> <p>Mr. Cunningham stated the project is complete with a few miscellaneous items to finalize. He is doing a walkthrough with administration on Thursday and will make sure no items need to be addressed. Mrs. Faulenbach asked if it was almost done. Mr. Cunningham stated yes, with just a few small outstanding items.</p> <p>F. Central Office Update</p> <p>Mrs. Faulenbach stated the programming study done was in regards to square footage. The Central Office is still looking for a future permanent home. The district was asked by the town to give the needs, which are enclosed in the packet. Mr. Cunningham stated it will officially be submitted tomorrow. Mrs. Faulenbach stated they should set up time to address questions and start planning what the needs are to get conversations going on location, finances, and what the financial impact may be.</p> <p>Mrs. McNerney stated there should be conversations regarding square footage needs, and any other requests, especially regarding location, so the Central Office is appropriately located in regards to where the schools are.</p>	<p>E. Belfor Restorations</p> <p>F. Central Office Update</p>
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	<p>Mrs. Faulenbach agreed there will be those conversations about the most beneficial way to move forward, including how it affects the taxpayer and still providing a proper facility.</p> <p>Mr. Hansell wanted to confirm that the Town will not be surprised they will see this. Mr. Cunningham stated the Town asked to see this, so it is expected. Next steps would be location and layout.</p> <p>Mrs. McInerney stated it is a great first step.</p>	
G.	<p>BOE Annual Report 2022-2023</p> <p>Mrs. Faulenbach stated the Annual Report is used to give a recap of what the BOE has been doing and acting upon. It is a synopsis of what has been done in the last year. Mrs. Faulenbach thanked everyone for their work. Dr. Parlato stated it is a document about which we should be beaming with pride. Mrs. McInerney agreed it is a comprehensive snapshot. Mrs. Faulenbach noted this report is not reflective of all the meetings that make this happen. There is a lot here and when we began this practice 10 years ago, it was quite interesting to see it. Instead of looking at all the reports, this puts it all in one arena.</p>	<p>G. BOE Annual Report 2022-2023</p>
H.	<p>2024-2025 and 2025-2026 School Calendars</p> <p>Mrs. McInerney stated parents will be happy. Dr. Parlato stated it has been a career goal to put out two years of calendars. It provides a chance for families and staff members to plan ahead. It includes school vacations, first/last days of school, and parent conferences. Dr. Parlato thanked Ms. Hollander for developing it. Ms. Hollander stated it was a collaborative effort to adhere to all contractual obligations.</p> <p>Mrs. Rella asked Ms. Hollander if two days of parent conferences is enough. Ms. Hollander stated for elementary, it's not enough, and for secondary, it's too much. There's no perfect answer. Elementary wants more time. This year the middle school did it in teams, and that was well received.</p> <p>Mrs. Faulenbach asked how the feedback was from staff about elementary parent conferences. Ms.</p>	<p>H. 2024-2025 and 2025-2026 School Calendars</p>

	<p>Hollander stated they built in additional time for next year that will now include an early dismissal.</p> <p>Mr. Barile asked what percentage of parents show up for conferences. Ms. Hollander stated she has shared that information with the Board and will provide that to Mr. Barile.</p> <p>I. Field Trip Report Dr. Parlato stated students are traveling and performing with outside audiences. It is a great opportunity for the kids.</p> <p>J. Gifts and Donations Dr. Parlato stated the district received a super generous donation from Yogibo. It allows students to have a chromebook or tablet on their lap so they can work independently or in group work. The donation will be split with HPS and NES.</p> <p>K. December Fundraising Report Dr. Parlato stated the high school is raising money through clubs. The PTO's are also working hard on raising funds for their schools.</p> <p>L. Kindergarten Entry Age Update Dr. Parlato stated she sent out info on Kindergarten entry. There will be a "Let's Talk about Kindergarten" night in January. Parents can submit a waiver if their child is turning five after September 1, 2024.</p> <p>Mrs. Rella asked Dr. Parlato if she collaborates with other Superintendents. Dr. Parlato stated yes, but one of the challenges is Kindergarten entry decisions are locally controlled. Ultimately, the Superintendents make the decisions for their own districts. They are all following the legislation.</p> <p>Ms. Hollander stated there will be a webpage that includes the waiver, FAQ's, and how the assessments will be done. That will launch in March.</p> <p>Mrs. Faulenbach wished everyone a healthy and happy holiday.</p>	<p>I. Field Trip Report</p> <p>J. Gifts and Donations</p> <p>K. December Fundraising Report</p> <p>L. Kindergarten Entry Age Update</p>
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Meeting Minutes

December 19, 2023

Sarah Noble Intermediate School Library Media Center

12.		ADJOURN <i>Mr. O'Brien moved to adjourn the meeting at 8:09 p.m. Seconded by Mr. McCauley. Vote passed unanimously.</i>	ADJOURN Motion made to adjourn the meeting at 8:09 p.m. Motion passed unanimously.
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Respectfully submitted:



Tammy McInerney

Secretary

New Milford Board of Education

**New Milford Board of Education
Annual Meeting Minutes
December 19, 2023
Sarah Noble Intermediate School Library Media Center**

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TOWN CLERK

2023 DEC 21 P 1:10
NEW MILFORD, CT

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

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Jeffrey Turner, Technology Director Mrs. Teresa Kavanagh, Director of Human Services Mr. Anthony Giovannone, Director of Fiscal Services and Operations
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1.	A.	Call to Order Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 6:47 pm by Dr. Parlato, Superintendent. The Pledge of Allegiance immediately followed the call to order.	Call to Order Pledge of Allegiance
2.	A.	<u>RECOMMENDED ACTION</u> Election of Board of Officers 1. Chairperson Dr. Parlato, Superintendent of Schools, asked for nominations for the position of Chairperson of the New Milford Board of Education. Mr. Hansell nominated Mrs. Faulenbach for Chairperson. All other members present passed. After a roll call vote, Mrs. Faulenbach was elected Chairperson by a 6-0-3 vote.	<u>RECOMMENDED ACTION</u> A. Election of Board of Officers 1. Chairperson Mrs. Faulenbach was elected Chairperson of the New Milford Board of Education.

	<p>2. Vice Chairperson Mrs. Faulenbach asked for nominations for the position of Vice Chairperson of the New Milford Board of Education.</p> <p>Mr. McCauley nominated Mrs. Sarich for Vice Chairperson.</p> <p>All other members present passed.</p> <p>After a roll call vote, Mrs. Sarich was elected Vice Chairperson by a 6-0-3 vote</p> <p>3. Secretary Mrs. Faulenbach asked for nominations for the position of Secretary of the New Milford Board of Education.</p> <p>Mr. McCauley nominated Mrs. McInerney for Secretary.</p> <p>All other members present passed.</p> <p>After a roll call vote, Mrs. McInerney was elected Secretary by a 6-0-3 vote.</p> <p>4. Assistant Secretary Mrs. Faulenbach asked for nominations for Assistant Secretary of the New Milford Board of Education.</p> <p>Mr. Hansell nominated Mrs. Herring for Assistant Secretary.</p> <p>Mrs. Herring declined.</p> <p>Mrs. McInerney nominated Mr. O'Brien.</p> <p>All other members present passed.</p> <p>After a roll call vote, Mr. O'Brien was elected Assistant Secretary by a 6-0-3 vote.</p>	<p>2. Vice Chairperson</p> <p>Mrs. Sarich was elected Vice Chairperson of the New Milford Board of Education.</p> <p>3. Secretary</p> <p>Mrs. McInerney was elected Secretary of the New Milford Board of Education.</p> <p>4. Assistant Secretary</p> <p>Mr. O'Brien was elected Assistant Secretary of the New Milford Board of Education.</p>
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**New Milford Board of Education
Annual Meeting Minutes
December 19, 2023
Sarah Noble Intermediate School Library Media Center**

Page 3

3.	ADJOURN <i>Mrs. McInerney moved to adjourn the meeting at 6:54 p.m. Seconded by Mrs. Sarich. Vote passed unanimously.</i>	ADJOURN Motion made to adjourn the meeting at 6:54 p.m. Motion passed unanimously.
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Respectfully submitted:



Tammy McInerney
Secretary
New Milford Board of Education



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	15,641,837	15,724,953	578,864	98.19%
100'S	SALARIES - NON CERTIFIED	10,270,703	-123,202	10,147,502	5,400,446	3,673,627	1,073,428	89.42%
200'S	BENEFITS	11,919,826	0	11,919,826	8,131,774	3,206,270	581,782	95.12%
300'S	PROFESSIONAL SERVICES	4,190,999	100,766	4,291,765	2,277,441	1,074,335	939,989	78.10%
400'S	PROPERTY SERVICES	966,567	0	966,567	441,032	213,431	312,104	67.71%
500'S	OTHER SERVICES	10,646,901	22,435	10,669,336	5,258,903	4,687,723	722,710	93.23%
600'S	SUPPLIES	2,785,432	0	2,785,432	1,377,030	981,900	426,502	84.69%
700'S	CAPITAL	117,648	0	117,648	58,863	16,944	41,841	64.44%
800'S	DUES AND FEES	95,448	0	95,448	94,439	1,009	0	100.00%
900'S	REVENUE	-2,213,525	0	-2,213,525	-162,452	0	-2,051,073	7.34%
GRAND TOTAL		70,725,653	0	70,725,653	38,519,314	29,580,191	2,626,148	96.29%

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	228,887	0	307,622	42.66%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122	0	2,252,122	1,107,671	1,144,451	0	100.00%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000	0	984,000	701,372	0	282,628	71.28%
51210	SALARIES - NON CERT - SECRETARY	2,214,497	0	2,214,497	1,152,848	878,386	183,263	91.72%
51225	SALARIES - NON CERT - TUTORS	260,695	-22,435	238,260	81,462	42,764	114,034	52.14%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422	0	2,002,422	1,129,158	846,832	26,433	98.68%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597	0	1,001,597	509,367	356,285	135,945	86.43%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386	0	524,386	272,605	228,278	23,504	95.52%
51336	SALARIES - NON CERT - NURSES	494,475	-100,766	393,709	217,078	176,631	0	100.00%
TOTAL		10,270,703	-123,202	10,147,502	5,400,446	3,673,627	1,073,428	89.42%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016	0	635,016	319,696	0	315,320	50.34%
52201	BENEFITS - MEDICARE	547,443	0	547,443	297,485	0	249,958	54.34%
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	33,273	0	1,377	96.03%
52810	BENEFITS - HEALTH INSURANCE	9,044,200	0	9,044,200	6,051,542	2,992,658	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	49,580	55,420	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000	0	128,000	66,421	61,579	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375	0	400,375	288,635	96,613	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	8,131,774	3,206,270	581,782	95.12%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654	0	31,945,654	15,641,837	15,724,953	578,864	98.19%
51200	NON-CERTIFIED SALARIES	10,270,703	-123,202	10,147,502	5,400,446	3,673,627	1,073,428	89.42%
52000	BENEFITS	11,919,826	0	11,919,826	8,131,774	3,206,270	581,782	95.12%
53010	LEGAL SERVICES	265,000	0	265,000	257,964	7,036	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	16,199	0	58,801	21.60%
53200	PROFESSIONAL SERVICES	2,458,546	100,766	2,559,312	1,186,473	681,898	690,941	73.00%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	2,595	0	105	96.11%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	4,129	0	7,371	35.90%
53220	IN SERVICE	113,450	0	113,450	43,862	1,800	67,788	40.25%
53230	PUPIL SERVICES	610,783	0	610,783	331,986	269,007	9,790	98.40%
53300	OTHER PROF/ TECH SERVICES	37,910	0	37,910	4,233	7,235	26,442	30.25%
53310	AUDIT/ACCOUNTING	43,313	0	43,313	43,313	0	0	100.00%
53500	TECHNICAL SERVICES	223,047	0	223,047	170,577	6,318	46,152	79.31%
53530	SECURITY SERVICES	231,700	0	231,700	130,661	101,039	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,050	0	118,050	85,450	0	32,600	72.38%
54101	CONTRACTUAL TRASH PICK UP	81,720	0	81,720	65,135	16,585	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287	0	483,287	260,134	98,464	124,690	74.20%
54302	FIRE / SECURITY MAINTENANCE	1,700	0	1,700	0	1,700	0	100.00%
54303	GROUPS MAINTENANCE	12,200	0	12,200	2,673	200	9,327	23.55%
54310	GENERAL REPAIRS	39,070	0	39,070	8,700	6,213	24,157	38.17%
54320	TECHNOLOGY RELATED REPAIRS	43,163	0	43,163	8,041	13,833	21,289	50.68%
54411	WATER	68,195	0	68,195	24,318	42,277	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	57,733	34,159	131,041	41.22%
55100	PUPIL TRANSPORTATION - OTHER	220,595	0	220,595	114,881	33,942	71,771	67.46%
55101	PUPIL TRANS - FIELD TRIP	23,000	0	23,000	12,052	3,876	7,073	69.25%
55110	STUDENT TRANSPORTATION	5,931,003	0	5,931,003	2,692,406	3,091,806	146,791	97.53%
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	7,440	24,772	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	0	8,000	7,137	863	0	100.00%
55505	PRINTING	28,810	0	28,810	5,729	6,795	16,286	43.47%
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	675,223	332,435	258,027	79.61%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461	0	2,676,461	1,327,283	1,191,964	157,214	94.13%
55800	TRAVEL	44,265	0	44,265	6,897	1,271	36,098	18.45%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426	0	175,426	75,231	24,437	75,758	56.81%
56110	INSTRUCTIONAL SUPPLIES	423,105	0	423,105	234,837	25,504	162,764	61.53%
56120	ADMIN SUPPLIES	32,418	0	32,418	8,528	1,123	22,767	29.77%
56210	NATURAL GAS	241,956	0	241,956	125,640	116,316	0	100.00%
56220	ELECTRICITY	1,028,987	0	1,028,987	387,851	633,567	7,569	99.26%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	226,856	0	226,856	130,239	96,617	0	100.00%
56260	GASOLINE	40,294	0	40,294	15,670	2,930	21,694	46.16%
56290	FACILITIES SUPPLIES	332,728	0	332,728	243,139	60,720	28,868	91.32%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	1,799	1,091	13,586	17.54%
56292	UNIFORMS/ CONTRACTUAL	13,222	0	13,222	0	5,500	7,722	41.60%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	2,861	1,232	21,353	16.08%
56410	TEXTBOOKS	25,979	0	25,979	15,693	959	9,327	64.10%
56411	CONSUMABLE TEXTS	82,838	0	82,838	68,732	2,248	11,858	85.69%
56420	LIBRARY BOOKS	67,171	0	67,171	44,805	7,522	14,844	77.90%
56430	PERIODICALS	13,981	0	13,981	10,481	0	3,500	74.96%
56460	WORKBOOKS	1,000	0	1,000	27	0	973	2.70%
56500	SUPPLIES - TECH RELATED	33,300	0	33,300	11,497	2,135	19,667	40.94%
57340	COMPUTERS	48,624	0	48,624	28,865	4,030	15,729	67.65%
57345	INSTRUCTIONAL EQUIPMENT	61,524	0	61,524	23,987	12,913	24,624	59.98%
57400	GENERAL EQUIPMENT	3,000	0	3,000	1,512	0	1,488	50.39%
57500	FURNITURE & FIXTURES	4,500	0	4,500	4,500	0	0	100.00%
58100	DUES & FEES	95,448	0	95,448	94,439	1,009	0	100.00%
EXPENDITURE TOTAL		72,939,178	0	72,939,178	38,681,766	29,580,191	4,677,221	93.59%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489	0	-1,752,489	0	0	-1,752,489	0.00%
43105	MEDICAID REIMBURSEMENT	-68,425	0	-68,425	-75,353	0	6,928	110.13%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	-9,270	0	-45,730	16.85%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-12,829	0	-15,122	45.90%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-35,000	0	-108,800	24.34%
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%
REVENUE TOTAL		-2,213,525	0	-2,213,525	-162,452	0	-2,051,073	7.34%

GRAND TOTAL	70,725,653	0	70,725,653	38,519,314	29,580,191	2,626,148	96.29%
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BOE Capital Reserve Acct #43020000-10101	
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
Fiscal Year End 22/23 Deposit	1,568,696
*TOTAL AS OF 1/31/24	4,627,494

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

Turf Field Replacement Acct Contributions #43020000-10130	
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
TOTAL AS OF 1/31/24	528,840



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
GENERAL	SPED	CHILDRENS CTR OF HAMDEN	23/24 YEARLY - TUITION FOR 1 STUDENT	\$ 83,128.86	55630
5 YEAR CAPITAL	FACILITIES	DALENE HARWOOD FLOORING	NMHS GYMNASIUM FLOOR REFINISHING	\$ 50,000.00	54301
GENERAL	SPED	REGIONAL SCHOOL DISTRICT 16	23/24 YEARLY - TUITION FOR 1 STUDENT	\$ 45,966.00	55610
GENERAL	SPED	JOSEPH PANNAZZO	23/24 YEARLY - BCBA SERVICES	\$ 44,500.00	55630
GRANT	DISTRICT	CT INSTITUTE FOR CUMMUNITIES	SBHC SECRETARIAL WAGES & BENEFITS	\$ 18,409.37	51115
GRANT	NMHS	EDADVANCE	REGIONAL HEALTHCARE SHADOWING PROGRAM	\$ 6,000.00	53220
GENERAL	SMS	THE GRAPHIC EDGE	ATHLETIC UNIFORMS - BASKETBALL & SOFTBALL	\$ 5,806.75	56100
GENERAL	FACILITIES	DANBURY AUTO SPRING & WELDING	FORD F350 - REPAIR LIFT GATE & REPLACE BED RAILS	\$ 5,573.00	54301
5 YEAR CAPITAL	NMHS	STEVE WEISS MUSIC	INSTRUMENT PURCHASES	\$ 5,532.80	57345
GENERAL	NMHS	MCGRAW HILL EDUCATION	ALEKS SUBSCRIPTION FOR GRADES 6-12	\$ 5,206.00	53200
GENERAL	NES	FOLLETT CONTENT SOLUTIONS	LIBRARY BOOK PURCHASES	\$ 5,100.00	56420

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



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3A-3
FEBRUARY 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					

3B-1
Operations Sub-Committee
February 2024



NMHS
Office of the Principal

To: Anthony Giovannone, CO Finance Director
From: Raymond Manka, New Milford High School Principal
Date: 1/26/2024
Re: Bid Award RFP E-2324-006 -NMHS Stadium Speakers

New Milford Public Schools requested proposals from qualified vendors to provide New Milford High School's Athletic Field new outdoor speakers, microphones, and associated audio equipment in the pressbox. Three vendor bids were received on or prior to January 19, 2024 at 12:00pm. The proposals were opened by Ray Manka on 1/19/24 and witnessed by Nancy Benvenuti.

Time	Company	Proposal total
1:44pm	<u>Sound Stage Systems</u> 358 Sackett Pt. Road North Haven, CT 06473 Mr. Kurt Kieslich, Vice President	\$29,893.00
1:48pm	<u>RnB Enterprises Inc.</u> 115 Hurley Road #4A-C Oxford, CT 06478 Katy Serio, Co President	\$29,905.80
1:51pm	<u>dnr laboratories</u> 76 Westbury Park Road, Suite 101E Watertown, CT 06795 Donald Gamsjager	\$34,981.00

While all three companies have worked on NMHS projects in the past, based on review of proposals with Mr. Jeff Turner (NMPS IT Director) my recommendation for RFP E-2324-006 is Sound Stage Systems. Sound Stage Systems is a company that New Milford Public Schools has done business with in the past and are in good standing with New Milford Public Schools.

Respectfully,

A handwritten signature in blue ink, appearing to read "Ray Manka".

Raymond Manka
Principal New Milford High School



3B-2
Operations Sub-Committee
February 2024

To: Anthony Giovannone, CO Finance Director
From: Alessandro Amenta - New Milford High School
Date: 2/5/2024
Re: Bid Award RFP E-2324-007 -NMHS Theatre Speakers

New Milford Public Schools requested proposals from qualified vendors to provide New Milford High School's Theater with new main sound system equipment and installation for the New Milford High School. The existing equipment has reached end of life; the main speakers are blown out and no longer function, resulting in audience members not being able to hear performances clearly. The district is looking to upgrade sound equipment in the Theatre over the course of the next several years and this is one of the 1st phases.

Three vendor bids were received on or prior to February 5, 2024 at 12:00pm. The proposals were opened by Alessandro Amenta on 2/5/24 and witnessed by Nancy Benvenuti.

Time	Company	Proposal total
2:40pm	<u>Sound Stage Systems</u> 358 Sackett Pt. Road North Haven, CT 06473 Mr. Kurt Kieslich, Vice President No flash drive was included	\$54,840.00
2:42pm	<u>RnB Enterprises Inc.</u> 115 Hurley Road #4A-C Oxford, CT 06478 Katy Serio, Co President	\$77,557 (No grand total submitted)

3B-2
Operations Sub-Committee
February 2024

2:47pm	<u>North Stream Group</u> 76 Bridge Road Islandia, NY 11749 Mr. Nick Graci, CEO This company is suggesting and providing a total based on an alternative setup - not matching the bid setup.	\$58,454.43
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Notes & Suggestions:

After carefully considering all three companies, we are suggesting that the bid be awarded to **Sound Stage Systems** with the understanding that the proposed total will increase due to the following:

1. If we decide to use their subcontractor for electrical, the estimated added cost is \$3,000-\$4,000 to install the circuits needed to power the speakers.
2. The subwoofers listed in the bid are the incorrect model and the substitution would be an additional \$4,960 added to the grand total.

The decision to award Sound Stage Systems is based on the fact that they came in as the cheapest bidder for the robust main sound system that was specified in the RFP, as well as their reputation as an audio and lighting vendor in CT.

Alessandro Amenta

Alessandro Amenta

Cc: Raymond Manka

Note from Shipman & Goodwin in 2016:

PARENT AND FAMILY ENGAGEMENT POLICY (TITLE I),

The changes to this policy reflect the passage of the ESSA and its amendments to the Elementary and Secondary Education Act of 1965. The legal citations within the policy reflect the updates to the law. The policy now incorporates family engagement and requires more detailed annual evaluations of the content and effectiveness of the policy. Additionally, the language of the policy has been altered to reflect the ESSA's reliance on state academic standards and updates the assistance to be offered to parents and family members in furtherance of this policy. Similar changes have been made to the sample letter to parents and parent-school compact, which are appended to the end of the policy.

S & G made technical revisions to the policy in 2020

New Milford's Title 1 Policy, 6172.41, was last revised in June 2010.

**Series 6000
Instruction**

New # 6160

**PARENT AND FAMILY ENGAGEMENT POLICY
FOR TITLE I STUDENTS**

[Note: This policy must be developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs.]

In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 1114-95, it is the policy of the New Milford Board of Education (the "Board") to provide parents and family members of students participating in the district's Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective

parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and

how to monitor their child's progress and work with educators to improve the achievement of their children;

2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. indicate the ways in which each parent will be responsible for supporting their child's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions related their child's education and positive use of extracurricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities; and

4. ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

Legal References:

Connecticut General Statutes:

§ 10-220(c). Duties of Boards of Education

Federal Law:

20 U.S.C. § 6318. Parent and family engagement

20 U.S.C. § 7801. Definitions

APPROVED:

REVISED:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

SAMPLE LETTER FOR PARENTS

[Insert School Letterhead]

[Parents Name]
[Parents Address]

[Date]

Re:

[Insert School Letterhead]

[Parents Name]
[Parents Address]

[Date]

Re: **Meeting for Parents of Students Participating in Title I Programs**

Dear [insert parent name]:

Each year, [insert name of school] must conduct a meeting to involve parents of students participating in programs conducted under Title I of the Every Student Succeeds Act of 2015 in the planning, review and improvement of programs funded by Title I. This year, the meeting will be held on [insert date, time] at [insert location of meeting].

At this meeting, parents will be provided with a description and explanation of the Title I programs available in the district, the curriculum in use at the school, the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with parents of participating students and to inform you of the important work being done within our school. All parents of students participating in Title I programs are encouraged to attend and participate in the discussion.

For your convenience and information, enclosed with this letter is a copy of the [insert town] Board of Education's Parent and Family Engagement Policy for Title I Students. We look forward to seeing you on [insert date and time].

Sincerely,

[insert name of building principal]

Enclosure

Cc: [insert name of Superintendent], Superintendent of Schools

SAMPLE

[Note: This compact must be developed jointly with parents of students participating in Title I programs. Districts must work jointly with parents to develop more specific strategies to foster a strong alliance among parents, teachers and students in order to improve academic achievement.]

Parent-School Compact

Parents, students and staff involved in Title I programs within the New Milford School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following:

The New Milford Public Schools shall be responsible for:

- *providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in the [name of school] Title I program to meet the challenging state academic standards;*
- *communicating with parents regarding their child's progress and providing timely information about Title I programs and assessment tools;*
- *encouraging ongoing communication between teachers and parents;*
- *educating staff about the importance of parental involvement;*
- *providing, at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it related to the individual child's achievement;*
- *providing frequent reports to parents on their child's progress;*
- *providing reasonable access to school staff;*
- *providing opportunities for parents to volunteer, participate in and observe their child's classroom activities; and*
- *ensuring regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.*

Teachers participating in Title I programs shall be responsible for:

- *communicating with parents on an ongoing basis;*
- *participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;*
- *providing frequent reports to parents on their child's progress; and*
- *providing opportunities for parents to volunteer, participate and observe their child's classroom activities.*

Parents shall be responsible for supporting their child's learning in the following ways:

- *volunteering in their child's classroom;*
- *encouraging positive use of their child's extracurricular time; and*
- *participating, as appropriate, in decisions relating to their child's education.*

Note from Shipman & Goodwin:

Retention and Disposition of Records and Information (formerly titled Retention of Electronic Records and Information) (December 2023 Revision)

This policy and the accompanying regulations have been revised to address the retention and disposition of paper records, as well as electronic records. We have also revised this policy and the accompanying regulations to reflect the Office of the Public Records Administrator's (the "OPRA's") April 3, 2023 guidance, which addresses the disposition of original paper records after such records have been scanned. Previously, districts were only permitted to dispose of original paper records after they completed the RC-075.1 form and received authorization from the OPRA. The OPRA's new guidance allows districts to bypass this process, but only after the district has (1) developed a district-specific digitization policy that meets OPRA's requirements and (2) submitted such digitization policy to the OPRA. The digitalization policy must include, among other things, requirements for the destruction of original records. While the guidance does not expressly require the OPRA's approval, we recommend that districts pursuing this process obtain written confirmation and seek approval from the OPRA prior to using the alternative method for disposing of original source records that have been digitalized.

**Series 2000
Administration**

2500

POLICY AND ADMINISTRATIVE REGULATIONS REGARDING RETENTION AND DISPOSITION OF RECORDS AND INFORMATION

I. INTRODUCTION

The New Milford Board of Education (the "Board") complies with all state and federal laws and regulations regarding the retention, storage, and disposition of records. The Superintendent or designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage, and disposition of records and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the New Milford Public Schools (the "District") and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District's computer systems are referred to as the "Users".

II. RETENTION OF RECORDS

The District shall comply with all minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type. As such, the same record retention period that applies to paper records applies to electronically stored information. Therefore, like paper records,

the content and function of an electronic record, including electronic messages, determine the retention period for that document.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official copy shall be the legally recognized copy maintained for record retention purposes.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

III. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS

The Board has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer networks, electronic devices, Internet access and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the District.

Electronic messages sent by Users as part of their work and/or by using the District's computer systems and/or network(s) are not private communications and are potentially subject to disclosure, regardless of whether the messages are sent using personal devices or the District's computer systems. Users must understand that the Board has reserved the right to conduct monitoring of the District's computer systems and may do so *despite* the assignment to individual Users of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system User.

The system's security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, Users must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District's computer systems, including any

incidental personal use permitted in accordance with the Board's policy and regulations regarding computer use by Users.

Any retained messages may be retrieved for a variety of purposes, including but not limited to as part of routine monitoring by the District, an employee investigation, a search for documents pursuant to a Freedom of Information Act request, or a formal discovery process as part of litigation. Users should bear in mind that electronic messages may be retained at different locations within the computer network and that these messages are subject to retrieval, regardless of whether the User has deleted such messages from the User's accounts. Consequently, Users should use discretion when using computers or other electronic technology to send, record or retain electronic messages and information.

IV. DISPOSITION OF RECORDS

The disposition of records, or the destruction or transfer of records to the custody of another entity, shall only occur in accordance with relevant state and federal laws and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator ("OPRA")

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)

OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)

OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)

OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)

OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (Apr. 2023)

Connecticut State Library, State Archives ("State Archives"), State Archives Policy 01: *Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Authorization for Disposal of Original (Non-Permanent) Paper Records Stored as Digital Images, Form RC-075.1 (revised 12/2021)

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

Frequently Asked Questions about E-mail, CT Public Records Administrator,
available at [https://ctstatelibrary.org/wp-
content/uploads/2015/05/EmailGuidelines.pdf](https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf) .

Policy adopted: November 15, 2022
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ADMINISTRATIVE REGULATIONS REGARDING THE RETENTION AND DISPOSITION OF RECORDS AND INFORMATION

I. INTRODUCTION

The New Milford Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage and disposition of records. These administrative regulations are designed to assist in implementation of Board Policy 2500 regarding the retention, storage, and disposition of public records. These regulations shall be disseminated and/or made available to all school officials, employees, and individuals granted access to the computer systems and/or networks of the New Milford Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users.”

These regulations supplement and do not replace District policy relating to education records.

II. DEFINITIONS

- A. Archival record means a public record, which, regardless of format, possesses enduring value if it documents or contains information on one or more of the following: 1) the evolution of the Board, the District, or their policies and practices; 2) claims or petitions against the Board or the District and the disposition of those claims or petitions; 3) obligations and claims made on citizens by the Board or the District and their disposition; 4) the legal and legislative history of the Board or the District; and/or 5) topics of research value beyond the specific administrative, legal or fiscal reasons the records were originally created.
- B. Computer systems mean the Board’s computers, computer networks, electronic devices, Internet access and electronic messaging systems, which are provided in order to enhance both the educational opportunities for students and the business operations of the District.
- C. Digital imaging means the process of converting original records on paper or film into electronic images. The process typically requires a document scanner or digital camera, a computer and software to capture the image, and indexing of the digitized images.
- D. Digitized record means an electronic record created by converting paper or other media formats to a digital form that is of sufficient authenticity, reliability, usability, and integrity to serve in place of the original source record.

- E. Disposition means a final administrative action taken with regard to records, including destruction, transfer to another entity, or permanent preservation.
- F. Electronic messages mean e-mail, fax, instant messaging, text messaging, and Web-based messaging services. Electronic messages may be transmitted by a variety of mediums, including computers and mobile computing devices. In addition to the body of the message, electronic messages also contain metadata, such as transactional information (*e.g.*, date and time sent, sender/receiver) and may contain attachments such as calendars, directories, distribution lists, sound recordings, photographs, images, word-processing documents, spreadsheets, and other electronic documents.
- G. Electronic messaging systems mean mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal.
- H. Electronically stored information means information that is fixed in a tangible form and is stored in a medium from which it can be retrieved and examined. It can consist of writings, drawings, graphs, charts, photographs, sound recordings, images, and other data or data compilations stored in any medium from which information can be obtained into useable form.
- I. Historical record means a public record that has been determined to possess value in documenting the history of an organization and is thus worthy of permanent preservation.
- J. Official record copy means the specific copy of a public record, as provided in C.G.S. § 1-200(5), designated by the public agency as the legally recognized copy that must be maintained for records retention, preservation, and authentication.
- K. Non-records mean items that are not usually included within the scope of official records. Examples of non-records are extra (duplicate) copies kept only for convenience, reference materials, blank forms, and spam and unsolicited advertisements.
- L. Permanent records mean records that have been determined to have sufficient historical, administrative, legal, fiscal, or other value to warrant continuing preservation.
- M. Public records mean any recorded data or information relating to the conduct of the public's business prepared, owned, used, or received by a public agency, whether such data or information is handwritten, typed, tape-recorded, videotaped, printed, photostated, photographed or recorded by

any method.

- N. Routine correspondence means any communication that is part of or relates to commonplace tasks or duties within an office and is done at regular or specified intervals.
- O. Source record/original source record means the record from which a digitized version or digitized record is created.
- P. Transitory correspondence consists of communication that does not relate to an individual's job responsibilities or has a short-term administrative value.

III. RECORDS CUSTODIAN

The Superintendent of Schools shall designate a Records Custodian who will be responsible for the implementation of District policies and regulations for the retention of records, including electronic messages and electronically stored information.

The District's Record Custodian is:

Laura Olson
Director of Special Services and Pupil Personnel

IV. RETENTION OF RECORDS

The District shall comply with the minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official record copy shall be the legally recognized copy maintained for records retention. When Users are unsure which copy serves as the official record copy, they should contact the Record Custodian for clarification.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

V. CLASSIFICATION OF ELECTRONIC MESSAGES

The same record retention policy that applies to paper records applies to electronically stored information, including electronic messages. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

Users shall use the following steps in determining whether to maintain electronic messages and, if so, for how long:

Step 1: Determine whether the message is a public record or a non-record.

Step 2: If the message is a non-record, destroy at will (e.g., spam and unsolicited advertisements).

Step 3: If the message is a record, determine which records series the message belongs to, for example:

1. If the message is Transitory Correspondence, delete at will.
2. If the message is Routine Correspondence, retain for 2 years.
3. If the message is All Other Correspondence, retain for the equivalent records series.

Step 4: Maintain the messages for the required retention period under the equivalent records series.

VI. DIGITAL IMAGING OF PAPER/HARD COPY RECORDS

Paper records may be digitized and maintained as electronic records; however, in doing so, the District must ensure the authenticity, reliability, integrity and usability of the reformatted records. If the District uses a vendor for digital imaging services, the District remains responsible for ensuring compliance with this policy.

In its use of digital imaging, the District shall:

1. Establish and maintain a quality assurance process to ensure the creation of accurate and authentic digital images and accurate indexes and production metadata.
2. Create and maintain accurate and authentic digital images in accordance with accepted standards and best practices.
3. Create and maintain accurate indexes and production metadata to properly identify and retrieve digital images.
4. Store and protect digital images against file corruption, alteration, or deletion throughout the designated retention period.

5. Perform periodic backups of all digital images, associated indices, and production metadata and maintain a geographically remote offsite backup copy to enable recovery and access in the event of a wide-spread disaster or emergency.
6. Perform and certify annual tests of backup media to ensure all files have been backed up and are readable.
7. Migrate digital images, associated indexes, and production metadata to a newer media platform or file format as needed to ensure the content remains accessible.
8. Define and document the normal operations and use of the imaging technology and electronic content management system to ensure system trustworthiness.

VII. RETENTION OF ELECTRONIC RECORDS

Electronic messages and electronically stored information will be archived by the District for their required retention period using method(s) approved by the Records Custodian, which may include the following:

1. Print message or record and store in appropriate hard copy file.
2. Place in computer folders and save on hard drive.
3. Save to a removable disk which is then stored in an appropriate location.
4. Transfer to an automated records management software application.
5. Manage at the server by an automated classification system.

The Records Custodian will be responsible for working with the District Systems Administrator to implement a schedule and system for reviewing electronically stored information. This review shall occur at least annually. No system wide process for automatic deletion of electronic information will be implemented without notice to any individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained. Following this review, all electronic messages and/or electronically stored information that have not been archived according to District policies and procedures shall be designated for deletion or archiving, and the affected Users will be notified about the procedures to be followed to implement this process. The Records Custodian or designee shall follow up with notified Users to promote compliance.

Additionally, the Records Custodian, working with the District Systems Administrator, shall establish processes designed to ensure that any process for automatic deletion of electronic information from the system will not delete information stored in folders and/or system locations that have been designated as appropriate for archiving electronically stored information.

VIII. DISPOSITION OF PUBLIC RECORDS

The disposition of public records shall only occur in accordance with relevant state and federal statutes and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical and archival

records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

The OPRA provides for two separate processes for (1) the disposition of official record copies and (2) the disposition of original source records, where such records have been appropriately digitized. If the District uses a vendor for disposition of records, the District remains responsible for ensuring compliance with these regulations.

A. Disposition of Official Record Copies

If a record is the official record copy, the District may not dispose of such record until the applicable retention period has been met and the District has received signed authorization from the OPRA or State Archives. The District shall adhere to the following steps in determining whether to dispose of official record copies:

- Step 1:** Ensure the proper records retention schedule has been met for the document(s) at issue. All records proposed for disposition must be on an approved records retention schedule. *If a record is not on a schedule, the record cannot be disposed, and the OPRA must be contacted for further direction. For permanent, historical, and/or archival records, contact the State Archives for further instruction.*
- Step 2:** Submit the Records Disposition Authorization Form RC-075 ("RC-075 Form") to request authorization to dispose of the official record copy, in accordance with Public Records Policy 05: Disposition of Public Records (PRP 05) and at least thirty (30) days prior to the proposed date of destruction.
- Step 3:** Receive signed authorization indicating approval from the OPRA before disposing of any official record copy.
- Step 4:** Follow the OPRA guidance regarding the method of disposal. If records are being destroyed, follow OPRA guidance based on the format of the record to be destroyed (e.g., whether hard copy or electronic media).
- Step 5:** Document that the original source records were destroyed lawfully. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.
- Step 6:** Record the actual date of destruction on RC-075 Form and attach any supporting documentation.
- Step 7:** Retain the RC-075 Form and any supporting documentation for the retention period for Records Disposition Authorization records.

B. Disposition of Original Source Records After Scanning

If paper public records have been converted to digitized records, the District shall retain and/or dispose of *less than permanent* original source records pursuant to the following guidelines.

The District may not dispose of any original source record until the applicable retention period has been met and the District has received signed authorization from the OPRA or State Archives. The District shall adhere to the following steps in determining whether to dispose of original source records:

1. Once digitized, the Records Custodian must designate the digitized record as the official record copy.
2. The Records Custodian must ensure the proper records retention schedule has been met for the document(s) at issue. All records proposed for disposition must be on an approved records retention schedule. If a record is not on a schedule, the record cannot be disposed, and the OPRA must be contacted for further direction.
3. The Records Custodian must submit the Authorization for Disposal of Original (Non-Permanent) Paper Records Stored As Digital Images Form RC-075.1 (“RC-075.1 Form”) to request authorization to dispose of the original source record. The RC-075.1 Form must be submitted to the OPRA at least thirty (30) days prior to the proposed date of destruction.
 - a. If the original source record is permanent, archival, archival review required, may have historical value, or life of structure (collectively referred to as “designated permanent records”), it may be digitally scanned and retained in an electronic format, but security copies of the records must be retained in a “human-readable” format, such as paper or microfilm. The Records Custodian must first verify with the OPRA for approval of the security copy storage format.
 - b. The District shall not dispose of any designated permanent records and/or records without a retention period and may contact OPRA and/or the State Archives for additional information and instruction.
4. The District must receive signed authorization indicating approval from the OPRA before disposing of an original source record.
5. The District shall follow OPRA guidance regarding the method of disposal.
6. Following destruction of the original source records, the District must document that the original source records were destroyed lawfully. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.
7. The District shall record the date of destruction on the RC-075.1 Form and attach any supporting documentation.

The District shall retain the RC-075.1 Form and any supporting documentation for the retention period for Records Disposition Authorization records.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)
Conn. Gen. Stat. § 7-109
Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)
OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)
OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)
OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)
OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (Apr. 2023)
OPRA, *Records Management Terms* (July 2015)

Connecticut State Library, State Archives (“State Archives”), State Archives Policy 01: *Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Authorization for Disposal of Original (Non-Permanent) Paper Records Stored as Digital Images, Form RC-075.1 (revised 12/2021)

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

Frequently Asked Questions about E-mail, CT Public Records Administrator, available at <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

Regulation approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Note from Shipman & Goodwin:

Employee Use of the District's Computer Systems and Electronic Communications
(December 2023 Revision)

We have revised this policy to prohibit employee use of generative artificial intelligence using the district's computer systems in a manner that causes disruption or is otherwise inappropriate, unlawful, or violates board policies and/or other school rules and regulations. We have also provided alternative policy language for districts that wish to prohibit employee use of generative artificial intelligence altogether. In addition, we updated the social media platforms referenced in the policy and made other technical revisions for clarity.

Series 4000
Personnel

4118.6
4218.6

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING
EMPLOYEE USE OF
THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC
COMMUNICATIONS**

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The New Milford Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer networks, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the New Milford Public Schools (the "District").

These computer systems are business and educational tools. As such, they are made available to Board employees for business and education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate business and education-related purposes.

In accordance with applicable laws and the Administrative Regulations associated with this policy, the system administrator and others managing the computer systems

may access electronic messaging systems (including email) or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users and can bypass such passwords. In addition, review of electronic messaging systems (including email), messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including but not limited to, Twitter/X, Facebook, LinkedIn, Instagram, YouTube and TikTok.

Incidental personal use of the computer systems may be permitted solely for the purpose of email transmissions and access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

Users should not have any expectation of personal privacy in the use of the computer system or other electronic devices that access the computer system. Use of the computer system represents an employee's acknowledgement that the employee has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of computer activity.

Legal References:

Conn. Gen. Stat. § 31-40x
Conn. Gen. Stat. § 31-48b
Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et seq.*
Electronic Communications Privacy Act, 18 U.S.C. §§ 2510 through 2523

Policy adopted: March 21, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEE USE OF THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS

Introduction

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The New Milford Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer networks, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order electronic devices, to enhance the educational and business operations of the New Milford Public Schools (the "District"). In these regulations, the computers, computer network, electronic devices, Internet access and email system are referred to collectively as "the computer systems."

These computer systems are business and educational tools. As such, they are being made available to employees of the District for District-related educational and business purposes. *All users of the computer systems must restrict themselves to appropriate District-related educational and business purposes.* Incidental personal use of the computer systems may be permitted solely for the purpose of email transmissions and similar communications, including access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems is subject to all rules, including monitoring of all such use, set out in these regulations. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

These computer systems are expensive to install, own and maintain. Unfortunately, these computer systems can be misused in a variety of ways, some of which are inadvertent and others deliberate. Therefore, in order to maximize the benefits of these technologies to the District, our employees and all our students, this regulation shall govern *all* use of these computer systems.

Monitoring

It is important for all users of these computer systems to understand that the Board, as the owner of the computer systems, reserves the right to monitor the use of the computer systems to ensure that they are being used in accordance with these regulations. The District intends to monitor in a limited fashion but will do so as needed to ensure that the systems are being used appropriately for District-related educational and business purposes and to maximize utilization of the systems for such business and educational purposes. The Superintendent reserves the right to eliminate personal use of the District's computer systems by any or all employees at any time.

The system administrator and others managing the computer systems may access electronic messaging systems (including email) or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter/X, Facebook, LinkedIn, Instagram, YouTube and TikTok.

Notwithstanding the above and in accordance with state law, the District may not: (1) request or require that an employee provide the District with a user name and password, password or any other authentication means for accessing a personal online account; (2) request or require that an employee authenticate or access a personal online account in the presence of a District representative; or (3) require that an employee invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the employee. However, the District may request or require that an employee provide the District with a username and password, password or any other authentication means for accessing (1) any account or service provided by the District or by virtue of the employee's employment relationship with the Board or that the employee uses for the Board's business purposes, or (2) any electronic communications device supplied or paid for, in whole or in part, by the Board.

In accordance with applicable law, the District maintains the right to require an employee to allow the District to access the employee's personal online account, without disclosing the username and password, password or other authentication means for accessing such personal online account, for the purpose of:

- (A) Conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an employee's personal online account; or

- (B) Conducting an investigation based on the receipt of specific information about an employee's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an employee or other source.

For purposes of these Administrative Regulations, "personal online account" means any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based Internet web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee for a business purpose of the Board.

Why Monitor?

The computer systems are expensive for the Board to install, operate and maintain. For that reason alone it is necessary to prevent misuse of the computer systems. However, there are other equally important reasons why the Board intends to monitor the use of these computer systems, reasons that support its efforts to maintain a comfortable and pleasant work environment for all employees.

These computer systems can be used for improper, and even illegal, purposes. Experience by other operators of such computer systems has shown that they can be used for such wrongful purposes as sexual harassment, intimidation of co-workers, threatening of co-workers, breaches of confidentiality, copyright infringement, and the like.

Monitoring will also allow the District to continually reassess the utility of the computer systems, and whenever appropriate, make such changes to the computer systems as it deems fit. Thus, the District monitoring should serve to increase the value of the system to the District on an ongoing basis.

Privacy Issues

Employees must understand that the District has reserved the right to conduct monitoring of these computer systems and can do so *despite* the assignment to individual employees of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.

The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes.

Therefore, *employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems.* This provision applies to any and all uses of the District's computer systems and electronic devices that access same, including any incidental personal use permitted in accordance with these regulations.

Use of the computer system represents an employee's acknowledgement that the employee has read and understands these regulations and any applicable policy in their entirety, including the provisions regarding monitoring and review of computer activity.

Prohibited Uses

Inappropriate use of District computer systems is expressly prohibited, including, but not limited to, the following:

- ◆ Sending any form of solicitation not directly related to the business of the Board;
- ◆ Sending any form of slanderous, harassing, threatening, or intimidating message, at any time, to any person (such communications *may* also be a *crime*);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Downloading or modifying computer software of the District in violation of the District's licensure agreement(s) and/or without authorization from supervisory personnel;
- ◆ Sending any message that breaches the Board's confidentiality requirements, including the confidentiality rights of students;
- ◆ Sending any copyrighted material over the system;
- ◆ Sending messages for any purpose prohibited by law;
- ◆ Transmission or receipt of inappropriate email communications or accessing inappropriate information on the Internet, including vulgar, lewd or obscene words or pictures;
- ◆ Using computer systems for any purposes, or in any manner, other than those permitted under these regulations;
- ◆ Using social networking sites such as Facebook, Twitter/X, LinkedIn, Instagram, YouTube and TikTok in a manner that violates the Board's Social Networking policy.
- ◆ Using generative artificial intelligence in a manner that disrupts or undermines the effective operation of the District; is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications, creates a hostile work environment; breaches confidentiality obligations of school employees; or violates the law, Board policies and/or other school rules and regulations. For purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, capable of

learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

In addition, if a particular behavior or activity is generally prohibited by law and/or Board policy, use of these computer systems for the purpose of carrying out such activity and/or behavior is also prohibited.

Electronic Communications

The Board expects that all employees will comply with all applicable Board policies and standards of professional conduct when engaging in any form of electronic communication, including texting, using the District's computer system, or through the use of any electronic messaging system or electronic device or mobile device owned, leased, or used by the Board. As with any form of communication, the Board expects District personnel to exercise caution and appropriate judgment when using electronic communications with students, colleagues and other individuals in the context of fulfilling an employee's job-related responsibilities, including when engaging in remote teaching or use of a digital teaching platform.

Disciplinary Action

Misuse of these computer systems will not be tolerated and will result in disciplinary action up to and including termination of employment. Because no two situations are identical, the Board reserves the right to determine the appropriate discipline for any particular set of circumstances.

Complaints of Problems or Misuse

Anyone who is aware of problems with or misuse of these computer systems, or has a question regarding the appropriate use of the computer systems, should report this to a District administrator or supervisor.

Most importantly, the Board urges *any* employee who receives *any* harassing, threatening, intimidating or other improper message through the computer systems to report this immediately. It is the Board's policy that no employee should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

Implementation

This regulation is effective as of the approval date.

Legal References:

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Regulation approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

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

NOTICE REGARDING ELECTRONIC MONITORING

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

In accordance with the provisions of Connecticut General Statutes Section 31-48d, the New Milford Board of Education (“Board”) hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While the Board may not actually engage in the use of electronic monitoring, it reserves the right to do so as the Board and/or the Administration deem appropriate in their discretion, consistent with the provisions set forth in this Notice.

“Electronic monitoring,” as defined by Connecticut General Statutes Section 31-48d, means the collection of information on the Board’s premises concerning employees’ activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photoelectronic or photo-optical systems. The law does not cover the collection of information (A) for security purposes in any common areas of the Board’s premises which are open to the public, or (B) which is prohibited under other state or federal law.

The following specific types of electronic monitoring may be used by the Board in its workplaces:

- Monitoring of electronic messaging systems (including email) and other components of the Board’s computer systems, including monitoring of electronic devices such as personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices that access the computer systems, for compliance with the Board’s policies and regulations concerning use of such systems.
- Video and/or audio surveillance within school buildings (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions), on school grounds and on school buses and other vehicles providing transportation to students and/or employees of the school system.
- Monitoring of employee usage of the District’s telephone systems.
- Monitoring of employees when employees are engaging in remote teaching or use of a digital teaching platform.

The law also provides that, where electronic monitoring may produce evidence of misconduct, the Board may use electronic monitoring without any prior notice when the Board has reasonable grounds to believe employees are engaged in conduct that (i) violates the law, (ii) violates the legal rights of the Board or other employees, or (iii) creates a hostile work environment.

Questions about electronic monitoring in the workplace should be directed to the Superintendent.

Legal References:

Connecticut General Statutes:
Section 31-48b
Section 31-48d

Note from Shipman & Goodwin:

Student Discipline (December 2023 Revision)

We have revised this policy to prohibit the unauthorized use of generative artificial intelligence. We also made changes to address consistent discipline practices and promote strategies to teach, encourage, and reinforce positive student behavior in light of recent [guidance](#) issued by the U.S. Department of Education Office for Civil Rights and U.S. Department of Justice Civil Rights Division, Resource on Confronting Racial Discrimination in Student Discipline.

**Series 5000
Students**

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STUDENT DISCIPLINE

It is the policy of the New Milford Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the New Milford Public Schools (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

I. Definitions

- A. Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- C. Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- F. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- H. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- I. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- J. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or

persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.

- K. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- L. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- M. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- N. **School Days** shall mean days when school is in session for students.
- O. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- P. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- Q. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- R. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

- S. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- T. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:***

- 1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**
- 2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. ***Conduct off School Grounds:***

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. ***Seriously Disruptive of the Educational Process:***

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The

Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**

- D. A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor

that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive, which:
 - a. causes physical or emotional harm to an individual;
 - b. places an individual in reasonable fear of physical or emotional harm; or
 - c. infringes on the rights or opportunities of an individual at school; or

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

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication (other than to school officials).
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication (other than to school officials).
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.

41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the District Administration has reason to believe:
 1. was in **possession on school grounds, on school transportation, or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds or school transportation in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.
- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from

time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher, the teacher must send the student to a designated area and notify the responsible administrator or the administrator’s designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator’s designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The responsible administrator or the administrator’s designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any pupil:
 - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
 - b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds or on school transportation is of a violent or sexual nature that endangers persons.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.
4. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records

(or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
9. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Superintendent or designee.

- d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- e. The student may cross-examine witnesses called by the Superintendent or designee.
- f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. *Hearing Procedures:*

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and

documents relating to the case and all evidence received or considered at hearing.

3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.

11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
15. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified

program shall not require the student and/or the student's parents to pay for participation in the program.

17. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.
18. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

E. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.
2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. **Content of Alternative Educational Opportunity**

1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.
2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections IX.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. **Notice of Student Expulsion on Cumulative Record**

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the

cumulative educational record by the District if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(16), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the District:*

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section VIII and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.
2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt

the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section VIII and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233i, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. *Student moving out of the District:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible

administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
 - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
 - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 - 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 - 2. The District shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of the student’s disability.
 - 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 - 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been

placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

§ 10-16	Length of school year
§ 10-74j	Alternative education

- §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
- § 10-222d Safe school climate plans. Definitions. Safe school climate assessments
- §§ 10-233a through 10-233f Suspension and expulsion of students
- § 10-233l Expulsion and suspension of children in preschool programs
- § 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.
- § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
- § 21a-240 Definitions
- § 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
- § 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
- §§ 21a-408a through 408p Palliative Use of Marijuana
- § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- § 29-38 Weapons in vehicles
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age

Public Act No. 21-46, “An Act Concerning Social Equity and the Health, Safety and Education of Children.”

Packer v. Board of Educ. of the Town of Thomaston, 717 A.2d 117 (Conn. 1998).
State v. Hardy, 896 A.2d 755 (Conn. 2006).
State v. Guzman, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of “firearm”)
18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
21 U.S.C. § 812(c) (identifying “controlled substances”)
34 C.F.R. § 300.530 (defining “illegal drugs”)
Gun-Free Schools Act, 20 U.S.C. § 7961
Honig v. Doe, 484 U.S. 305 (1988)
U.S. Department of Education Office for Civil Rights, U.S. Department of
Justice Civil Rights Division, *Resource on Confronting Racial
Discrimination in Student Discipline* (May 2023)

Approved: June 20, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE
EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS**

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the New Milford Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program (“responsible administrator”) from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

- A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:
 - 1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
 - 2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
 - 3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.
- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the

Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.
2. The ILP will address the following:
 - a. The student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board’s academic program and earn graduation credits, if applicable;

- b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
- c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
- d. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
- e. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 - 2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:
1. Efforts to readmit the student at a semester starting point (at the high school level);
 2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 3. The student's need for academic and other supports upon returning to school; and
 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.
- B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

Regulation approved: June 20, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

*(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).
(Parent's/Student's Address)*

*(Non-custodial Parent, if applicable)
(Parent's Address)*

Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)

Dear (Parent/Guardian):

In accordance with the *(name of district)* Board of Education Policy *(policy # & title)*, I am writing to advise you that the *(name of district)* Board of Education (the "Board") will hold a formal hearing concerning your child, *(name of student)* to consider the recommendation of *(name of administrator)* that your child be expelled from school. *[In cases where the district uses an impartial hearing board, add the following: Please be advised that the Board has appointed Attorney [Name(s)], to serve as an impartial hearing board in this matter.]* This hearing is being held pursuant to Section 10-233d *[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233l]* and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board Policy *(policy # & title)*, a copy of which is enclosed. The Board *(OR the impartial hearing board)* intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your child *(for on or off-campus conduct: violated Board Policy cite Student Discipline Policy number and any other specific policy number on date and seriously disrupted the educational process) (and/or, for on-campus conduct: endangered persons or property)* by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for *(date, time, place [note: unless an emergency exists, the this notice must be given to the student/parent/guardian at least five (5) business days before the hearing]). (If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your child's [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of the child's disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your child are asked to attend this hearing. Your child has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the impartial hearing board)*** may also question witnesses. An opportunity will also be given for the administration and your child or your child's representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the impartial hearing board)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your child has a right to be represented, at your own expense, by an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your child is expelled as a result of the scheduled hearing, and your child is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school as determined by the Administration in accordance with applicable law and Board policy. If your child is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your child an alternative educational opportunity if your child wishes to

continue their education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who have previously been expelled or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,

(Name of Superintendent)

(Name of District) Public Schools

Cc: *(Name of District)*, Chairman, *(Name of District)* Board of Education
(Name of Special Education Director, where applicable)
(Name of Responsible Administrator at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____; SASID _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits having engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about _____, 20__.
3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline) (*Cite other policies here as appropriate*), and is considered by the district administration to be seriously disruptive of the educational process. (*For conduct that occurs on school grounds, on school transportation, or at a school-sponsored activity, you may alternatively or additionally state whether such conduct is considered to endanger persons or property*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. (*Optional Section for students with disabilities*): A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student's disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled, effective _____, 20__ and continuing through _____, 20__, under the following conditions:
 - a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:

The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a "Statutory

Alternative Educational Opportunity”). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT’s right to a Statutory Alternative Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who ave Been Expelled*, adopted by the Connecticut State Board of Education, and the Board’s Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

[Describe alternative educational opportunity agreed to by parties.]

If NAME OF STUDENT becomes ineligible to attend the _____ Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds or school transportation, and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

(Optional Sections regarding early readmission):

- c) Prior to _____, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent’s sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT’s expulsion for the remainder of the expulsion period, through *(date)*, without the need for any further proceedings before the Board.

(Optional Section for expungement if the expulsion is the student’s first expulsion):

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent’s sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from NAME OF STUDENT’s educational record as of *(date)*.
8. All parties to this Agreement request that this Agreement be presented to the Board for the Board’s consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or NAME OF STUDENT’s parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.

9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the _____ Board of Education to contest NAME OF STUDENT's proposed expulsion from the _____ Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.
10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.
11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

NAME OF SUPERINTENDENT
Superintendent of Schools

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.

[] **Public Schools**
Individualized Learning Plan

Student Name: _____ **Date of Birth:** _____ **Gr.** _____

School/Program Prior to Expulsion: _____ **SASID:** _____

Does the student have an Individualized Education Program? ☐ Yes ☐ No

Does the student have a Section 504 Plan? ☐ Yes ☐ No

Records Reviewed with Relevant Information for the Provision of an Alternative Educational Opportunity	
<input type="checkbox"/> Student Success Plan <input type="checkbox"/> Individualized Education Program (IEP) <input type="checkbox"/> Behavioral Intervention Plan (BIP) <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> Individualized Health Care Plan/Emergency Care Plan	<input type="checkbox"/> Report Cards and Current Grades <input type="checkbox"/> Attendance Records <input type="checkbox"/> Disciplinary/Behavioral Records <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
ILP Developed Through Collaboration With (check all that apply):	
<input type="checkbox"/> Parent/Guardian: _____ <input type="checkbox"/> Parent/Guardian: _____ <input type="checkbox"/> Student: _____ <input type="checkbox"/> Administrator: _____ <input type="checkbox"/> School Counselor: _____	<input type="checkbox"/> Teacher: _____ <input type="checkbox"/> Teacher: _____ <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> Other (specify): _____
Records Transferred	
Date of transfer of relevant student records from the student's school/program to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school/program: _____

Records Distribution and Storage

Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:

- ☐ Student's cumulative file
- ☐ The Student's receiving school or alternative educational placement
- ☐ Student's parent/guardian

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion

Core Class	Placement/Progress in Class at Time of Expulsion (e.g. current grade, current unit, etc.)

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS

Academic Needs

☐ See IEP (if applicable)

☐ Other:

Behavioral Needs

☐ See IEP (if applicable)

☐ Other:

GOALS

Academic Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Satisfactory work completion	<input type="checkbox"/> Satisfactory progress in coursework and toward meeting relevant academic standards
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Academic Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Passing grades on midterm progress reports	<input type="checkbox"/> Passing grades on report card
<input type="checkbox"/> Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Satisfactory attendance	<input type="checkbox"/> Satisfactory compliance with behavioral expectations and disciplinary policies
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Fewer than _____ teacher referrals to administration for disciplinary matters	<input type="checkbox"/> Fewer than _____ contacts to parents/guardians for disciplinary matters
<input type="checkbox"/> Attends alternative program _____% or more of scheduled days/sessions.		<input type="checkbox"/> Other:
Progress monitoring <i>mm/dd/yy</i> :		

INTERVENTIONS

Academic Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Behavioral Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Review and Communication of Progress to Parents/Guardians or Student

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- ☐ Monitoring attendance
- ☐ Monitoring work completion
- ☐ Monitor progress toward meeting relevant academic standards
- ☐ Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- ☐ Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- ☐ Each marking period
- ☐ Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

- ☐ The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
 - ☐ The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.
- ☐ The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

- ☐ The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:
- ☐ The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- ☐ Efforts to readmit the student at a semester starting point (at the high school level)
- ☐ A plan to transfer the student's credits and record back to the student's school/program
- ☐ The student's need for academic and other supports upon returning to school/program
- ☐ Efforts to connect the student with opportunities to participate in extracurricular activities

Note from Shipman & Goodwin:

Use of Private Technology Devices by Students (December 2023 Revision)

We have revised this policy to prohibit the unauthorized use of generative artificial intelligence by students using their own private technological devices on school property and/or during school-sponsored activities. Additionally, we have made technical revisions to this policy for clarity.

5000

5131.81

Students

USE OF PRIVATE TECHNOLOGICAL DEVICES BY STUDENTS

Students may possess privately owned technological devices on school property and/or during school-sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Definitions

Board Technology Resources

For the purposes of this policy, “Board technology resources” refers to the New Milford Board of Education’s (the “Board’s”) computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources owned and/or used by the New Milford Public Schools (the “District”) and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “privately owned technological devices” refers to privately owned desktop computers, personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal audio players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices.

Generative Artificial Intelligence

For the purposes of this policy, “generative artificial intelligence” refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff or unless necessary for a student to access

the District's digital learning platform or otherwise engage in remote learning if remote learning has been authorized in accordance with applicable law.

On school property, at a school-sponsored activity, while in use for a remote learning activity if remote learning has been authorized in accordance with applicable law, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of a harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene, obscene as to minors, or contains pornography;
- Cyberbullying;
- Using such privately owned device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member;
- Using such privately owned device for the unauthorized use of generative artificial intelligence; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged while the device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost,

or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

The Board may permit students, using their privately owned technological devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the District and accessible by students. Additionally, it is the expectation of the Board that students who access these resources while using privately owned technology devices will act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board's technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. **Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network.** Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by

the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

Legal References:

Conn. Gen. Stat. § 10-233j

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et seq.*

Electronic Communications Privacy Act of 1986, 28 U.S.C. §§ 2510 through 2523

Approved: June 20, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Note from Shipman & Goodwin:

Student Use of the District's Computer Systems and Internet Safety
(December 2023 Revision)

We have revised this policy to prohibit the unauthorized use of generative artificial intelligence by students using the district's computer systems. We have also made several technical revisions to this policy for clarity.

Series 5000
Students

5131.9

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING STUDENT
USE OF THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY**

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The New Milford Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises, and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer network, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the New Milford Public Schools (the "District").

These computer systems are business and educational tools. As such, they are made available to students in the District for education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education-related purposes. The District will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Additionally, the District will implement a technology protection measure to block or filter Internet access to visual depictions that contain material that is obscene or obscene as to minors or contains child pornography, and ensure that such filtering technology is operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access. As the owner of the computer systems, the Board reserves the right to monitor the use of the District's computers and computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et seq.*

Electronic Communication Privacy Act of 1986, 18 U.S.C. §§ 2510 through 2523

Children's Internet Protection Act, 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, 47 U.S.C. § 254(h)(5)(B)(iii)

Approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

ADMINISTRATIVE REGULATIONS REGARDING STUDENT USE OF THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY

1. Introduction

a. *Access to District Computer Systems When Students Are Physically Present on School Property*

When students are physically present on New Milford Public Schools ("District") property, the New Milford Board of Education (the "Board") is pleased to offer students access to the District's computers and computer networks, including access to electronic messaging systems (including email) and the Internet, as well as electronic devices (all of which will be referred to collectively as "computer systems"). Access to the school's computer systems will enable students to explore online resources, including but not limited to libraries, blogs, wikis, databases, websites, and bulletin boards, while exchanging information with others. Such access is provided solely for education-related purposes. Use of the District's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

The Board and the Administration believe in the educational value of such computer systems and recognize their potential to support our curriculum by expanding resources available for staff and student use. The Board's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of the District, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, students are required to adhere to a set of policies and procedures, as set forth in detail below, in conjunction with their use of the computer systems. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

b. *Access to District Computer Systems When Students Are Engaged in Digital or Remote Learning*

The Board and the Administration recognize that technology is integral to the delivery of instruction if and when the District implements any form of digital or remote learning. The District may therefore provide students with remote access to some or all of the District's computer systems so that students may access the District's virtual learning environment. Such access, if granted, is provided solely for education-related purposes. Use of the District's computer systems will be allowed only for students who comply with District policies and procedures concerning computer system use, and demonstrate the ability to use the computer systems in a considerate and responsible manner.

These computer systems are expensive to purchase, install and maintain. As the property of the District, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, students will be required to adhere to a set of policies and procedures, as set forth in detail below, in conjunction with their use of the computer systems. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

2. Definitions

"Obscene" means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sexual act and c) taken as a whole, it lacks serious literary, artistic, educational, political or scientific value.

"Obscene as to minors" means any material or performance if it depicts a prohibited sexual act and, taken as a whole, it is harmful to minors.

For purposes of this section, **"harmful to minors"** means that quality of any description or representation, in whatever form, of a prohibited sexual act, when a) it predominantly appeals to the prurient, shameful or morbid interest of minors, b) it is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors, and c) taken as a whole, it lacks serious literary, artistic, educational, political or scientific value for minors.

For the purposes of this section, **"prohibited sexual act"** means erotic fondling, nude performance, sexual excitement, sado-masochistic abuse, masturbation or sexual intercourse.

"Child pornography" means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where -

- (a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- (b) such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

3. Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with District standards and will act in a responsible and legal manner, at all times in accordance with District standards, as well as with state and federal laws.

It is important that students and parents understand that the District, *as the owner of the computer systems, reserves the right to monitor and review* the use of these computer systems. The District intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for District-related educational purposes.

As part of the monitoring and reviewing process, the District will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes.* The District's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to: oversight of Internet site access, the right to review electronic messages sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, and the right to review a student's data downloading and printing.

Therefore, all users must be aware that *they should not have any expectation of personal privacy in the use of these computer systems.*

4. Student Conduct

Students are permitted to use the District's computer systems for legitimate educational purposes. Personal use must be specifically authorized by a District staff member. Unauthorized personal use of District computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- ◆ Sending any form of a harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Damaging computers, computer files, computer systems or computer networks;
- ◆ Downloading or modifying computer software of the District in violation of the District's licensure agreement(s) and/or without authorization from a teacher or administrator;
- ◆ Using another person's password under any circumstances;
- ◆ Trespassing in or tampering with any other person's folders, work or files;
- ◆ Sending any message that breaches the District's confidentiality requirements, or the confidentiality of students;
- ◆ Sending any copyrighted material over the system;

- ♦ Using computer systems for any personal purpose, or in a manner that interferes with the District's educational programs;
- ♦ Accessing or attempting to access any material that is obscene, obscene as to minors, or contains child pornography, as defined above;
- ♦ Transmitting or receiving email communications or accessing information on the Internet for non-educational purposes;
- ♦ Cyberbullying;
- ♦ Accessing or attempting to access social networking sites (e.g., Facebook, Twitter/X, Instagram, Snapchat, TikTok, etc.) without a staff member's authorization and/or a legitimate educational purpose;
- ♦ The unauthorized use of generative artificial intelligence on any of the Board's computer systems. For purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies and regulations, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of, these computer systems, or has a question regarding the proper use of these computer systems, should report or discuss the issue with a teacher or the school principal immediately. Most importantly, the Board and the Administration urge *any* student who receives *any* harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

5. Internet Safety

The Administration will take measures to assure the digital safety and security of students when using electronic messaging systems, email, chat rooms, distance learning platforms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response; and to restrict students' access to

online materials that are obscene or obscene as to minors or contain child pornography, to the extent practicable when students are using Board-owned computers or devices and Board-provided Internet access.

6. Student Use Agreement

Before being allowed to use the District's computer systems, students and/or their parents/guardians must sign a computer system use agreement, stating that they have read and understood the District's policies and regulations regarding the use of its computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et. seq.* (computer-related offenses)

Conn. Gen. Stat. § 53a-193 (definition of obscene and obscene as to minors)

18 U.S.C. § 2256 (definition of child pornography)

Electronic Communications Privacy Act of 1986, 18 U.S.C. §§ 2510 through 2523

Children's Internet Protection Act, 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, 47 U.S.C. § 254(h)(5)(B)(iii)

Miller v. California, 413 U.S. 15 (1973) (definition of obscene)

Regulation Approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Note from Shipman & Goodwin:

Enrollment in an Advanced Course or Program and Challenging Curriculum
(December 2023 Revision)

The U.S. Department of Education Office for Civil Rights recently released a [fact sheet](#) regarding meaningful participation in advanced coursework and specialized programs for students who are English learners. In light of this fact sheet, we have revised our model policy and administrative regulations to specifically address students who are English learners/multilingual learners and to include additional optional sections related to reducing barriers to opportunities for advanced courses and programs for English learners/multilingual learners.

A new number is assigned to eliminate the decimal point.

Series 6000
Instruction

New # 6141

**POLICY AND ADMINISTRATIVE REGULATIONS ADDRESSING
ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND
CHALLENGING CURRICULUM**

The New Milford Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the New Milford Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution.

Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

“International Baccalaureate (“IB”) program” is a program that offers international education through four programs for students aged three (3) to nineteen (19). The four programs are: Primary Years, Middle Years, Diploma Program, and Career-related Program. Schools must be authorized to teach IB programs. Every authorized school is known as an IB World School.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student’s prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- Parent or student requests.

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student’s student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

The academic plan may be part of the student's success plan, which plan is required for each student by Conn. Gen. Stat. §10-221a.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The District will utilize practices designed to ensure that eligibility for enrollment in an advanced course or program, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut State Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (April 2022)

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners* (June 2023)

Policy Adopted: November 15, 2022
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ADMINISTRATIVE REGULATIONS ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The New Milford Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the New Milford Public Schools (the “District”). In accordance with the Board’s Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum, the administration adopts the following regulations:

1. The District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.
2. Eligibility for enrollment in an advanced course or program shall be based on the following:
 - Recommendations from teachers, administrators, school counselors or other school personnel.
 - Parent or student requests.
3. In addition to or as part of student success plans required by Conn. Gen. Stat. § 10-221a(j), the District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. A student, or the student’s parent or guardian, may decline to implement the provisions of an academic plan created for such student.
4. Such academic plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness.
5. Middle School Preparation: Academic achievement and engagement are strong precursors to high school success. Therefore, the District strives to:
 - Coordinate standards, instruction, and expectations across middle and high school by fostering regular communication among faculty districtwide, with a focus on vertical articulation of content across the grades rather than offering courses for high school credit in middle school.
 - Offer career awareness, exploration, and immersion activities that directly align with the high school program of studies.

- Encourage high school faculty to familiarize themselves with the Smarter Balanced system of assessments and Next Generation Science Standards assessments, including interim assessment blocks, which can be used to measure student understanding and adjust instruction in Grades 9-12.
 - Remind middle school faculty that their messaging to students regarding high school expectations has an impact on students, and assure students that if they are mastering middle school standards, they are prepared academically.
 - Share students' middle school data with high school faculty to improve the quantity and quality of information available for decision making, reduce unnecessary pre-tests and the administration of screening tools, and maximize instructional time.
6. Partnerships with Families: The District recognizes and values the importance of engaging with a student's family throughout the student's educational experience. Therefore, the District strives to:
- Engage families in the development of student success plans during students' middle school years.
 - Continue and improve upon effective systems of family engagement used in middle school at the high school level.
 - Ensure families are fully aware of the benefits of taking college courses and participating in work-based learning opportunities, if available, during high school.
 - Communicate in a manner that is ongoing and accessible to families (e.g., by providing materials in multiple languages, and having translators available during information sessions, as necessary).
 - Provide families with a variety of options for engaging on the topic of course selection (e.g., large group information sessions, sessions offering more personalized support, and small sessions designed for families that have not experienced college).
 - Invite students and families to express interest in advanced coursework and discuss those choices along with career options with their school counselors, who can answer questions and serve as an advocate for the students.
7. Reducing Barriers: The District recognizes the importance of reducing barriers to opportunities for advanced courses and programs. Therefore, the District strives to:
- Provide school counselors and teachers with lists of students identified by the Connecticut State Department of Education as having potential for success in rigorous courses.
 - Share descriptive statistics with faculty showing advanced course enrollment over time and disaggregated by student group. These data can be used to track progress, discuss effective strategies, identify challenges, and/or generate potential solutions.

- Urge staff to pay special attention to student interests and coursework fit rather than relying solely on past performance when recommending advanced coursework for students.
 - Not exclude students from consideration based on disability status.
 - Ensure that eligibility for advanced courses and programs, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.
 - Ensure that students who are English learners/multilingual learners receive appropriate language assistance services while participating in advanced courses or programs.
 - Communicate directly with students from low-income families that registration fees and exam fees for advanced coursework will be waived.
 - Encourage students to self-advocate based on their individual goals and future plans.
 - Monitor course registrations throughout the enrollment period and encourage students to reconsider selections if they have potential to be successful in more challenging courses.
 - If possible, provide opportunities during the summer for students to prepare for challenging coursework by offering sessions that focus on reviewing study habits, organization, and time management.
 - Provide periodic training for all staff members who identify, assist, facilitate, select, counsel, or teach students in advanced courses or programs to provide strategies to remove barriers for participation and provide high-quality instruction to all students, including students who are English learners.
 - Schedule advanced courses and programs so that students do not face a scheduling barrier for participation (e.g., scheduling the only AP calculus class for the same period as English learner/multilingual learner instruction).
8. Increasing Supply: The District recognizes the importance of providing a wide range of advanced courses that appeal to students with various interests. Therefore, the District strives to:
- Re-evaluate prerequisites so that educators identify what is needed to succeed in the course rather than before the course.
 - Promote enrollment in advanced courses to students in all grades, including for students who may not have taken an advanced course at the beginning of high school.
 - Review the current program of studies to identify courses with the potential to be offered in partnership with a college or university.
 - Consider adding sections of high-interest courses while encouraging teachers of advanced courses to ensure consistency of content and expectations for a diverse set of learners.

- Consider offering or expanding work-based learning opportunities for students.
- Leverage remote options to expand the range of courses available to students.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (April 2022)

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners* (June 2023)

Regulation approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Note from Shipman & Goodwin:

Policy for the Equitable Identification of Gifted and Talented Students
(December 2023 Revision)

The U.S. Department of Education Office for Civil Rights recently released a [fact sheet](#) regarding meaningful participation in advanced coursework and specialized programs, including gifted and talented programs, for students who are English learners/multilingual learners. In light of this fact sheet, we have revised our model policy to specifically address students who are English learners/multilingual learners in evaluating and identifying students as gifted or talented and providing services, if any, for gifted and talented students.

Series 6000
Instruction

6144

**POLICY FOR THE EQUITABLE IDENTIFICATION OF GIFTED AND
TALENTED STUDENTS**

The New Milford Board of Education (the “Board”) will use equitable methods to identify students enrolled in the New Milford Public Schools (the “District”) that have an extraordinary learning ability and/or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs. Such students will be identified as gifted and/or talented.

I. Definitions

For purposes of this policy:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability (“gifted”) and children with outstanding talent in the creative arts (“talented”).

“Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

“Planning and placement team (“PPT”),” for purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision making process.

II. Referral

Any student enrolled in grades kindergarten through twelve, inclusive, in a District school may be referred to the PPT to determine eligibility as gifted and talented. A referral may come from any source, including the student’s teacher, an administrator, the student’s parent/guardian, or the student.

III. Evaluation and Identification

The PPT shall be responsible for conducting evaluations and identifying whether students are eligible as gifted and talented, and shall meet, as needed during the school year to determine the eligibility of groups of children for whom evaluation and identification as gifted and talented are planned. When a child has been individually referred to the PPT for consideration as a gifted and talented child, the PPT shall provide the student’s parent(s)/guardian(s) with written notice of the referral.

The Board requires the use of multiple methods of identification of gifted and talented students. The PPT will use the following methods of evaluation in determining whether a student is eligible as gifted and talented:

Group Assessment. The PPT may use an appropriate standardized test administered to all students in a particular grade. In administering standardized tests, the PPT will use a locally normed cut score to identify students for consideration for gifted and talented classification. Parent/guardian consent is not required prior to the administration of a group assessment.

Individual Evaluation. Individual evaluations may be recommended by the PPT in appropriate circumstances, such as when there is a possibility of identifying the student as gifted and talented in areas that are not typically addressed by large-scale standardized tests, such as social studies, a technical discipline, music, creative arts, or performing arts. The PPT may also recommend an individual assessment for a student referred to the PPT for an evaluation when the student is in a grade level in which group assessments are not administered. Before a student is individually evaluated for identification as gifted or talented, the PPT must secure the written consent from a parent/guardian.

After the PPT has determined from an individual or group assessment that a student has potential for or has demonstrated extraordinary learning ability or outstanding talent in the creative arts, the student will be identified as gifted and talented only if the PPT determines that the child requires differentiated instruction or services beyond those provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential.

The results of the PPT meeting concerning a determination of the child's identification as gifted or talented shall be provided to the parent or guardian electronically or, if the District does not have the parent or guardian's e-mail address on file, in writing. Such notice shall include, but is not limited to, (1) an explanation of how such student was identified as gifted and talented; and (2) the contact information for (A) the District employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District employee in charge of the provision of special education and related services, (B) the employee at the Connecticut State Department of Education who has been designated as responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and talented students and, (C) any associations in the state that provide support to gifted and talented students.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

The District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

IV. Provision of Services

The provision of services for gifted and talented students by the Board is discretionary.

In evaluating and identifying students as gifted or talented, the District shall ensure that such methods do not screen out students who are English learners because of their limited English proficiency unless demonstrated proficiency in English is required for meaningful participation. In providing services, if any, for gifted and talented students, the District shall ensure that students who are English learners/multilingual learners receive appropriate language assistance services while participating in gifted and talented services.

Legal Reference:

Conn. Gen. Stat. § 10-76a
Conn. Gen. Stat. § 10-76xx

Conn. Agencies Regs. § 10-76a-1
Conn. Agencies Regs. § 10-76a-2
Conn. Agencies Regs. § 10-76d-1
Conn. Agencies Regs. § 10-76d-9(c)

Connecticut State Department of Education, *Gifted and Talented Education: Guidance Regarding Identification and Service* (March 2019), available at <https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners* (June 2023), available at <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-ap-participation-el.pdf>

Approved: October 18, 2022
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Government

January 2024

Do Not Distribute Not BOE Approved

New Milford Board of Education

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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.

AP Government

11-12

This course is an elective for juniors and seniors and may be used to fulfill the graduation requirement for Civics and/or Humanities. It is intended to prepare students to succeed on two (2) AP Exams: United States Government and Politics and Comparative Government and Politics.

AP U.S. Government and Politics provides a nonpartisan college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments. In addition, a political science research or applied civics project is required.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments.

Course Skills as required by College Board's Course and Exam Description

1. Concept Application: Describe, explain, and compare political concepts and processes to authentic scenarios and contexts. &
2. Country Comparison: Compare political concepts and processes among the six course countries. +
3. Supreme Court Application: Describe and explain the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases with others and explain how the cases relate to a relevant political concept or process. #
4. Data Analysis: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. &
5. Source Analysis: Read, analyze, and interpret foundational documents and other text-based and visual sources. &
6. Argumentation: Develop an argument in essay format. &

US Government and Politics only

+ Comparative Government and Politics only

& Both US and Comparative Government and Politics

Big Ideas as required by College Board's Course and Exam Descriptions

The *US Government and Politics* course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

- 1: Constitutionalism - The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.
- 2: Liberty and Order - Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- 3: Civic Participation in a Representative Democracy - Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate in the democratic process.
- 4: Competing Policymaking Interests - Multiple actors and institutions interact to produce and implement possible policies.
- 5: Methods of Political Analysis - Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

The big ideas serve as the foundation of the *AP Comparative Government and Politics* course and enable students to create meaningful connections among concepts. They are themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allows students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

- 1: Power and Authority - Political systems and regimes govern societies and determine who has power and authority. They shape the level of legitimacy and produce different policy outcomes.
- 2: Legitimacy and Stability - Political legitimacy is the degree to which a government's right to rule is accepted by the citizenry. Governments that maintain high levels of legitimacy tend to be more stable and have an easier time enacting, implementing, and enforcing their policies.
- 3: Democratization - Democratization is a process that involves the adoption of free and fair elections, the extension of civil liberties, and the establishment of the rule of law. Democratization is a long-term and often uneven process that typically results in increased governmental transparency and greater citizen access and influence over policy making.
- 4: Internal and External Forces - Internal forces, such as political culture, citizen participation, civil society, interest groups, environmental pressures, and internal divisions based on class, religion, ethnicity, and/or territory, can both challenge and reinforce regimes. External forces, especially globalization, include the increasing worldwide flow of goods, investments, ideas, and people in a manner that is largely unconstrained by national borders.
- 5: Methods of Political Analysis - Political scientists collect data and make observations in order to describe patterns and trends and explain the political behavior of individuals, groups, organizations, and governments. They use data and ideas from other disciplines such as economics, sociology, history, and geography when drawing conclusions.

Connection to the Vision of a Graduate

(critical thinking, communication, creativity, problem solving, positive relationships, self-knowledge and management, growth mindset, social awareness)

AP Government contributes to the vision of a graduate of New Milford High School in the following ways:

- Students become informed American citizens who are willing to preserve, protect, and defend the rights and liberties of the Constitution. They also become citizens of the world who explore central questions of liberty, justice, legitimacy, and political and economic development separately and combined with international organizations such as NATO, the World Bank, and the United Nations.
- Students communicate with principled attention to the best arguments animating civic discourse. They build positive relationships and develop social awareness when working in informal small groups during in class discussions and analytical and writing activities. We build a strong classroom community in this AP class to provide students with collaborators with whom they may turn to for out-of-class support. Students also create content and skill specific study guides for each other so they can see the immediate impact their contributions have on an authentic audience. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole.
- Students engage in critical thinking when evaluating the argument, perspective, evidence, and reasoning in foundational documents such as the Federalist Papers, Dr. King's Letter from a Birmingham Jail, and Supreme Court cases. Students frequently practice free-response questions which prompt students to consider the possible consequences of many different political situations.
- Students develop self-knowledge, self-management, and a growth mindset with a rigorous independent work schedule. Students are responsible for meeting due dates and for peer assessing their classmates' presentations. Students are asked to present independent research topics centered around contemporary public policies or multinational current events. In this way they learn from each other that mistakes are an opportunity to learn from multiple sources. Students are given frequent quizzes to track progress and are also encouraged to redo assignments and make corrections to quizzes and tests to show that their learning is an on-going process.

Pacing Guide

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

United States Government and Politics is taught in the first semester

- | | |
|--|----------------------------|
| 1. Foundations of American Democracy | 8-79 minute block periods |
| a. Colonies to Articles of Confederation to the Constitution | |
| b. Federalism | |
| 2. American Political Ideologies and Beliefs | 5-79 minute block periods |
| a. American Political Culture | |
| b. Public Opinion | |
| c. Ideologies | |
| d. Media | |
| 3. Political Participation | 9-79 minute block periods |
| a. Voting/Elections and Campaigns | |
| b. Political Parties | |
| c. Interest Groups | |
| 4. Interactions among Branches of Government | 13-79 minute block periods |
| a. Congress | |
| b. President and Executive Branch | |
| c. Judiciary | |
| 5. Civil Liberties and Civil Rights | 10-79 minute block periods |
| a. Supreme Court Cases | |
| b. Bill of Rights | |

Midterm Exam

Comparative Government and Politics is taught in the second semester

- | | |
|---|---------------------------|
| 6. Political Systems, Regimes, and Governments with UK case study | 5-79 minute block periods |
| a. Democracy and Authoritarianism | |
| b. Power and Authority | |
| c. Legitimacy and Stability | |
| 7. Political Institutions with Russia case study | 7-79 minute block periods |
| a. Parliamentary, Presidential, and Semi-Presidential Systems | |
| b. Executives | |

- c. Legislatures
 - d. Judiciaries
- 8. Political Culture and Participation with Mexico and Nigeria case studies 5-79 minute block periods
 - a. Civil Society
 - b. Ideologies
 - c. Civil Liberties and Civil Rights
 - d. Cleavages
- 9. Party and Electoral Systems and Citizen Organizations with Iran case study 5-79 minute block periods
 - a. Electoral Rules
 - b. Party Organization
 - c. Social Movements and Interest Groups
- 10. Political and Economic Changes and Development with China case study 6-79 minute block periods
 - a. Globalization
 - b. International and Supranational Organizations
 - c. Industrialization, Technological Forces, and Economic Development
 - d. Demographic Change and Social Policies

In class Review 5-79 minute block periods

<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Think analytically about the balance between liberty and security and majority rule and minority rights when facing public policy choices. 2. Advocate for a constitutionally appropriate public policy. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The Framers of the Constitution set up a structure of government intended to stand the test of time. To do so, compromises were made during the Constitutional Convention and ratification debates which focused upon the proper balance between individual freedom, social order, and equality of opportunity. Additionally, federalism established a workable relationship between federal, state, and local governments to serve the needs of the people.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> □ How significant were the Declaration of Independence, the American Revolution, and the Constitution to the development of the principle of a democratic republic? □ Which, if any, ideological and philosophical origins of the Constitution was most influential in shaping the American governmental system? □ How flexible is the Constitution? To what extent was it a series of compromises? □ How does federalism allow for legislative experimentation? □ What governs the relationships between the federal and state and local governments and among different state governments?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> ● natural rights ● Declaration of Independence and its authors ● popular sovereignty ● majority rule, minority rights ● Articles of Confederation ● constitutional democracy ● examples of political events before 1787 that shaped the Constitution ● compromises at the Constitutional Convention ● federalists, anti-federalists ● Federalist Papers ● ratification process ● the basic structure of the Constitution and its Bill of Rights ● separation of powers, checks and balances ● delegated, implied, reserved powers ● constitutional evolution through changes in the informal, unwritten Constitution ● amendment processes by which formal changes to the Constitution can be made ● federalism ● positions of decentralists and centralists ● states' rights ● grants and mandates 	<ul style="list-style-type: none"> ● Differentiating democracy from other forms of government. ● Identifying conditions conducive to a successful democracy. ● Assessing the important compromises reached by the delegates at the 1787 Constitutional Convention. ● Evaluating the arguments for and against the ratification of the Constitution. ● Analyzing how the Constitution grants, limits, separates, and balances governmental power. ● Explaining how the use of judicial review strengthens the courts in a separation of powers system. ● Analyzing the advantages and disadvantages of the American style of federalism. ● Differentiating the powers the Constitution provides to national and state governments. ● Assessing the role of the national courts in defining the relationship between the national and state governments. ● Evaluating the budget as a tool of federalism, and its impact on state and local governments.
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created debate rubric with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>The arguments between Federalists and Anti-Federalists by participating in a debate using Federalist #10 and Brutus #1 as anchor sources. The two key arguments will center around the proper role of government and the size and power of the central government.</i></p> <p>A. Debate</p> <p>Goal: Successfully argue for a new stronger centralized national government or a strong state centered government.</p> <p>Role: Students will represent citizens favoring the ideas of Federalists and Anti-Federalists.</p> <p>Audience: Classmates</p> <p>Situation: Students find themselves in the period after the adoption of the Articles of Confederation and before the ratification of the Constitution.</p> <p>Performance and Purpose: Students use evidence and analytical arguments to debate the consequences of a strong national government.</p> <p>Standards/Criteria for Success: Students clearly establish claims and lines of reasoning, using evidence from foundational documents and real world examples.</p> <p><i>The American government is organized to respond to national security issues while also preserving checks and balances in a federal system.</i></p>
M, A	College Board FRQ Rubric	<p>B. AP Free-Response Style Question #1 Scenario Concept Application</p> <p>On October 26, 2001, the 342-page USA PATRIOT ACT quickly passed through</p>

		<p>Congress and was signed into law just 45 days after 9/11. It expanded the federal government’s ability to access phone and e-mail communications to an unprecedented level. It gave the FBI the authority to obtain personal information on people suspected of terror-related activities without the approval of judges.</p> <p>Broad support for these additional security measures led to this quick response by Congress and the president, but it also ignited a long-standing debate in American government regarding the balance between civil liberties and social order. Groups such as the American Civil Liberties Union launched campaigns opposing the measures and cautioning against the erosion of civil liberties in the wake of the 9/11 attack.</p> <p>Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>A. Describe a section of the Constitution that a group such as the American Civil Liberties Union would likely say is most affected by the USA PATRIOT ACT.</p> <p>B. Explain how checks and balances could work to ensure that the section of the Constitution identified in Part A would be protected.</p> <p>C. Over time, some of the measures of the USA PATRIOT ACT have been challenged by state governments who do not wish to cooperate with the federal government. Explain a concept of American government and politics that this action illustrates.</p>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Guided reading and note-taking from US government and politics textbook chapters about colonial and early American government and federalism; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments.
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
M, A	AP rubrics for multiple choice and free response questions.	AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

Code	Pre-Assessment	
	1. Summer Work <ol style="list-style-type: none"> Memorize, recite, and analyze the parts to the Preamble of the US Constitution Graphic organizer of Madisonian model of checks and balances among the three branches of the federal government 2. Opening day discussion: What does it mean to be a citizen?	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Students will be able to explain the impact of political negotiation and compromise at the Constitutional Convention. Why: Appreciate the evolutionary and revolutionary processes in making the US a constitutional democracy. How: Review Fed 10 and Brutus 1, Review and practice a sample FRQ #1: Concept Application, Use the Constitution to create a graphic organizer of final outcomes to 10 constitutional debates, and introduce a sample FRQ #4: Argumentative Writing requirements and practice: Claim, Line of reasoning, Evidence and explanations, Counter arguments and rebuttal/refutation</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
	<p>T, M, A</p> <p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "To what extent was the writing of a new constitution an act of treason?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
	<p>M, A</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if

	<p>domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	<p>the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, congressional representation, ratification, federalism.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	<p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p>
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, shared slides of constitutional debates with descriptions of controversial issues and constitutional resolutions.</i></p>	<p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p>
T, M, A	<p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</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>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 1-3</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>

	<p>AP Classroom: Unit 1 videos, quizzes and progress checks</p> <p>*Articles of Confederation.</p> <p>The Bill of Rights Institute. billofrightsinstitute.org</p> <p>*Constitution of the United States.</p> <p>*Declaration of Independence.</p> <p>*Federalist Papers. #10, #51 and Brutus #1 as provided on AP Classroom</p> <p>*<i>McCulloch v Maryland</i> 1819</p> <p>National Constitution Center. constitutioncenter.org</p> <p>*<i>United States v Lopez</i> 1995</p>	
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p> <p>CG.His.5.b. Analyze how historical</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Identify an ideological perspective in various forms of print, digital, and social media. 2. Predict political behavior when given data from public opinion polls. 3. Assess a media outlet for bias. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>American political beliefs and attitudes about government and politics can be measured in how they are acquired, develop and change over time, and expressed through ideologies.</p> <p>The media play an important role in informing the public about their government.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> □ How do our core beliefs about the role of government affect our behavior? □ How does our view of what freedom is shape our opinions? □ Why are some opinion polls better than others? □ How can policy-makers use information from political science to make decisions? □ How do Americans learn about politics? □ How is political information collected, used, and transmitted? □ How would a citizen's political ideology affect their political participation? □ How trustworthy are various forms of media in informing us about our government?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).</p> <p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<ul style="list-style-type: none"> • political culture • individualism • equality of opportunity • free enterprise • rule of law • limited government • political socialization • globalization • public opinion • various types of political polls • sampling error • political ideology • conservative • liberal • libertarian • progressive • news media • social media • agenda setting • mass media • investigative reporting • partisan bias 	<ol style="list-style-type: none"> 1. Understanding the origins and impacts of American exceptionalism. 2. Assessing the role of geography in building a national identity. 3. Evaluating the importance of where we live on American politics. 4. Analyzing how social and demographic factors such as race and ethnicity, gender, religion, family structures, education, and age affect American politics. 5. Describing the importance of income, wealth, occupation, and social class in American politics. 6. Evaluating the degree to which America has achieved a measure of unity in a land of diversity. 7. Identifying the forces that create and shape individuals' political attitudes. 8. Describing the key dimensions of public opinion, how public opinion is measured, and the relationship between public opinion and public policy. 9. Comparing and contrasting political ideologies and evaluating the critiques of each ideology. 10. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors. 11. Describing changes in the nature and the extent of the political influence of the various news media. 12. Tracing the evolution of the news media over the course of US history. 13. Evaluating the media's influence on public opinion and attention. 14. Describing the media's role in elections and the associated problems and benefits. 15. Assessing the media's relationship to governance in the US. 16. Describing the relationships between the President and the bureaucracy, Congress, the press, and the public.
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Government officials use public opinion polls in their decision-making process. The media play a role in informing citizens about the actions of government officials and the ideas that drive public policy-making. Both polls and media reports influence public opinion.</i></p> <p>A. Poll & Media Tracking</p> <p>Goal: Successfully collect representative samples of media reports and polls connected to a public policy and assess their influence on the policymaking process.</p> <p>Role: Students will act as political scientists analyzing the relationship among polls, media coverage, government officials, and the public.</p> <p>Audience: Classmates</p> <p>Situation: Students are investigating public opinion surrounding a current public policy in the news.</p> <p>Performance and Purpose: Students use authentic research skills to collect and interpret public opinion polls and their subsequent coverage in various forms of media.</p> <p>Standards/Criteria for Success: Students successfully find and evaluate two public opinion polls for legitimacy and two examples each of traditional and social media and write an assessment of their efficacy.</p> <p><i>One of the most important ways the news media influence politics is through agenda setting.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #2 Quantitative Analysis

- (a) Define policy agenda.
- (b) Explain how the national news media engage in agenda setting.
- (c) Explain the primary reason the president tends to have an advantage over Congress in gaining media attention.
- (d) Consider the given table.

Viewers' Ages and Frequency of Viewing of Network Nightly News: 1974 and 2002 Combined		
1974	Frequently (%)	Rarely (%)
18–29	45	13
30–44	50	12
45–64	68	8
65 and older	71	5
2002	Frequently (%)	Rarely (%)
18–29	19	22
30–44	22	17
45–64	40	11
65 and older	53	8

Source: Martin Wattenberg, 2004. "The Changing Presidential Media Environment." *Presidential Studies Quarterly* 34(3):557–572. Originally taken from the 1974 National Election Study and the 2002 Pew Center Media Study.

- Describe the difference in the viewing patterns of older and younger age-groups.
- Describe the change from 1974 to 2002 in viewing habits that exists for all age categories.

- (e) Given the information in the table, describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about political socialization, public opinion polls, ideologies, and media.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

STAGE 3

Pre-Assessment		
Code	<p>Demographic and Political Socialization survey to be answered by student, family members, and friends</p> <p>Ideology “quizzes” so student can identify political, economic, and social ideologies</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review.</p> <p><i>For example, What: Explain how US political culture influences the formation, goals, and implementation of public policy over time, specifically how different ideologies impact economic and social policies. Why: Widely held political ideologies shape policy debates and choices in American politics. How: Explore <u>websites</u> to help guide your understanding of the policy positions for major American ideologies; Identify liberal and conservative ideology and describe the space in between - What does it mean to be a centrist/moderate? Give examples of policy positions held by a few representative interest groups, and the Democratic & Republican parties; Compare and contrast how conservatives and liberals view the role of the government in regulating the marketplace and in addressing social issues.</i></p> <p>Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, “From which sources did you learn your political values?”</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.

M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, political socialization, ideology, social media.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, Jamboard comparing and contrasting sources of political socialization.</i></p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.
T, M, A	<p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</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>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a</u></p>	Teacher looks for engaged and evidence-based responses from multiple students.

	<p><u>Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 10-12, 16</p> <p>AP Classroom: Unit 4 and Unit 5 (Media) videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. billofrightsinstitute.org</p> <p>*Constitution of the United States</p> <p>*Declaration of Independence</p> <p>Ideology Quizzes: Political Typology Quiz. https://www.pewresearch.org/politics/quiz/political-typology/; I Side With Political Quiz. https://www.isidewith.com/political-quiz; Political Compass Test. https://www.politicalcompass.org/test</p> <p>The National Constitution Center. constitutioncenter.org</p> <p>Various media outlets spanning the traditional, print, radio, TV, digital platforms of news media and social media. New York Times, Washington Post, USA Today, NPR, PBS NewsHour, FoxNews, CNN, NBC, CBS, ABC, Twitter (X), Facebook, Reddit</p> <p>Various polls from Pew Research Center or Gallup (current) or Princeton University Library (historical 1935-present)</p>	
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Encourage and facilitate political participation of their family, friends, and members of the community through working at the polls or volunteering at registration drives 2. Effectively match political parties and interest groups to policy positions and make informed voting choices. 3. Evaluate the qualifications of a candidate for elected office. 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Americans participate in government and politics through voting, campaigns, elections, and by joining political parties and interest groups.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Who votes and what influences their decisions? <input type="checkbox"/> How are campaigns organized and financed? <input type="checkbox"/> How are nominations secured? <input type="checkbox"/> How can the nomination and campaign process be reformed to make it more fair, more efficient, more representative of all Americans? <input type="checkbox"/> How do American elections work? <input type="checkbox"/> Why might you join a political party or interest group? Why might you choose not to? <input type="checkbox"/> What is a political party and how are they organized? <input type="checkbox"/> How have political parties evolved over the course of American history? <input type="checkbox"/> What impact do third parties have on politics? <input type="checkbox"/> What are the key factors that influence congressional elections? <input type="checkbox"/> How do interest groups attempt to shape policy?

		<input type="checkbox"/> What makes interest groups successful? <input type="checkbox"/> How is an interest group similar to and different from political parties?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● PAC - political action committee ● linkage institutions ● social movement ● franchise/suffrage ● amendments connected to voting: 15th, 24th, 26th ● voter turnout ● political efficacy ● mobilization ● types of voting: rational choice, retrospective, prospective, party-line/straight ticket, split ticket ● nomination process ● campaign strategy ● Electoral College ● winner take all system ● battleground and swing states ● campaign finance ● microtargeting ● party platform ● party coalition ● realignment ● critical election ● divided government ● delegate - superdelegate ● caucus and primaries ● national conventions ● two-party system ● proportional representation ● single member plurality system ● third party ● types of interest groups: economic, public 	<i>Students will be skilled at...</i> <ol style="list-style-type: none"> 1. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors. 2. Analyzing why people vote the way they do in elections. 3. Assessing the implications of election rules in the US. 4. Identifying problems associated with administering elections and evaluating proposed solutions to those problems. 5. Explaining how congressional elections work and why they are generally not competitive. 6. Describing the stages in U.S. presidential elections and the differences in campaigning at each stage. 7. Evaluating the influence of money in American elections and the main approaches to campaign finance reform. 8. Assessing concerns regarding presidential elections and reforms that have been proposed. 9. Identifying the primary functions of political parties in democracies and distinguishing the US party system from those in European democracies. 10. Describing changes in American political parties and identifying four realigning elections. 11. Evaluating the functions of parties as institutions, parties in government, and parties in the electorate. 12. Explaining party fundraising and expenditures, and assessing their regulation. 13. Assessing the effects of recent party reforms and the long term prospects for the current party system. 14. Explaining the role of interest groups and social movements in American politics. 15. Categorizing American interest groups into types.

	<p>interest, single-issue, government interest</p> <ul style="list-style-type: none"> • civil society • pluralist v elitist v corporatist theories • free riders • lobbying • amicus curiae brief • iron triangle • issue network • civil disobedience 	<p>16. Analyzing sources of interest group power.</p> <p>17. Describing lobbyists and the activities through which they seek to influence policy.</p> <p>18. Identifying ways interest groups use money in elections and assess efforts to regulate this spending.</p> <p>19. Evaluating the effectiveness of interest groups in influencing elections and legislation.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Political parties and interest groups work together to inform government officials and elevate preferred public policy positions.</i></p> <p>A. Party Platforms and Iron Triangles/Issue Networks</p> <p>Goal: Successfully research the interaction between political parties, interest groups, members of Congress and the bureaucracy connected to a public policy.</p> <p>Role: Students will act as experts analyzing the relationship among political parties, interest groups, and government officials in the legislative and executive branches.</p> <p>Audience: Classmates</p> <p>Situation: Students are investigating government and nongovernmental actors surrounding a public policy.</p> <p>Performance and Purpose: Students use authentic research skills to collect and illustrate the various players in the policymaking process.</p> <p>Standards/Criteria for Success: Students successfully create a short slide presentation showing the relationships in an iron triangle or an issue network.</p> <p><i>Voting rights have not always been universally accessible which has opened up other avenues for political participation.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #1 Concept Analysis

		<p>"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." Fifteenth Amendment to the United States Constitution, 1870</p> <p>Despite the ratification of the Fifteenth Amendment, voter turnout among African American citizens was very low throughout the first half of the twentieth century. Over the past 50 years, civil rights policies have changed substantially, along with a significant increase in African American voter turnout.</p> <p>(a) Explain how two measures taken by some states prior to the 1960s affected voter turnout among African American citizens.</p> <p>(b) Facing discrimination at the voting booth, many African American citizens turned to alternative forms of political participation. Describe two alternative forms of participation that helped bring about changes in civil rights policies.</p> <p>(c) Choose one of the forms of participation you described in (b) and explain why it was effective in changing civil rights policies.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from US government and politics textbook chapters about voting, campaigns and elections, political parties, interest groups, and social movements.</p>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	<p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p>
M, A	AP rubrics for multiple choice and free response questions.	<p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	Pre-Assessment	
	<p>Create a journal of observations when following a week's worth of campaign news in a presidential or mid-year election</p> <p>Interview parents and other eligible voters about their political participation above and beyond voting.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Describe voting right protections, compare different models of voting behavior, and explain the roles that individual choice and state laws play in voter turnout. Why: Political ideology, efficacy, structural barriers, and demographics have an influence on the nature and degree of political participation. How: Analyze an oral history source to refine one's thinking about the history of voting; analyze historical profiles and data on voter turnout to draw conclusions about the roles of structural barriers, efficacy, engagement, and demographics on voting; create a 3D timeline that lists and describes the legal protections found in federal legislation (Civil Rights Acts, Voting Rights Act, Motor Voter Act, HAVA) and Amendments (15th, 17th, 19th, 24th, 26th) and opportunities for expanded political participation (absentee ballots/early voting, same day registration/voting, drop boxes); compare and contrast political models of voting behavior.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "Who is an ideal voter?"</i></p>	Teacher looks for engaged and varied responses from multiple students.

<p>M, A</p> <p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Teacher places students into small groups to review HW.</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, 4 types of voting behavior, efficacy, federal voting data.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a public service campaign to increase voter turnout targeting a specific type of unengaged voter.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (required by AP):</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</p>	<p>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> <p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p>approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 13-15</p> <p>*Amendments 15th, 17th, 19th, 24th, & 26th</p> <p>AP Classroom: Unit 5 videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. billofrightsinstitute.org</p> <p>*<i>Citizens United v Federal Elections Commission</i> (2010)</p> <p>*Constitution of the United States</p> <p>The Democratic Party. https://democrats.org/</p> <p>Federal Election Commission (FEC). https://www.fec.gov</p> <p>Justice Department. https://www.justice.gov/</p> <p>The National Constitution Center. constitutioncenter.org</p> <p>Open Secrets. https://www.opensecrets.org/</p> <p>The Republican National Committee. https://gop.com/about-our-party/</p> <p>Various interest groups and political action committees: AARP, ACLU, AIPAC, AFL-CIO, National Assoc. of Realtors, NRA, Sierra Club</p>	
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Assess when power and authority are balanced among several stakeholders. 2. Judge the job performance of an elected official. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Policy-making is a complex process among multiple governmental institutions and actors: two houses of Congress, the President, the bureaucracy, and the federal judiciary.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How is Congress organized to make policy? <input type="checkbox"/> What formal and informal powers does the President exercise to make policy? <input type="checkbox"/> How is the federal judicial system structured? <input type="checkbox"/> What role does the judiciary play as a policymaker? <input type="checkbox"/> What is a bureaucracy and how is it organized? <input type="checkbox"/> How does the bureaucracy implement and regulate policy? <input type="checkbox"/> What are the checks and balances among Congress, the President, the bureaucracy, and the courts? <input type="checkbox"/> How effective is the federal government in setting foreign, social, and economic policy? <input type="checkbox"/> How have economic, foreign, and social policies evolved over time?
Acquisition		

	<p><i>Students will know...</i></p> <p>constituents reapportionment, redistricting, gerrymandering incumbent and incumbent advantage bicameralism Congressional leadership Congressional rules; i.e. filibuster or amendments Congressional committees delegate or trustee polarization veto, pocket veto Presidential roles and responsibilities; i.e. Commander in chief, pardons, take care clause executive orders, signing statements impeachment Executive Office of the President, including Chief of Staff cabinet Vice President bureaucracy, i.e departments, agencies civil servants regulations federal budgets iron triangles and issue networks judicial review Supreme Court precedent judicial philosophies; i.e. activism, restraint amicus curiae brief majority, dissenting, concurring opinions</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Describing the congressional election process and the advantages it gives to incumbents. 2. Differentiating the powers of Congress, and comparing and contrasting the structure and powers of the House and the Senate. 3. Comparing and contrasting the leadership systems used in the House and Senate, and explaining how work is done through congressional committees. 4. Identifying the steps by which a bill becomes a law and the ways a bill can be stopped at each step. 5. Characterizing the two ways legislators represent their constituents, and identify the various influences on their votes. 6. Evaluating the influence of citizens on the legislative process. 7. Describing the constitutional foundations and primary roles of the presidency. 8. Evaluating the controversies surrounding presidents' assertion of additional executive powers. 9. Outlining the functions of the White House staff, Executive Office of the President, cabinet, and vice president. 10. Characterizing the various roles that presidents play. 11. Identifying the sources of presidential –congressional conflict and the tools presidents use to influence Congress. 12. Identifying factors that influence judgments about presidents. 13. Outlining the constitutional roots of the federal bureaucracy, its organizations, and its employees. 14. Analyzing the bureaucracy's implementation options and its effectiveness. 15. Assessing presidential and congressional tools for controlling the federal bureaucracy. 16. Relating politics and public policy, and differentiate the three types of public policy.
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		<ol style="list-style-type: none">17. Outlining the key steps in making public policy, and assessing the different types of policy.18. Determining characteristics of the federal judiciary and implications of the adversarial process.19. Outlining the structure of the federal court system.20. Analyzing the factors that play an important role in selecting judicial nominees.21. Tracing the process by which Supreme Court decisions are reached, and assessing influences on this process.22. Assessing the limits on judicial action and the role of the judiciary in a constitutional democracy.
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow presentation: : with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The formal and informal interactions between Congress, the Office of the President, the bureaucracy, and the federal courts when proposing, enacting, executing, and judging a public policy issue.</i></p> <p>B. Public Policy Project</p> <p>Goal: Successfully define, describe, and explain the actions of each branch of the federal government and assess their interaction in relation to a public policy.</p> <p>Role: Students will act as researchers and presenters of real world American public policies.</p> <p>Audience: Classmates</p> <p>Situation: Students choose a recent public policy that deeply interests them.</p> <p>Performance and Purpose: Students use evidence from US government and related websites to create an informative slideshow..</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of the role played by each branch of the federal government in making public policy.</p>
M, A	College Board FRQ Rubric	<i>Congress and the President represent the American people.</i>

		<p>C. AP Free-Response Style Question #4 Argumentative Essay</p> <p>Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>The power of the executive branch in relation to the legislative branch has varied over time. Develop an argument that takes a position on the appropriate balance of power between the president and Congress.</p> <p>Use at least one piece of evidence from one of the following foundational documents:</p> <ul style="list-style-type: none"> ● <i>Declaration of Independence</i> ● <i>The Federalist 51</i> ● <i>The Federalist 70</i> <p>In your response you should do the following:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning. ● Support your claim with at least TWO pieces of specific and relevant evidence. <ul style="list-style-type: none"> ○ One piece of evidence must come from one of the foundational documents listed above. ○ A second piece of evidence can come from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts. ● Use reasoning to explain why your evidence supports your claim or thesis. ● Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about Congress, The Executive Branch, the bureaucracy, and the Supreme Court; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

STAGE 3

Code	<i>Pre-Assessment</i>	
	1. Summer Work <ul style="list-style-type: none"> a. Graphic organizer of Madisonian model of roles and responsibilities among the three branches of the federal government 2. Naming current occupants of CT's congressional delegation, President and Vice President, and 9 justices of the Supreme Court	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Describe the different structures, powers, and functions of each house of Congress and explain how these elements affect the policy-making process. Why: Assess how well the Congress fulfills the democratic ideal of republicanism. How: Give real-world</i>	Progress Monitoring

	<p><i>examples of Congress' enumerated and implied powers; Compare and contrast the House and Senate; Using real-world examples, explain how Representatives and Senators fulfill their constitutional responsibilities when on Committees -- during Floor Debate -- when Voting; Differentiate among trustee, delegate, politico</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "When does Congress work effectively?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, divided government, executive orders, judicial review</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.</p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.

<p>T, M, A</p>	<p><i>For example, shared slides of historical examples of congressional oversight.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (*required by AP):</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>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 4-7</p> <p>AP Classroom: Unit 2 videos, quizzes and progress checks</p> <p><i>*Baker v Carr 1962</i></p> <p>The Bill of Rights Institute. billofrightsinstitute.org</p> <p><i>*Constitution of the United States</i></p> <p>The Democratic Party. https://democrats.org/</p> <p><i>*Federalist Papers. #70 & #78 as provided on AP Classroom</i></p> <p>Justice Department. https://www.justice.gov/</p> <p><i>*Marbury v Madison 1803</i></p> <p>The National Constitution Center. constitutioncenter.org</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p><i>*Shaw v Reno 1993</i></p> <p>Various Cabinet level departments and agencies: State, Defense, Homeland Security, Justice, Treasury, Council of Economic Advisors, National Security Agency, OMB</p>	
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Recognize when a situation may involve the infringement on a civil liberty or civil right. 2. Assess the role of Supreme Court justices in regards to controversial public policies. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Policy-making involves complexities among the Supreme Court, the federal courts, and citizens in pursuing solutions to protect the civil liberties and civil rights of all Americans.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> □ In what ways does the Constitution attempt to limit abuse of government powers? □ What is the difference between a civil liberty and a civil right? □ What rights are guaranteed in the Bill of Rights and what rights can be inferred in the Constitution? □ How have rights been extended to more Americans? □ How can individuals and groups help protect civil liberties and civil rights? □ Why have Supreme Court decisions about civil liberties and civil rights changed over time?
	Acquisition	
	<p><i>Students will know...</i></p> <p>habeas corpus civil liberty civil right</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Tracing the roots of civil liberties in the original Constitution and their subsequent development in the Bill of Rights.

	<p>Bill of Rights 14th Amendment, equal protection clause due process; procedural and substantive selective incorporation civil disobedience jury, grand jury segregation affirmative action universal suffrage Dr. Martin Luther King Jr. Required SCOTUS cases:</p> <ul style="list-style-type: none"> ● SCHENCK V. UNITED STATES (1919) ● BROWN V. BOARD OF EDUCATION (1954) ● ENGEL V. VITALE (1962) ● GIDEON V. WAINWRIGHT ● TINKER V. DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT (1969) ● NEW YORK TIMES CO. V. UNITED STATES (1971) ● WISCONSIN V. YODER (1972) ● MCDONALD V. CHICAGO (2010) 	<ol style="list-style-type: none"> 2. Describing the First Amendment freedoms and the limitations on them. 3. Explaining how the Constitution protects property rights. 4. Distinguishing between procedural and substantive due process. 5. Assessing the kinds of behavior that may be covered by a constitutional right to privacy. 6. Analyzing the constitutional rights of criminal suspects. 7. Evaluating the roles of institutions and the people in protecting civil liberties. 8. Explaining the concept of equality and assessing the rights of citizens. 9. Comparing and contrasting the efforts of various groups to obtain equal protection of the law. 10. Analyzing the Supreme Court's three-tiered approach used to evaluate discriminatory laws. 11. Describing congressional legislation against discrimination in housing, employment, and accommodations. 12. Evaluating the historical process of school integration and the current state of affirmative action. 13. Assessing the status of civil rights in the US today.
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for docu-drama or newscast: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The American judiciary is an adversarial system in which one must prove personal harm of having their rights and/or liberties violated. Decisions made by federal courts and the Supreme Court have real world implications for real people.</i></p> <p>D. Live from SCOTUS</p> <p>Goal: Successfully recreate the high stakes drama of a required SCOTUS case by representing key participants, such as the plaintiff and defendant, SCOTUS justices who write majority and other opinions, and others affected by the final decision.</p> <p>Role: Students will act as participants of SCOTUS cases.</p> <p>Audience: Classmates</p> <p>Situation: Students play one or more roles in reenacting a SCOTUS case.</p> <p>Performance and Purpose: Students research the parties, justices, and other participants to act out the outcome of a case that includes a discussion of the facts, issue, holding, and reasoning.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of a required SCOTUS case by portraying key participants.</p> <p><i>The Supreme Court uses judicial review to act as the final arbiter of federal law using precedent as a guide.</i></p>
M, A	College Board FRQ Rubric	E. AP Free-Response Style Question #3 SCOTUS Case Analysis

		<p>The Seattle School District operated a school choice program that allowed parents to choose the high school they wanted their children to attend. Because some schools were much more popular than others were and the school system wanted to make sure that their schools had diverse student bodies, it used race as one of the tiebreakers when deciding who would get to attend the schools most in demand. In <i>Parents Involved in Community Schools v. Seattle</i> (2007), the United States Supreme Court found that the school district was using race in an unconstitutional manner in its assignment plan. The decision was a 5–4 split on the Court, with both sides claiming that their position was truest to the precedent set in <i>Brown v. Board of Education</i> (1954). After reading the scenario, respond to A, B, and C below.</p> <ul style="list-style-type: none"> A. Identify the clause of the Fourteenth Amendment that is most relevant to <i>Brown v. Board of Education</i> (1954) and <i>Parents Involved in Community Schools v. Seattle</i> (2007). B. Explain the similarity in the facts between <i>Brown v. Board of Education</i> and <i>Parents Involved in Community Schools v. Seattle</i> that led to similar holdings in both cases. C. Justices on the Supreme Court take seriously their duty to interpret laws and the Constitution as fairly and accurately as possible. Despite this, explain how sharp disagreements can occur on the Supreme Court about how race can be used in school assignment plans.
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about civil liberties and civil rights, along with required SCOTUS cases.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

STAGE 3

Code	Pre-Assessment	
	<ol style="list-style-type: none"> 1. Ask students the origins and meanings of the following phrases: Miranda rights, public defender, plead the 5th, wall of separation, probable cause. 2. As this unit usually falls near Martin Luther King Jr Day, have students discuss why it is a federal holiday. 	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Explain how constitutional provisions have supported and motivated social movements and how the government has responded to social movements. Why: Consider how the 14th Amendment's equal protection clause as well as other constitutional provisions and citizen-state interactions have often been used to support the</i></p>	Progress Monitoring

	<p><i>advancement of equality through public policies promoting civil rights. How: Define in your own words and give real world examples of civil rights; Consider King's 6 Principles of Nonviolence and watch a video about the Birmingham campaign; Explain how Dr. King's argument and perspective in <u>Letter from a Birmingham Jail</u> may affect political principles, institutions, processes, policies, and behaviors; List and explain the implications of civil rights legislation.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "Is the Supreme Court undemocratic?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, majority and dissenting opinions, judicial activism and judicial restraint</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal</p>	Teacher circulates to ensure that students are completing and

<p>T, M, A</p>	<p>slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, one slide for each required SCOTUS case: Describe the facts, reasoning, decision, and majority opinion.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</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>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 8-9</p> <p>*Amendments 1-10, 13-15</p> <p>AP Classroom: Unit 3 videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. billofrightsinstitute.org</p> <p>*Constitution of the United States</p> <p>*Letter from a Birmingham Jail as provided on AP Classroom.</p> <p>The National Constitution Center. constitutioncenter.org</p> <p>*Supreme Court Cases found on Oyez. oyez.org</p>	<p>understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Recognize signs that a regime is becoming more or less democratic or authoritarian. 2. Weigh the advantages of a unitary or federal system in responding to citizens’ demands for national security, economic development, and social equity. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Comparative political scientists are constantly comparing nation-states using qualitative and quantitative data and sources to categorize political systems, regimes, and governments.</p> <p>The United Kingdom is a stable, sovereign democratic nation-state with a unitary, parliamentary government and an advanced economy. It possesses a strong civil society, well-established political parties and long-standing electoral rules which give its government legitimacy and its officials authority.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do comparative political scientists generate meaningful conclusions that can be applied to other countries? <input type="checkbox"/> How does a political system affect the daily life of citizens? <input type="checkbox"/> How do people both inside and outside the government impact the relationship between the government and its citizens? <input type="checkbox"/> How does the perceived legitimacy of a government by its citizenry impact how other countries see it?
	Acquisition	
	<p><i>Students will know...</i></p> <p>qualitative and quantitative data</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Explaining how political scientists construct

<p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>correlation and causation empirical (factual/objective) and normative (value) statements states regimes governments nations democracy authoritarianism, i.e. illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes. rule of law democratization transparency power authority sovereignty regime change unitary federal legitimacy devolution delegation of powers civil society stability</p> <p>Specifics of UK’s government and politics as reflected in objectives.</p>	<p>knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.</p> <ol style="list-style-type: none"> 2. Describing differences between regimes, states, nations, and governments. 3. Describing democracy and authoritarianism. 4. Explaining the process and goals of democratization. 5. Explaining sources of power and authority in political systems. 6. Describing and differentiating between federal and unitary systems. 7. Describing the sources of political legitimacy for different types of regimes among course countries. 8. Explaining how governments maintain legitimacy. 9. Explaining how internal actors influence and interact with state authority and either enhance or threaten stability. 10. Describing the qualities of an “advanced democracy” including its economic dimensions. 11. Explaining how power and authority, legitimacy and stability are maintained in Britain. 12. Listing the key features in the development of constitutionalism in Britain and explaining how they reflected rational-legal authority. 13. Describing both political and economic changes in Britain and considering the implications of these changes for the British people and other countries. 14. Describing British political culture, especially multi-national identities, social classes, and ethnic minorities. 15. Describing Britain’s political beliefs and values and how they have changed over time. 16. Briefly differentiating Britain’s political parties. 17. Explaining how Britain’s elections work. 18. Describing how interest groups and the media act as linkage institutions. 19. Describing the UK’s unitary state and parliamentary system of government. 20. Creating a graphic organizer to illustrate Britain’s
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		<p>institutions of national government, including the Prime Minister, Cabinet, Parliament (with 2 Houses), the bureaucracy, and the judiciary.</p> <p>21. Creating a chart to organize Britain's current issues.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to classify a country as democratic or authoritarian.</i></p> <p>A. Grand Comparative Chart *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP; PPP; HDI) and qualitative data (Freedom House, text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Differences in quantitative data between countries leads to differences in policy making .</i></p>
M, A	College Board FRQ Rubric	

B. AP Free-Response Style Question #2 Data Analysis

Country	GDP per Capita, PPP (2014)	Environmental Performance Index* Score, 2014	10-Year Improvement in Environmental Performance Index
China	\$7,593	43	2.6%
Great Britain	\$45,603	77	3.4%
Mexico	\$10,362	55	7.94%
Nigeria	\$3,185	39	3.73%

Source: World Bank (GDP per capita at purchasing power parity PPP)

*Environmental Performance Index is an aggregation of 20 indicators reflecting national level environmental data for 166 countries.

Higher EPI scores indicate better environmental performance.

Using the table and your knowledge of comparative politics, complete the tasks below.

- Identify the country from the table with the poorest environmental performance in 2014.
- Write a statement that describes the relationship between environmental performance in 2014 and the level of economic development.
- Describe one cause of the relationship between environmental performance and the level of economic development.
- Explain why Great Britain had the highest Environmental Performance Index score in 2014 but one of the lower rates of improvement in environmental performance over time.
- Describe one political response by Chinese citizens to their country's environmental problems.
- Describe one policy response by the Chinese government to the country's environmental problems.

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from comparative government and politics textbook chapters about the comparative process of political scientists, political regimes and systems, and the UK. Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
M, A	AP rubrics for multiple choice and free response questions.	AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

Unit 1: Introduction to the Course		
Code	Pre-Assessment	
	<ol style="list-style-type: none"> 1. Summer work: Find a representative news article about each of the 6 required course countries that clearly show whether it is a democratic regime or an authoritarian regime. 2. Have students correctly sort definitions of quantitative and qualitative data with the sources of that data. 	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Describe democracy and authoritarianism. Explain the process and goals of democratization. Why: Political systems and regimes reflect the dynamic balance of power between the government and its citizens. How: Describe how national governments are structured in democracies. Create a spectrum of factors that indicate the degree of democracy or authoritarianism of states, focusing on the extent of state adherence to rule of law. Describe examples of authoritarian regimes. Give examples for each part of the process of democratization. Explain how democratization can be supported and impeded.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "Why would authoritarian regimes hold elections?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary

<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a spectrum graphic organizer of democratic and authoritarian characteristics.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</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>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 1-2,5</p> <p>AP Classroom: Unit 1 videos, quizzes and progress checks</p>	<p>term, concept, and/or skill.</p> <p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p>Various quantitative databases such as Population, Ethnic Groups, Religions, Government Type https://www.cia.gov/the-world-factbook/ The Human Development Index (HDI) http://hdr.undp.org/en/countries Gross Domestic Product (GDP) and GDP per capita https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?end=2018&most_recent_value_desc=false&start=1960&view=chart and http://hdr.undp.org/en/countries GDP growth rate https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?end=2018&name_desc=false&start=1960&view=chart Gini index (coefficient) http://worldpopulationreview.com/countries/gini-coefficient-by-country/ or https://data.worldbank.org/indicator/SI.POV.GINI?view=map Global Freedom Score (include Internet Freedom and Democracy scores if listed) from Freedom House https://freedomhouse.org/countries/freedom-world/scores Corruption Perceptions Index from Transparency International https://www.transparency.org/en/cpi/2021</p>	
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.6 Critique relationships</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Describe and evaluate how executives, legislatures, and judiciaries work together to provide a legitimate and stable government for citizens. 2. Recognize that differences in countries reflect their history, geography, and current political and economic status. 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The political structure in each course country varies as does its executive, legislative, and judicial systems. Each country uses its structure to wield and maintain power. Furthermore, there are advantages and disadvantages of different institutional arrangements and comparative scientists must weigh the implications of having one system over another in regard to stability, legitimacy, and policy making.</p> <p>Russia is a stable, sovereign illiberal democratic nation-state with a federal, semi-presidential government and a partially advanced economy still dependent on fossil fuel reserves. It possesses a weak civil society, fluctuating political parties, and recently changed electoral rules which allow its president to rule with some legitimacy in a more authoritarian manner.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the implications of cooperation and conflict within a country’s political system? <input type="checkbox"/> How does a political system affect the daily life of citizens? <input type="checkbox"/> How do people both inside and outside the government impact the relationship between the government and its citizens?

	Acquisition	
<p>among governments, civil societies, and economic markets.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> executive bureaucracy legislature judiciary parliamentary system Prime Minister coalition government vote of no confidence presidential system semi-presidential system term limit impeachment Cabinet legislative oversight unicameral legislature bicameral legislature judicial independence <p>Specifics of Russia's government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Describing parliamentary, presidential, and semi-presidential systems. 2. Comparing institutional relations among parliamentary, presidential, and semi-presidential systems. 3. Explaining the structure, function, and change of executive leadership in course countries. 4. Describing procedures for the removal of executive leadership by other institutions. 5. Describing legislative structures and functions in course countries. 6. Explaining how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence. 7. Describing the structure and functions of judiciaries. 8. Explaining the importance of independent judiciaries relative to other political institutions. 9. Defining communism, its roots in Marxism, and its successors in Leninism and Maoism. 10. Listing advantages and disadvantages of communism. 11. Tracing Russia's recent history in the age of democratization. 12. Explaining how power, authority, and legitimacy are maintained in Russia. 13. Describing Russian political culture, especially its geography, Eastern orthodoxy, equality of result, skepticism about power, and nationality. 14. Describing both political and economic changes in Russia and considering the implications of these changes for the Russian people and other countries. 15. Categorizing Russia's cleavages, especially ethnic nationalities, religion, social class, rural/urban divide. 16. Describing Russia's political beliefs and values and how they have changed over time. 17. Giving examples of Russian political participation. 18. Describing Russia's federal government structure.

		<p>19. Briefly describing Russia's political parties.</p> <p>20. Explaining how Russia's elections work.</p> <p>21. Describing how interest groups, the oligarchy, state corporatism, the Russian mafia, and the media act as linkage institutions.</p> <p>22. Describing Russia's semi-presidential government.</p> <p>23. Creating a graphic organizer to illustrate Russia's institutions of national government, including the President, the Prime Minister, Cabinet, legislature (with 2 Houses), the judiciary, and the military.</p> <p>24. Creating a chart to organize Russia's current issues.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to rank the legitimacy and authority of the political institutions for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (term limits, seats in legislature) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>There are a variety of arrangements of power in executive-legislative relationships.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #1 Conceptual Analysis

		<p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.</p> <p>(a) Describe the process used in a parliamentary system for the selection of the chief executive.</p> <p>(b) Contrast the process you described in part (a) with the process used in a presidential system for the selection of the chief executive.</p> <p>(c) Describe the process used in a parliamentary system for removing the chief executive.</p> <p>(d) Contrast the removal process you described in part (c) with the process used in a presidential system for removing the chief executive.</p> <p>(e) Other than the removal process, describe a check on executive power within a parliamentary system.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from comparative government and politics textbook chapters about political institutions and Russia.</p>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	<p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p>
M, A	AP rubrics for multiple choice and free response questions.	<p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	Pre-Assessment	
	<ol style="list-style-type: none"> Students compare and contrast the political institutions of the UK and the US to see differences of parliamentary vs. presidential system, unitary vs. federal system, and the independence of the judiciary. Students review summer work articles about Russia to describe the policy making process in Russia. 	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Explain the structure, function, and change of executive leadership in course countries. Why: The structure and function of political institutions reflect the allocation of power within a political system. How: Detail term limits in the 6 course countries. Discuss advantages and disadvantages of executive term limits with regard to promoting stability and implementing effective policies in a country. List the procedures used for removal of executive officials. Describe the obstacles in removing executives. Practice writing a claim and line of reasoning.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "Which type of executive is stronger: a Prime Minister or a President?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>responses, and interpreting political data (graphs and tables).</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, term limits, bicameral legislature, rule of law vs. rule by law</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a slide of student generated claims with lines of reasoning</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</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>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 4,7</p> <p>AP Classroom: Unit 2 videos, quizzes and progress checks</p>	<p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.6 Critique relationships</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Track the actions of everyday citizens to determine the legitimacy and stability of a country. 2. Recognize that there are political, economic, and social forces that pull citizens together and apart. 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Politics reflects the interactions between the state and society wherein a country’s political patterns are influenced by the type of regime and the characteristics and demands of its population. In addition, civil society, a range of voluntary associations that are autonomous from the state, can help mediate state power and enhance the power of citizens while recognizing the political relevance of cleavages within the population, such as ethnicity, religion, or class.</p> <p>Mexico is a stable, sovereign mostly democratic nation-state with a federal presidential government and a developing economy still dependent on its natural resources. It has a strong civil society, well-established political parties, and clear electoral rules which give its government legitimacy and its officials authority in a written constitution.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What changes might a government face in response to a controversial cleavage? <input type="checkbox"/> Why might a country discourage participation? Encourage participation? <input type="checkbox"/> How does regime type impact the function of civil society in a country?

among governments, civil societies, and economic markets.	Nigeria is an unstable, sovereign mostly democratic multinational state with a federal presidential government and an underdeveloped economy dependent on its natural resources. It has an emerging civil society, fleeting political parties, and changing electoral rules which give its government limited legitimacy and its officials limited to authority to rule parts of the country divided by religious and ethnic cleavages.	
Acquisition		
	<p><i>Students will know...</i></p> <p>civil society political culture political socialization political ideology individualism neoliberalism communism socialism fascism totalitarianism populism coercion formal vs. informal political participation protest political violence terrorism civil liberties civil rights social movements social cleavage political cleavage ethnic group cross-cutting cleavages</p> <p>Specifics of Mexico's government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Describing civil society. 2. Explaining the role of civil society among 6 course countries. 3. Explaining how political culture relates to citizen behavior and the role of the state. 4. Explaining how political values and beliefs frame policy choices to address particular political problems. 5. Explaining the nature and role of political participation as related to a regime's use of authority and power. 6. Explaining how political participation affects and is affected by democratic or authoritarian regime types. 7. Explaining the extent to which civil rights and civil liberties are protected or restricted in different regimes. 8. Describing politically relevant social cleavages. 9. Explaining how political and social cleavages in 6 course countries affect citizen relationships and political stability. 10. Describing the diversity across "newly industrializing" and "less-developed" countries. 11. Explaining how economic development factors into political development. 12. Contrasting theories of economic development. 13. Contrasting economic policies in less-developed countries.

	<p>Specifics of Nigeria's government and politics as reflected in objectives.</p>	<ol style="list-style-type: none"> 14. Tracing Mexico's recent history showing how it is both a transitional democracy and an economically developing country. 15. Explaining how power, authority, and legitimacy are maintained in Mexico. 16. Describing Mexican political culture, especially religion, patron-clientelism, economic dependency, and geography. Thinking about how Mexico's history helped form its political culture. 17. Describing both political and economic changes in Mexico and considering the implications of these changes for the Mexican people and other countries. 18. Describing Mexico's cleavages, especially rural/urban divide, social class, ethnicities, and north/south divide. 19. Giving examples of Mexican political participation. 20. Describing Mexico's authoritarian state corporatist structure and explaining why it can be described as a transitional democracy only. 21. Briefly describing Mexico's political parties. 22. Briefly reviewing recent elections in Mexico and explaining how Mexico's elections work. 23. Describing how interest groups, popular movements, and the media act as linkage institutions. 24. Noting that Mexico is a federal republic and a presidential system. 25. Creating a graphic organizer to illustrate Mexico's institutions of national government, including the President, the bureaucracy, the legislature (with 2 Houses), the judiciary, and the military. 26. Creating a chart to organize Mexico's current issues. 27. Tracing Nigeria's recent history showing how its political and economic variables make it a vulnerable country. 28. Explaining how power, authority, and legitimacy are maintained in Nigeria. 29. Describing Nigerian political culture, especially patron-clientelism, state control v strong civil society, modernity/tradition, religion, and geography. Thinking
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		<p>about how Nigeria's history helped form its political culture.</p> <p>30. Describing both political and economic changes in Nigeria and considering the implications of these changes for the Nigerian people and other countries.</p> <p>31. Describing 3 societal characteristics of Nigeria that make democratization challenging.</p> <p>32. Describing Nigeria's cleavages, especially ethnicities, religion, region/north v south, rural/urban divide, and social class.</p> <p>33. Giving examples of Nigerian political participation and explaining why Nigerians have a low level of trust in their government.</p> <p>34. Noting that Nigeria is a federal democracy. Explaining why it does not live up to this description.</p> <p>35. Briefly describing Nigeria's political parties.</p> <p>36. Explaining how Nigeria's elections work and briefly reviewing recent elections in Nigeria.</p> <p>37. Describing how interest groups, labor unions, business interests, human rights groups, and the media act as linkage institutions.</p> <p>38. Describing Nigeria's transition to its present federal presidential government.</p> <p>39. Creating a graphic organizer to illustrate Nigeria's institutions of national government, including the President, the bureaucracy, legislature (with 2 Houses), the judiciary, and the military.</p> <p>40. Creating a chart to organize Nigeria's current issues.</p>
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T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to assess political participation by citizens for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (protests/crackdowns, civil society groups, Freedom House score, voter turnout) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Ethnicity plays a role in politics in Mexico and Nigeria.</i></p>
M, A	College Board FRQ Rubric	

		<p>B. AP Free-Response Style Question #3 Comparative Analysis</p> <p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.</p> <p>(a) Describe a significant ethnic division in Mexico.</p> <p>(b) Identify an ethnic movement that emerged in Mexico after 1990 and explain one reason why the movement arose.</p> <p>(c) Describe a significant ethnic division in Nigeria.</p> <p>(d) Identify an ethnic movement that emerged in Nigeria after 1990 and explain one reason why the movement arose.</p> <p>(e) Explain one reason why ethnicity has played a more significant role in Nigerian than in Mexican politics.</p>
<p>A</p> <p>M, A</p> <p>M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.</p> <p>Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.</p> <p>AP rubrics for multiple choice and free response questions.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from comparative government and politics textbook chapters about civil society, political participation, social movements, Mexico, and Nigeria.</p> <p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

Pre-Assessment		
Code	<p>1. Students review ethnographic, geographic, and political maps of all 6 course countries to highlight how landforms, geographic distances, historical settlement, and intrastate borders all play a role in how connected citizens feel to their governments.</p> <p>2. Recall social, economic, and ethnic cleavages in the US and predict how many will be similar to the 6 course countries.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Explain the nature and role of political participation as related to a regime's use of authority and power. Explain how political participation affects and is affected by democratic or authoritarian regime types. Why: The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty. How: Define referendum. Give examples. Explain why govts choose to use referenda. Compare and contrast how authoritarian and democratic regimes support similar forms of participation to influence policymaking through elections, voting rights, and protests/political criticism. Create a graphic organizer to map out the choices of political participation. Evaluate roles of murals in Mexico in sustaining political culture.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "To what extent should people assimilate or be assimilated into their country and give up their ethnic identity?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.

M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, ethno-federalism, cultural autonomy, cleavages</i>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
	Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.	
M, A	Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a Jamboard using specific adjectives to describe political participation in all 6 course countries.</i>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.
T, M, A	Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.	Teacher looks for engaged and evidence-based responses from multiple students.
	<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> <p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 3,6,9</p>	

	<p>AP Classroom: Unit 3 videos, quizzes and progress checks</p> <p>Various websites connected to civil society groups and media outlets for all 6 course countries</p>	
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UbD Template 2.0

UNIT 9 Party and Electoral Systems and Citizen Organizations with Iran case study

<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Evaluate the role of an official religion and religious hierarchy in governing. 2. Assess how well political parties and interest groups link citizens to their government. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Individuals, parties, and citizen organizations influence power. Moreover, a regime grants or limits access to sources of power and which ultimately impacts policy making in a global context.</p> <p>Iran is a semi-stable, sovereign, authoritarian nation-state with a theocratic, semi-presidential government and an underdeveloped economy</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do different electoral systems encourage or discourage citizen influence? <input type="checkbox"/> Why are election rules different for different regimes? <input type="checkbox"/> Why would an authoritarian regime open up political access to interest groups and citizen organizations? <input type="checkbox"/> Why would a democratic regime restrict political access to interest groups and citizen organizations?

<p>national, and international civic and political institutions.</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>dependent on its fossil fuels. It has a constrained civil society, weak political parties, and highly prescribed electoral rules which challenge its government to prove its legitimacy and set up competition among its many government officials for authority.</p>	
	Acquisition	
	<p><i>Students will know...</i></p> <p>electoral system runoff election multi-member district system single member district plurality first-past-the-post proportional representation party system one-party state dominant party system two-party system multiparty system catch-all party interest group pluralism corporatism single-peak association social movement</p> <p>Specifics of Iran’s government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Describing electoral systems and election rules among course countries. 2. Explaining how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability. 3. Describing characteristics of political party systems and party membership. 4. Explaining how political party systems and memberships link citizen participation to policy making. 5. Explaining how social movements and interest groups affect social and political change. 6. Describing pluralist and corporatist interest group systems. 7. Tracing Iran’s long history showing how it is both a theocracy and a secular country. 8. Explaining how sovereignty, power, authority, and legitimacy are maintained in Iran. 9. Describing Iranian political culture, especially authoritarianism, union of politics and religion, Shi’ism and sharia law, escape from European colonialism, geography, ancient Persian influences, and Iranian nationalism. Thinking about how Iran’s history helped form its political culture. 10. Describing both political and economic changes in Iran and considering the implications of these changes for the Iranian people and other countries. 11. Describing Iran’s cleavages, especially religion,

		<p>ethnicities, social class, reformers/conservatives, and pragmatism v radicalism.</p> <p>12. Giving examples of Iranian civil society and political participation.</p> <p>13. Briefly describing Iran's political parties.</p> <p>14. Briefly reviewing recent elections in Iran and explaining how elections work.</p> <p>15. Describing how interest groups and the media act as linkage institutions.</p> <p>16. Noting that Iran is a unitary, semi-presidential system, but its organization is unique to Iran.</p> <p>17. Creating a graphic organizer to illustrate Iran's government institutions, including the overarching Jurist's Guardianship, the Supreme Leader, Guardian Council, Assembly of Religious Experts, Expediency Council, President, Cabinet, the bureaucracy, semi-public institutions, the legislature, the judiciary (with 2 types of law), and the military.</p> <p>18. Creating a chart to organize Iran's current issues.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to assess electoral and party systems for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (seats allotted in legislatures, number and type of interest groups, free and fair elections) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>States vary in terms of their party systems and electoral systems.</i></p>

M, A	College Board FRQ Rubric	<p>B. AP Free-Response Style Question #3 Comparative Analysis</p> <p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.</p> <ol style="list-style-type: none"> Identify and explain the type of electoral system that tends to create a multiparty system. Identify and explain the type of electoral system that tends to create a two-party system. Describe one reason that a one-party system might emerge. Explain one advantage each of multiparty, two-party and one-party systems in a multiethnic society.
<p>A</p> <p>M, A</p> <p>M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.</p> <p>Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.</p> <p>AP rubrics for multiple choice and free response questions.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from comparative government and politics textbook chapters about electoral systems, party systems, and Iran.</p> <p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	Pre-Assessment	
	<ol style="list-style-type: none"> 1. Correctly match electoral systems in the US, UK, Russia, Mexico, and Nigeria. 2. Recall the role of political parties and interest groups as linkage institutions in the US. Predict probable strengths of these institutions in the 6 course countries. 	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Explain how social movements and interest groups (pluralist and corporatist) affect social and political change. Why: Strong and varied citizen organizations and movements foster and are reinforced by democratization. How: Differentiate between pluralist and corporatist systems. Give examples of interest group systems in each course country. Differentiate between social movements and interest groups, including how they are organized and exert their power, how they attract and mobilize citizens, and how govts interact (support, co-opt, suppress) with both. Give examples of social movements in each course country (civil liberties & rights for indigenous people, nonconforming sexual orientation; redistribution of oil revenues; for free and fair elections). Assess the effects of social movements and interest groups in garnering public support and effective policymaking.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "Which, interest groups or social movements, has more of an impact on the political process?"</i></p>	Teacher looks for engaged and varied responses from multiple students.

<p>M, A</p> <p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Teacher places students into small groups to review HW.</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, ethno-federalism, cultural autonomy, cleavages</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a slide with images and captions describing a recent social movement in all 6 course countries.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</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>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> <p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 8,13</p> <p>AP Classroom: Unit 4 videos, quizzes and progress checks</p> <p>Various websites connected to political parties, interest groups, social movements, and media outlets for all 6 course countries</p>	
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UbD Template 2.0

UNIT 10 Political and Economic Changes and Development with China case study

<p>ESTABLISHED GOALS From CT Social Studies Standards:</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> Engage in meaningful, informed debate about globalization. Recognize the complex interactions among sovereign governments, supranational organizations, and citizens across the world attempting to solve planetary problems such as hunger, disease, warfare, environmental degradation and climate change. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The interaction of political and economic changes within and across the course countries impacts political policies and behaviors in an interconnected global context. Furthermore, political changes occur through democratization and the economic impact of</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do nongovernmental groups impact regimes? <input type="checkbox"/> Why do governments change policies in the face of public pressure? <input type="checkbox"/> How does changing policies impact the balance of power between the citizens and the government?

<p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>globalization on local citizens and relationships between countries.</p> <p>China is a stable, sovereign, authoritarian nation-state with a unitary, semi-presidential government and a rapidly developing economy challenged by its rural areas. It possesses a highly prescribed civil society with little to no civil rights or liberties, a one-party dictatorship, and electoral rules which severely limit citizen participation. Collectively these offer a veneer of legitimacy while government officials may not always use their authority for the benefit of its citizens.</p>	<p><input type="checkbox"/> What are the benefits and drawbacks to a country’s natural resource endowment?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>globalization United Nations regional alliances (NATO, OAS, AU, EU) foreign direct investment international capital flow multinational corporation (MNC) rentier state resource curse supranational organization International Monetary Fund World Bank non-governmental organization (NGO) import substitution industrialization economic-liberalization policy structural adjustment program privatization neoliberalism protectionist economic policy austerity measures human capital gender equity social welfare</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Describing the roles that multi- and international organizations play with our 6 course countries. 2. Explaining how global economic and technological forces influence political policies, behaviors, and culture. 3. Explaining how globalization creates challenges to regime sovereignty. 4. Comparing political responses to global market forces. 5. Describing the adoption and consequences of economic and political liberalization policies. 6. Explaining how global economic and technological forces, including international and supranational organizations influence domestic policymakers and national sovereignty. 7. Explaining political and economic causes and consequences of demographic changes. 8. Explaining how govts adapt social policies to address political, cultural, and economic changes. 9. Explaining how natural resources affect political and economic development. 10. Explaining how rapid industrialization and economic development have produced radical changes in govt

	<p>health care nationalization of resources</p> <p>Specifics of Iran's government and politics as reflected in objectives.</p>	<p>policies.</p> <ol style="list-style-type: none"> 11. Describing the evolution of communism, with its roots in Marxism, in its successors in Leninism and Maoism. 12. Reviewing advantages and disadvantages of communism. 13. Tracing China's recent history in regards to its transition to a semi-market based economy. 14. Explaining how power, authority, and legitimacy are maintained in China. 15. Describing Chinese political culture, especially its geography, historical eras, informal relationships, nationalism, and attitudes towards the West. Thinking about how China's history helped form its political culture. 16. Describing both political and economic changes in China and considering the implications of these changes for the Chinese people and other countries. 17. Describing China's cleavages, especially ethnic nationalities, linguistic diversity, urban/rural divide. 18. Giving examples of Chinese political participation, especially in regards to the Chinese Communist Party and peaceful and violent protests. 19. Describing the recent growth in civil society. 20. Briefly describing how the Chinese Communist Party is organized and governs through political elites. 21. Briefly describing the challenges to the CCP. 22. Describing how interest groups and the media act as linkage institutions. 23. Noting that China is a centralized, semi-presidential system, but its organization is unique to China. 24. Creating a graphic organizer to illustrate China's institutions of government, including the three parallel hierarchies of party, state, and army, the legislature, president, premier, the judiciary, and the military. 25. Creating a chart to organize China's current issues.
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance: 4 = Exemplary 3 = Competent 2 = Developing 1 = Beginning</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to compare economic development and success in the era of digital and financial globalization for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP growth, agricultural v industrial v service workers) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Globalization includes the flow of economic activity, technology, and</i></p>

M, A	College Board FRQ Rubric	<p><i>communications around the world. This interconnectedness of people, states, and economies can blur the borders of nation-states.</i></p> <p>B. AP Free-Response Style Question #3 Comparative Analysis</p> <p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks. Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>Develop an argument that explains whether globalization poses a significant threat to state sovereignty.</p> <p>Use one or more of the following course concepts in your response:</p> <ul style="list-style-type: none"> • Political socialization • International organizations • Trade <p>In your essay, you should do the following:</p> <ul style="list-style-type: none"> ✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning using one or more of the provided course concepts. ✓ Support your claim with at least TWO pieces of specific and relevant evidence from one or more course countries. The evidence should be relevant to one or more of the provided course concepts. ✓ Use reasoning to explain why your evidence supports your claim or thesis, using one or more of the provided course concepts. ✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from comparative government and politics textbook chapters about globalization, economic development, social changes, and China. Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
M, A	AP rubrics for multiple choice and free response questions.	AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

STAGE 3

Code	Pre-Assessment	
	<ol style="list-style-type: none"> Students complete a scavenger hunt for international and supranational organizations and a recent action in all 6 course countries. Recall earlier eras of globalization (1450-1650) and (1750-1920) and describe their impacts on food crops, disease, migration, and trade. 	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Explain political and economic causes and consequences of demographic changes. Explain how govts adapt social policies to address political, cultural, and economic changes. Why: A government bolsters regime stability by adapting its policies to</i></p>	Progress Monitoring

	<p><i>environmental, political, economic, and cultural changes. How: Describe 2 specific examples of challenges for our 6 course countries connected to demographic changes: Population growth/aging/density, Cleavages, Discrimination, Education/literacy, Healthcare, Land use/value/eminant domain, Migration/immigration, Allocation of govt resources. Describe policies enacted by govts in response to demographic change: i.e. gender equity, healthcare, education, social welfare.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "What should governments do when their citizens lose jobs due to global market forces?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, multinational corporations, import substitution, demographic change</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to</p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.

T, M, A	<p>support conclusions. <i>For example, a 3-2-1 report after reading an article about privatization in all 6 course countries. [3 facts-2 conclusions-1 comparative statement]</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</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>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 10,11,12</p> <p>AP Classroom: Unit 5 videos, quizzes and progress checks</p> <p>Various websites connected to supranational, international ,and nongovernmental organizations for all 6 course countries</p> <p>Various news media with current events articles about globalization, natural resources, privatization, economic restructuring for all 6 course countries</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Psychology

November 2023

New Milford Board of Education

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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.

AP Psychology

11th and 12th Grades

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The course aligns with our district's goals regarding the Vision of a Graduate including the following themes.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Unit	Title	Weeks
1	Scientific Foundations of Psychology	4
2	Biological Bases of Behavior	5
3	Sensation and Perception	3
4	Learning	3
5	Cognitive Psychology	2
6	Developmental Psychology	2
7	Motivation, Emotion, and Personality	3
8	Clinical Psychology	3
9	Social Psychology	3

Stage 1 - Desired Results - Unit 1

ESTABLISHED GOALS	<i>Transfer</i>	
<p>American Psychology Association</p> <p>1.2 Differentiate scientific and non-scientific approaches to knowledge</p> <p>2.1 Describe research methods psychological scientists use</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze and interpret quantitative data in all disciplines Evaluate research based-based findings in scientific studies Critique the accuracy of research methods in any study. 	
	<i>Meaning</i>	
<p>2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists</p> <p>2.3 Describe the importance of representative samples in psychological research and the need for replication</p> <p>2.4 Explain how and why psychologists use non-human animals in research</p> <p>2.5 Explain the meaning of validity and reliability of observations and measurements</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> Psychology is empirical. Critical thinking skills is an important foundation for psychological research Psychology is theoretically diverse. Psychology evolves in a socio-historical context. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research? What is the mind? How do researchers ascertain causality?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • The progression of psychology from its roots up to modern day. • Psychology's different approaches and theoretical orientations. • The reasons for studying psychology. • Recognize how philosophical and physiological perspectives shaped the development of psychological thought. • The growth of psychological science depends on properly administered research methods. • Correlation does not mean or ensure causation. • The components of an experiment • The three major types of research • The concept of statistical significance • The history and importance of the use of ethics in research • The value of a case study 	<ul style="list-style-type: none"> • Explaining the goals of psychology. • Analyzing the biological, behavioral, cognitive, socio-cultural, humanistic, psychodynamic, and evolutionary perspectives. • Distinguishing between the current approaches to psychology. • Analyzing the subfields of psychology. • Explaining the scientific process • Explaining the difference between descriptive and inferential statistics • Distinguishing the methodological hazards of doing each type of research • Evaluating research and explain the difference between correlation and causation • Explaining common ethical concerns with human and other animal subjects

Code	Evaluative Criteria	Assessment Evidence
A, T	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show evidence that they really understand ...</i>
M	Degree of accuracy of explanations of the history of psychology demonstrates a clear understanding of psychology's evolution from the 19th century to the modern day.	Naturalistic Observation research, one of four research methods they are introduced to, and the importance of clearly delineated operational definitions. This activity gives students first-hand experience with observation research and demonstrates the importance of interrater reliability. Together partners decide on a behavior to observe in the cafeteria (for example, seat selection or food choices). Students are encouraged to come up with behavior to investigate.
A	Degree of accuracy of identification and uses of the four types of research methods.	
M, T	Students are using grammatically/contextually correct psychological terminology within assignments.	
M	Information on obedience and social conformity is psychologically accurate.	Goal = With a partner, students design and conduct a naturalistic experiment to be conducted at school. Partners do research separately, collect data separately, then compare results. Examine results of study and compare findings. Partners reflect on why differences exist: due to different operational definitions, time of day, class grade, etc.
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Operational definitions, survey results, and reflection from naturalistic observation project demonstrate clear understanding and application of methods and how the design can be improved	Role = Researcher Audience = Teacher and peers
M, T	Presented research report clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability.	Situation = Students will conduct their study, then write up their results and conclusions, answering questions that will help them assess the strength of their studies, and the validity and reliability of their conclusions.
T	Presenters are poised—not easily distracted and able to communicate clearly.	Product/performance: In-school survey and document explaining results
T	Students demonstrate mastery of course material on the Practice and Unit Assessments.	Standards/criteria for judging success = Research report that presents clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability.

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 1

Code	<p align="center">Pre-Assessment</p> <p><u>Questions to help complete this portion:</u> A general survey assessing the level of understanding of psychology, including general understanding, preconceiving notions, and what the students expect to be covered.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>M Hook: Students play a Unit 1 round of Jeopardy to act as a way to jump into material and as a basis for general survey.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on the historical perspective and evolution of psychology while students take notes</p> <p>A, M Students take notes from modules in Myers textbook on early thinkers in psychology. Teacher moderates discussion in which the students explain their answers.</p> <p>M, T Teacher administers a student formative assessment on the history of psychology</p> <p>M, T Teacher will offer FRQ writing strategies while allowing for some variation and originality of student strategies.</p> <p>T Students will proceed to respond with partner collaborated FRQ answers to practice FRQ Test.</p> <p>A, M, T Teacher moderates followup discussion.</p> <p>M, T Students will use psychological/argumentative evidence to modify answers.</p> <p>M, T Teacher organizes students into a human histogram in class to visualize the idea of frequency and the normal curve.</p> <p>T Teacher selects students taking statistics to explain to the class the concept of standard deviation.</p> <p>T Teacher arranges and assigns a Naturalistic Observation for students (in</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	pairs) to conduct and present in front of the classroom	
M, T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
M, T	Students will collaborate to analyze their answers on Progress Check.	
T	Students take unit exam administered by the teacher.	
	<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> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY.</p>	

Stage 1 - Desired Results - Unit 2

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
<p>1.1/2 Identify the parts of a neuron and the major divisions and functions of the human nervous system.</p> <p>1.5 Describe the function of the endocrine glands and their interaction with the nervous system</p> <p>2.2 Describe the interactive effects of heredity and environment</p> <p>2.3 Explain general principles of evolutionary psychology</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain various ways that the physiological makeup of the brain affects individuals' behavior.</p> <p>Analyze various behaviors based on physiological abnormalities.</p> <p>Critically evaluate various theories on sleep, dreams and human growth.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • How can biology influence our behavior and mental processes? • What happens when a particular neurotransmitter is absent from the body? • How do biological and environmental factors interact to influence our behaviors and mental processes? • Psychology is empirical. • Behavior is determined by multiple causes. • Heredity and environment jointly influence behavior. • Our biological rhythms of our sleep influence our daily functioning 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can biology influence our behavior and mental processes? • How do biological and environmental factors interact to influence our behaviors and mental processes? • How can adequate sleep impact mental health?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Structure and function of the neuron • Organization of the nervous system • Hierarchical organization of the structure and function of the brain • Technologies and clinical methods for studying the brain • Structure and function of the endocrine system • How heredity interacts with the environment to influence behavior • How psychological mechanisms are influenced by evolution • The nature of consciousness and the unconsciousness • Explain the stages of sleep • Identify the different theories for the purpose of dreams • Identify the major sleep disorders • Categories of psychoactive drugs and their effects 	<ul style="list-style-type: none"> • Explaining the structure and function of the neuron • Identifying the relationship of the important neurotransmitters and behavior • Describing the central nervous system • Explaining the different mechanisms of our nervous systems • Explaining the functionality of the endocrine system • Describing how evolutionary psychology explains behavior • Distinguishing consciousness from altered states of consciousness • Summarizing types and theories of sleep • Explaining the stages of sleep • Analyzing the different theories of dreams • Analyzing the major sleep disorders

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<i>Students will show evidence that they really understand ...</i>
		Superheroes brain project
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Students are to create eight (8) superheroes by pretending that it is possible to magnify or diminish the abilities governed in selective sites in the human brain. Students are to analyze how the skills/functions/behaviors of each superhero will be enhanced or diminished based on the structures and locations of the brain which will have been selected. Students will then create fictional writing (newspaper reports, comic book) which details how superheroes interact with each other, and normal people, based on enhanced or diminished skills/functions/behaviors.
M	Formative assessment on neurotransmitters demonstrate understanding of their mechanism and their function	
M, T	Placement, labeling, and descriptions of brain model align with the rubric	
M	Accuracy of Phineas Gage case study summary as well as demonstration of understanding of its importance to the understanding of the function of the brain.	Goal = Demonstrate understanding of function of brain structures, nervous systems, and neurotransmitters.
		role = superhero creator and illustrator
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	audience = teacher and peers
M	Explanations on the biological basis of psychology are psychologically accurate.	Situation = After having viewed read the materials assigned, students make up their set of five superheroes
M, T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Product/performance = Create a superhero encompassing new abilities based on augmentation or destruction of various structures, systems, and neurotransmitters. Product includes a hand-drawn or digital representation of the superhero that reflects their main ability.
		Standards = Physiological deficiencies or excesses for each superhero are clearly described. The powers gained match up and make sense based on the physiological change.

		<p>OTHER EVIDENCE:</p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 2

Code	<p align="center">Pre-Assessment</p> <p>A computer forms assessment to determine how many have taken anatomy, or how many understand the basic brain, nervous, and endocrine systems. This will help determine how much needs to be covered early in the unit.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>M,T Hook: Students have four minutes per round to play Would You Rather, 5 rounds. Each round students must determine from two areas given, which part of brain they would give up. Students have four minutes to work in pairs and collaborate on what they are willing to sacrifice.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on biology and behavior psychology while students take notes.</p> <p>A, M Students read Phineas Gage case study, complete graphic organizer.</p> <p>M, T Students are then to create a new Phineas Gage with a different part of the brain affected. Students are to respond to the prompt with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>A, M Teacher Introduces the parts and function of neurons, while the students take guided notes.</p> <p>A Students explain the function of the principal neurotransmitters, using several web resources provided by the teacher</p> <p>M, T Students apply their knowledge, writing and performing a skit on neurotransmitters in front of their peers, all monitored and evaluated by the teacher</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

M, T	Students write an essay explaining their role in the skit and its importance to the working of the neurotransmission process. The second part of the essay should address neurotransmission issues should one of the other parts stop working. Students should use at least one additional piece of specific psychological/scientific evidence (beyond that found in the documents) relevant to the prompt.	
M, T	Teacher administers a student formative quiz on the role of neurotransmitters	
A	Students take teacher-guided notes, contrasting neurotransmitters and the endocrine system.	
A, M	Students take notes on the genes module. The next day the students discuss findings with teacher and peers.	
A	Teacher shows Ted Talk video on the need for sleep as well as other examples of sleep disorders.	
M, T	Students will complete a graphic organizer comparing the need for sleep and effects of sleep disorders.	
A	Students are assigned notes on dream theories.	
M, T	Students participate in Jigsaw or expert groups to share their findings. Students will analyze writings of various theorists and explain how and why theories differ in essay format.	
M, T	Teacher assigns a sleep project for which students log their sleep patterns and dream summaries for two weeks. Students are to describe a broader psychological context relevant to their dreams.	
T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
T	Students take unit exam administered by the teacher.	

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Stage 1 - Desired Results - Unit 3

<p>ESTABLISHED GOALS American Psychology Association</p> <p>1.1 Explain the process of sensory transduction</p> <p>2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities</p> <p>2.2 Describe the visual sensory system</p> <p>2.3 Describe the auditory sensory system</p> <p>2.4 Describe chemical and tactile sensory systems</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Explain the connections between senses and linked areas of the brain.. • Evaluate the research/methods of scientific/psychological study. • Explain the ways in which trauma affects individuals' perceptions. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Psychology is theoretically diverse. • People's experience of the world is highly subjective. • Sensations are transduced so our brain can interpret them. • Although the stimuli may be the same, people perceive differently. • Perception and behavior are shaped by an individual's culture. • Not all of our senses require the brain's perception for a response to occur. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do we process the information we receive from our environments? • How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
Acquisition		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic concepts explaining the capabilities and limitations of sensory processes • The concept of transduction as it relates to our senses. • Interaction of the person and the environment in determining perception • Nature of attention 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Comparing and contrasting sensory and perceptual processes • Explaining sensory processes such as transduction, threshold • Explaining the relevant anatomical parts of the following senses and their purpose:: vision, hearing, smell, taste, and the touch and kinesthetic senses • Explaining optical illusions • Clarifying the perceptual processes for those senses as appropriate • Explaining why we feel pain
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Code	Evaluative Criteria	Assessment Evidence
A, T	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show evidence that they really understand ...</i></p> <p>The mechanisms behind the sensation and perception of our senses.</p> <p>Goal: To research and document how sensory and perception happen for each of our senses, and how differences may lead to different behaviors.</p> <p>Role: Teamwork - two researchers and two illustrators.</p> <p>Audience: Teacher and peers.</p> <p>Situation: Students research, illustrate, describe the function of one of the assigned senses. Groups teach their peers and the audience takes notes.</p> <p>Product/performance = Poster and presentation. Students will also prepare a written analysis of their finds so that elaborate on topic is present.</p> <p>Standards: Accurate illustration and description of the senses, including sensation, transduction, and perception. All the vocabulary given by the teacher must be included in the presentation. Definitions and descriptions are clear and concise for the peers to take notes.</p>
M	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Students are using grammatically/contextually correct psychological terminology within assignments.	
M	Information on sensation and perception is psychologically accurate.	
M	Explanations on sensation and perception are psychologically accurate.	
M, T	Presentations are psychologically focused on sensation and perception.	
M, T	Presenters are poised—not easily distracted and able to communicate clearly.	
M, T	Student presentations accurately depict the function of our senses and provide useful and clear descriptions for their classmates	
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 3

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Teacher will show a demonstration with someone with prosopagnosia (or face blindness) to illustrate the difference between sensation and perception, and that sensations often do not always equal perception.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>M Hook: Teacher plays a sound recording, while students test their own hearing threshold.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present, for students to take notes, definitions and examples of the impact of concepts such as top-down processing, selective attention, and sensory thresholds, and the students</p> <p>A, M Teacher introduces the concepts of <i>sensation</i> and <i>perception</i>, and the students take guided notes.</p> <p>A, M Students try their hand at a variety of sensory stations (touch, taste, vision, smell, hear) where they are to record their findings.</p> <p>M, T Students are to collaborate and analyze their findings as a class and compare them to findings done in other research, using at least two other documented findings per sense.</p> <p>M, T Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.</p> <p>T Students take unit exam administered by the teacher.</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<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> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p>	
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Stage 1 - Desired Results - Unit 4

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
1.1 Describe the processes of classical conditioning 1.2 Describe clinical and experimental examples of classical conditioning 2.1 Describe the processes of operant conditioning 2.2 Describe clinical and experimental examples of operant conditioning 3.1 Describe observational learning and social learning theory	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Critically evaluate the research of similar studies. • Develop their ability to read critically and evaluate psychological studies so they can produce counter arguments. • Explain learning behavior from a biological, psychological, and social perspective. 	
	<i>Meaning</i>	
	UNDERSTANDINGS <ul style="list-style-type: none"> • Psychology evolves in a socio-historical and cultural context. • Heredity and environment jointly influence behavior. • Many behaviors can be conditioned with the right reinforcer. • Coping can be both adaptive and maladaptive 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do we learn? • How do our experiences influence our behaviors and mental processes?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Characteristics of learning • Principles of classical conditioning • Principles of operant conditioning • Components of cognitive learning • Roles of biology and culture in determining learning • Methods of coping 	<ul style="list-style-type: none"> • Describing the critical attributes of learning • Describing and analyzing the principles of classical conditioning • Describing and analyzing the principles of operant conditioning • Explaining schedules of reinforcement in operant conditioning • Explaining aversive conditioning • Analyzing classical and operant conditioning as models of learning • Describing principles of cognitive learning • Analyzing the biological constraints on learning • Explaining learned helplessness • Explaining coping skills

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
A	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	Learning Video Project
M, T	Student explanation of the impact of advertising on consumer choices correctly applies vocabulary from the conditioning framework of learning.	Students will create a 3-5 minute video in which they both explain one of the models of learning (operant conditioning, classical conditioning, observational learning) but also demonstrate the attempt of said model.
M, T	Video quality and content align with instructions and demonstrate mastery of students' selected type of conditioning.	Video must include the vocabulary associated with the Learning unit and their relation to the study.
M, T	Written and clear explanation of how some social media fit into the conditioning framework.	An analytical essay must accompany the video. Students are to evaluate their attempt and critically analyze their findings. Students should offer suggestions to improve their findings should they make a second attempt.
M	Students are using grammatically/contextually correct psychological terminology within assignments.	
M	Information on learning is psychologically accurate.	Goal = To reinforce students' understanding of how many behaviors are learned, students produce a video providing an authentic example, using the classical, operant, or observational method.
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Role = Video recorder and documenter, and/or trainer
M	Explanations on learning are psychologically accurate.	Audience = Teacher and peers
M, T	Presentations are psychologically focused on learning.	Situation = Student pairs decide on a method (classical, operant, or observational) and a subject that will learn a new behavior. They train their subject, recording the steps of the learned behavior on videotape. To explain the procedure used and outcome, students may add their voices or provide written (and readable) explanations on the video.
T	Presenters are poised—not easily distracted and able to communicate clearly.	
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Product/performance = 2 to 4 minute video
		Standards / criteria for measuring = Students videos accurately demonstrate one of the methods of learning, and use the vocabulary indicated in the rubric to describe the approach, method, and outcome.

		<p>OTHER EVIDENCE:</p> <p>Written assignment on social media and classical conditioning</p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 4

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u></p> <p>The pre-assessment will serve as a misconception check. Students are provided with a list of behaviors and are asked to write down which behaviors are examples of learning and which are instinctual, that is, are they dependent on nature or nurture.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Hook: Classical Conditioning: An All-Purpose Demonstration Using a Toy (Spray Bottle) (apa.com).</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on classical conditioning and behavior while students take notes.</p> <p>A, M Students will watch a video on classical conditioning and operant conditioning.</p> <p>M, T Students will complete a graphic organizer comparing classical vs. operant conditioning.</p> <p>M, T In groups, the students apply their knowledge to scenarios provided by the teacher, interpreting whether conditioning is classical or operant. They will write short answer responses with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>M, T Students will collaborate together to find examples of classical conditioning experiments and compare/contrast them to operant conditioning experiments.</p> <p>M, T Students are to describe a broader psychological context relevant to the studies. Students will use psychological reasoning to frame the reasoning for the experiments.</p> <p>M, T Students find an example of advertising from a magazine and</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p>explain how conditioning is applied. Students will use psychological reasoning to frame the reasoning for the choice of conditioning.</p> <p>Students use psychological reasoning for selecting a conditioning method (e.g., classical, coperant, observational learning) to frame or structure an experiment on learning.</p> <p>Students work in pairs to collaborate to design, record, analyze and record (video) conditioning experiment.</p> <p>Students will write essay analyzing findings, comparing them to similar studies. Use at least one additional piece of a specific psychological experiment or study. Students are to conclude their essay by using specific and relevant examples of psychological data/evidence to evaluate the success, or lack thereof, of their experiment.</p> <p>Teacher shows students the video “Brain Hacking.” Students produce a written response, describing the mechanisms within the framework of conditioning, as well as their own experience and self-awareness with social media.</p> <p>Students are to describe a broader historical/social context relevant to the prompt.</p> <p>Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.</p> <p>Students take a unit exam administered by the teacher.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board</p>	
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	<p>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 style="text-align: center;">References</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY.</p> <p>60 Minutes. (2023, June 16). V. YouTube. Retrieved December, 2023, from https://youtu.be/awAMTQZmvPE?si=9STnqpETbADDCj_M</p> <p>Spencer, J. I. (2008). <i>Activity 1 - american psychological association (APA)</i>. Activities. https://www.apa.org/ed/precollege/topss/lessons/activities/conditioning.pdf</p>	
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Stage 1 - Desired Results - Unit 5

ESTABLISHED GOALS American Psychological Association	<i>Transfer</i>	
<p>Content Standard: Language 1.1 Describe the structure of language from the level of speech sounds to communication of meaning</p> <p>Content Standard: Thinking and problem solving 1.1/2 Describe cognitive processes related to concept formation problem solving</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Develop learned memory techniques in all of their endeavors, including at school and later at work. • Analyze research-based studies on memory. • Explain the ways in which memory can be affected in the short term and across lifetimes. • Evaluate the validity and reliability of various intelligence tests. 	
	<i>Meaning</i>	
<p>Content Standard: Memory 1.2 Describe systems of memory</p> <p>Content Standard: Intelligence 1.1/2 Explain intelligence and its various conceptualizations 2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness 3.2 Describe the influences of biological, cultural, and environmental factors on intelligence</p>	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • How we process information • Much of what our brain processes does not reach awareness • Despite more than a century of research, Intelligence is still a theory • The difference between aptitude and achievement tests 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What roles do memory and thinking play in our behaviors? • What is intelligence and how can we study it to understand it? • Is intelligence measurable? • Is the use of intelligence testing ethical?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Models of memory processing, distinguishing encoding, storage and retrieval • The distinction between semantic, episodic, flashbulb, and echoic memory • Nature of intelligence • Nature of intelligence testing • Strategies and obstacles involved in problem solving and decision-making 	<ul style="list-style-type: none"> • Explaining memory processing strategies • Explaining the role of attention in memory processing • Analyzing the types of memory systems • Explaining the different theories that account for memory • Describing the psychological perspective on thought, the units of thought, and the basic types of thought • Analyzing the elements of creativity • Explaining theories of Intelligence • Explaining the application of aptitude, achievement, and interest tests • Comparing and contrast the theories of intelligence • Analyzing the genetic influences on intelligence • Using reliability and validity in testing • Explaining the characteristics of tests of intelligence

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
A	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	A Case of Wrongful Conviction Essay: Review Loftus's study on the misinformation effect as it pertains to car accidents. Have students compare this study to Julia Shaw's research on implanted memories.
M	Student understanding of the impact of the use of intelligence scores in criminal trials.	In this project, students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction. Paper should use the concepts/theories learned to explain what went wrong from a psychological perspective.
A	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Students are using grammatically/contextually correct psychological terminology within assignments.	GRASPS
M	Students are using grammatically/contextually correct psychological terminology within assignments.	Goal = Students will be able to explain the dangers of misinformation (and their genesis) and how they have played a role in everyday situations such as false convictions. Students should incorporate their understanding of memory models, framing and leading questions, and the reconstructive nature of memory.
M	Information on cognitive psychology is accurate.	Role = researcher, reader and writer
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Audience = Teacher and classmates
M	Explanations on cognition are psychologically accurate.	Situation = Students read Loftus/Shaw studies and watch videos demonstrating the effects of misinformation. Students are then assigned wrongful conviction cases to research.
T	Essays are psychologically focused on cognitive psychology.	Product/performance = Five paragraph essay, including an introduction with a thesis statement, and a conclusion. At least two pieces of evidence in each body paragraph, including in-text citations in APA format. A works cited page in APA format
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Standard = Accurate representation of Loftus' study as it pertains to eyewitness testimony. Essays should make one authentic connection to their own experience or expected experience. Essays should demonstrate understanding of memory models, framing, and the reconstructive nature of memory.

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 5

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> A preliminary assessment will ask students how they study, that is, what methods do they employ to maximize their grades and understanding of covered material. It will also ask them their general beliefs about intelligence. Is being intelligent the same as being smart? Does achievement or aptitude predict success? Can they think of anything else that predicts success?</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Hook: Word list memory exercise (class notes). Two rounds to check memorization capacity and potential for false memories.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on cognition and behavior while students take notes</p> <p>A Teacher introduces concepts on models of memory, while the students take notes on key concepts.</p> <p>A, M Students work in groups to compare and contrast their own learning strategies. Students will analyze strategies by researching at least one additional piece of psychological evidence.</p> <p>M, T Students read and analyze excerpts on memory strategies from "Moonwalking with Einstein," by Joshua Foer</p> <p>M, T Teacher moderates student-led Socratic Seminar on their own memory and learning strategies they use to prepare for assessments.</p> <p>M, T Students are to support any arguments in response to the prompts using at least two forms of psychological evidence or provide counter arguments which show a clear line of psychologically based reasoning.</p> <p>A Students observe testimony of a car accident, analyzing E. Loftus'</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	theory on witness accuracy. Students watch a video on Julia Shaw's Implanted Memory experiment.	
M	Students will complete a graphic organizer comparing the Loftus and Shaw experiments.	
M, T	Students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction.	
M	Students will analyze at least two additional pieces of specific psychological evidence relevant to misinformation and false confessions.	
A, M, T	Students read and analyze the article “Death by IQ: US inmates condemned by flawed tests,” describing a broader historical context relevant to the prompt	
M, T	Students will explain how and why intelligence testing has failed US inmates using psychologically defensible thesis or claim that establishes a line of reasoning.	
A	Teacher provides notes on theories of intelligence.	
M	Students explain their preconceived notions of the nature of intelligence, using psychological reasoning to frame or structure an argument.	
T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
T	Students take a unit exam administered by the teacher.	
	Resources:	

	<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>Aldhous, P. (2012, August 15). Death by IQ: US inmates condemned by flawed tests. <i>New Scientist</i>. https://www.newscientist.com/article/dn22180-death-by-iq-us-inmates-condemned-by-flawed-tests/</p> <p>Foer, J. (2011). <i>Moonwalking with Einstein: The Art and Science of Remembering Everything</i>. Penguin Publishing Group.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>“Julia Shaw on ‘Memory Hackers’ Nova.” <i>YouTube</i>, YouTube, 17 Feb. 2016, www.youtube.com/watch?v=NfPLTtlo2oY.</p> <p>“Loftus and Palmer (1974) Car Crash: IB Psychology Experiment.” <i>YouTube</i>, YouTube, 25 Oct. 2021, www.youtube.com/watch?v=2bLJagblTxI.</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers’ psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p>	
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Content Standard 1: Methods and issues in lifespan development Students are able to (learning targets):</p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</p> <p>1.4 Describe the role of sensitive and critical periods in development</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Critically evaluate differing theories, which explain behavior in various stages of life-long development</p> <p>Evaluate and explain the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.</p> <p>Analyze maturational theories in adolescence, including related family conflicts.</p>	
<p>Content Standard 2: Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets):</p> <p>2.1 Identify key features of physical development from prenatal through older adulthood</p> <p>2.2 Identify key features of cognitive development from prenatal through older adulthood</p> <p>2.3 Identify key features of social development from prenatal through older adulthood</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Psychology is theoretically diverse.</p> <p>Psychology evolves in a socio-historical context.</p> <p>Behavior is determined by multiple causes.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>Heredity and environment jointly influence behavior.</p> <p>People's experience of the world is highly subjective.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>To what degree is behavior nature versus nurture?</p> <p>To what degree can individuals overcome developmental deficits later in life?</p>

Acquisition		
	<p><i>Students will know...</i></p> <p>Development is a lifelong process</p> <p>Research techniques used to gather data on the developmental process</p> <p>Theories of development</p> <p>Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)</p>	<p><i>Students will be skilled at...</i></p> <p>Distinguishing between maturity and development</p> <p>Explaining the importance of prenatal development and birth</p> <p>Categorizing the different types of development in the different age categories:</p> <p>A. Physical development Mental and linguistic development Emotional development Social development Moral development</p> <p>B. Infancy Childhood Adolescence Adulthood: Young adulthood, middle age, old age</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students demonstrate mastery of course material on the Practice and Unit Assessments	How to Human: Based on the theoretical situation of leaving to colonize Mars, students are to write a letter to their future child. The letter needs to include a description of EACH of the developmental phases covered in the unit. For <u>each</u> phase, BIOLOGICAL, COGNITIVE, and SOCIAL development must be incorporated along with the work of at least one developmental researcher/theorist.
M, T	Students are using grammatically/contextually correct psychological terminology within assignments.	GRASPS
A, M, T	Information on developmental stages is psychologically accurate.	Goal: Students will understand that each stage of life has different challenges.
M	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Role: Researcher
M, T	Explanations on developmental stages and theories are psychologically/contextually correct.	Audience: Teacher and fellow students
T	Justifications for positions in debate are clearly thought out and based on developmental theory.	Situation: Students are researchers who will create a letter designed to explain/analyze different developmental stages and theories.
T	Presentations are psychologically focused on human developmental effects on individuals.	Product: How To Human letter to future child.
T	Presenters are poised—not easily distracted and able to communicate clearly.	Standards for Success: How To Human Rubric.
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan

Code	Pre-Assessment Development Unit general survey assessing the level of understanding of human development, including general understanding, preconceived notions, and what the students expect to be covered.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M Students will take an FRQ test based on material they have not covered.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A, M, T Hook: In order to hook the students at the beginning of the unit, I will ask them to work in groups to decipher Reading Preprimer activity, which deals with language development.</p> <p>A Teacher will introduce class notes through PPT presentations.</p> <p>A, M Students will take notes on PPTs and Unit Modules.</p> <p>A Teacher will introduce The Baby Lab videos.</p> <p>M, T Students will complete Baby Lab study guide and respond to prompt with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>M, T Students will collaborate in two teams to explain, defend and debate arguments if babies are born with morality or not.</p> <p>T Students will read and analyze the findings of various theorists and explain their research on human growth and development</p> <p>M, T Students will write an essay (<i>How To Human</i> project) where they will need to explain different perspectives of Human Growth and Development theories and try to empathize with their future unborn child's feelings.</p> <p>T Students will take AP style test</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<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> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Mudd, J. (2013). 60-Minutes “The Baby Lab” 1 of 2. In <i>YouTube</i>. https://www.youtube.com/watch?v=8LIb22-5Lwg</p> <p>Mudd, J. (2013). 60-Minutes “The Baby Lab” 2 of 2. In <i>YouTube</i>. https://www.youtube.com/watch?v=ntbta0H6uFs</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers’ psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Professor Dave. (2022, March 14). <i>Introduction to developmental psychology: Piaget’s stages</i>. YouTube. https://www.youtube.com/watch?v=eJTlo_MhG3M</p> <p>A Special Primer. (1957).</p>	
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Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Students are able to (learning targets):</p> <p>1.1 Explain how biological and environmental factors interact to influence personality</p> <p>1.2 Explain social-cognitive approaches to understanding personality</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop their critical and evaluative skills while researching methods/theories in order to draw conclusions about human behavior.</p> <p>Develop skills to evaluate sources of various tests in order to critically examine interpretations of human personality, including self-evaluation.</p> <p>Explain personality traits and behavior from biological and sociological perspectives.</p>	
<p>1.3 Explain trait-based approaches to understanding personality</p> <p>Content Standard 2: Assessment of personality</p> <p>Students are able to (learning targets):</p> <p>2.1 Differentiate personality assessment techniques</p> <p>2.3 Analyze how personality researchers address issues of stability and change</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Psychology is theoretically diverse.</p> <p>Psychology evolves in a socio-historical context.</p> <p>Behavior is determined by multiple causes.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>Heredity and environment jointly influence behavior</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do we account for morality in personalities?</p> <p>To what extent is personality changeable and yet constant?</p>

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Motivational concepts</p> <p>The role of biology and learning in motivation and emotion</p> <p>Major theories of motivation</p> <p>Interaction of biological and cultural factors in emotions and motivations</p> <p>The role of values and expectancies in determining choice and strength of motivation</p> <p>Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects</p> <p>Effects of motivation and emotion on perception, cognition, and behavior</p> <p>How to distinguish between personality and personality constructs</p> <p>Personality approaches and theories</p> <p>Assessment tools used in personality</p>	<p>Contrasting the core theories of motivation</p> <p>Explaining theories of interpersonal attraction and love</p> <p>Explaining the characteristics and influences of biological and social motives</p> <p>Elaborating on the characteristics and classifications of emotions</p> <p>Comparing and contrast the core theories of emotions</p> <p>Describing the critical attributes of personality</p> <p>Comparing and contrasting the different theories of personality from the following approaches:</p> <p>Psychodynamic Trait Humanistic Behavior and Social Cognitive</p> <p>Distinguishing between adjustment techniques (defense mechanisms)</p> <p>Identifying the important requirements of personality assessment</p> <p>Elaborating on the different objective personality tests</p> <p>Commenting on the Rorschach and TAT as examples of projective personality tests</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Emotion Poster Project: Students are to select an emotion from a teacher produced list. Students are to create an original poster depicting how each of these three theories would explain our experience of that emotion:
M, T	Information on personality, emotions and motivation is psychologically accurate.	<ol style="list-style-type: none"> 1. James-Lange 2. Cannon-Bard 3. Schachter's Two Factor
M, T	Posters are neat, legible and aesthetically pleasing.	
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Students are to thoroughly explain their chosen theorist/theory in detail and how each theorist would explain said emotion according to their beliefs. Each explanation must be accompanied with an appropriate life-situation/event which would produce said emotion.
M, T	Explanations on personality, emotions and motivation are psychologically accurate.	
T	Presentations are psychologically focused on personality theories/theorists.	GRASPS
T	Presenters are poised—not easily distracted and able to communicate clearly.	Goal: Students will put together a poster of a personality theorist.
T	Justifications for positions in essay are clearly thought out and based on psychologically sound theory.	Role: Authority on one personality theory
		Audience: Teacher and fellow students
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	Product: Poster showing key ideas and terminology related to personality theory. Written portion will be required for further elaboration.
		Standards for Success: Poster/Project Rubric

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning

Code	Pre-Assessment Learning Unit general survey assessing the level of understanding of learning, including general understanding, preconceived notions, and what the students expect to be covered.	
M, T M, T M, T A A A, M M M, T M, T A M, T T T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Hook: Students will recreate Maslow's Hierarchy of needs using paper cups.</p> <p>Students will modify any disagreements during the exercise.</p> <p>After they have worked as a group, students will individually explain if they agree with their group's final decision or not. They should attempt to support their argument with psychological reasoning.</p> <p>Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>Teacher will introduce class notes through PPT presentations.</p> <p>Students will take notes on PPTs and Unit Modules.</p> <p>Teacher will introduce the Seinfeld "pretzel" video.</p> <p>Students will complete a graphic organizer on two characters from the video, based on their emotions shown. Students will explain the emotions from two different theorists.</p> <p>Students will support their graphic organizer responses using relevant psychological evidence to support their response.</p> <p>Teacher will introduce notes on Personality</p> <p>Students will take two personality tests and then write an essay on whether they agree with the scores/findings or not and be able to</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p>explain how they would interpret their findings.</p> <p>Students will use specific psychological evidence and theories to create poster which applies the findings/theories of different psychologists to their chosen emotion.</p> <p>Students will take APA style Test.</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>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p><i>Maslow's hierarchy of needs with Paper Cups</i>. tutor2u. (n.d.). https://www.tutor2u.net/psychology/blog/maslows-hierarchy-of-needs-with-paper-cups</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>superawesom12. (2013). Seinfeld-"These Pretzels are making me Thirsty" Scene. In <i>YouTube</i>. https://www.youtube.com/watch?v=yMe7mIRv8UE</p>	
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Content Standard 1: Perspectives of abnormal behavior Students are able to (learning targets):</p> <p>1.1 Define abnormal behavior</p> <p>1.2 Describe cross-cultural views of abnormality</p> <p>1.5 Explain the impact of psychological disorders on the individual, family, and society</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate the strengths and limitations of various approaches to explaining psychological disorders.</p> <p>Explain the ways in which diagnostic labels can have positive and negative consequences on individuals and their social circles.</p> <p>Analyze major treatment orientations used in therapy and how those orientations influence therapeutic planning.</p>	
<p>Content Standard 2: Categories of psychological disorders Students are able to (learning targets):</p> <p>2.1 Describe the classification of psychological disorders</p> <p>2.2 Describe the challenges associated with diagnosing psychological disorders</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Psychology is empirical.</p> <p>Psychology is theoretically diverse.</p> <p>Psychology evolves in a socio-historical context.</p> <p>Behavior is determined by multiple causes.</p> <p>Perception and behavior are shaped by an individual's culture.</p>	
	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Can a true line be drawn between normal and abnormal?</p> <p>Do diagnostic categories help or hinder treatment?</p> <p>With regard to psychopathology, where should the line be drawn on legal culpability?</p>	

2.3 Describe symptoms of psychological disorders	Heredity and environment jointly influence behavior.	
	Acquisition	
	<p><i>Students will know...</i></p> <p>Characteristics and origins of abnormal behavior</p> <p>Methods used in exploring abnormal behavior</p> <p>Major categories of abnormal behavior</p> <p>Impact of mental disorders</p> <p>Prominent methods used to treat individuals with disorders</p> <p>Types of practitioners who implement treatment</p> <p>Legal and ethical challenges involved in delivery of treatment</p>	<p><i>Students will be skilled at...</i></p> <p>Explaining the concept behind the DSM (Diagnostic and Statistical Manual of Mental Disorders)</p> <p>Listing the critical attributes of abnormal behavior</p> <p>Contrast models of abnormal behavior: biological psychoanalytical cognitive behavioral socio-cultural legal statistical</p> <p>Distinguishing among the following types of disorders: Anxiety Disorders Mood Disorders Schizophrenia Delusional Disorders Somatoform Dissociative Personality Disorders</p> <p>Elaborating on the attributes of the following types of therapy: Insight Psychodynamic Person-Centered Behavior Cognitive Behavioral Group Marriage and Family Biological</p> <p>Evaluating the effectiveness of psychotherapy</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Analysis: Students are to select a fairy tale and three characters. Rewrite the fairy tale based on selected disorders the character(s) may suffer from with an alternative plot and ending than the original. The paper should be completed with a case history, prognosis, diagnosis (w/ etiology), & treatment options/treatments to be received.</p> <p>GRASPS</p> <p>Goal: Students will put together a poster of a personality disorders and treatment options</p> <p>Role: Researcher on multiple personality theories</p> <p>Audience: Teacher and fellow students</p> <p>Product: Poster showing prognosis, diagnosis, treatment options related to personality disorder</p> <p>Standards for Success: Poster/Project Rubric</p>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	
M, T	Information on mental illness and therapeutic options is psychologically accurate.	
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M, T	Explanations on mental illness and therapeutic solutions are psychologically accurate.	
T	Presentations are psychologically focused on mental illness and potential therapy.	
T	Presenters are poised—not easily distracted and able to communicate clearly.	
T	Justifications for diagnosis are clearly thought out and based on DSM5 findings.	
T	Broken Fairy Tale projects are neat, legible and aesthetically pleasing.	
	Students demonstrate mastery of course material	

M	on the Practice and Unit Assessments	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>

Stage 3 - Learning Plan

Code	<i>Pre-Assessment</i>	
	Survey/quiz assessing the level of understanding of the DSM5.	
A, M, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Hook: Teacher will introduce Wheel of Awareness meditation exercise. Students will meditate and follow instructions in order to complete the worksheet questionnaire on self-awareness or self-knowledge, using clear psychological terminology to answer the prompts</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>
M, T	Students will collaborate in small groups to research and modify alternative exercises to Wheel of Awareness meditation.	
A	Teacher will Introduce DSM5.	
A, M	Students will complete Exploring the DSM5 Worksheet Quiz.	
A	Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.	
A	Teacher will introduce class notes through PPT presentations.	
A	Students will take notes on PPTs and Unit Modules.	
A	Teacher will introduce Personality Disorder Worksheet.	
A, M, T	Students will determine and explain best possible treatment options for Personality Disorders discussed in assignment.	
M, T	In small groups, students will research and analyze psychological studies that agree and disagree with their findings.	

M, T	Students will find supporting evidence for all studies that is psychologically defensible and establishes a line of reasoning.	
A	Teacher will introduce Case Studies assignment.	
M, T	Students will be divided into six (6) groups and are to create a diagnostic report (interpretation), which applies recommendations for treatment, expected results and second option for treatment.	
T	Students will find supporting evidence for all recommendations that are psychologically defensible and establish a line of reasoning.	
M, T	Students will then present their findings to the class, using psychological reasoning (e.g., analyzation, comparison, critique) to frame or structure their argument.	
A	Teacher will introduce the Broken Fairy Tales project.	
M, T	Students will dissect and analyze a fairytale of their choice and diagnose three (3) characters and their potential personality disorder(s).	
M, T	Students will find supporting evidence for all diagnoses and treatment plan recommendations that are psychologically defensible and establish a line of reasoning.	
T	Their diagnosis and treatment plans will be presented on tri-fold posters.	
T	Students will take APA style Test.	

	<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> <p><i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).</i> American Psychiatric Association. (2013).</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>Lenzenweger MF, Lane MC, Loranger AW, Kessler RC. 2007. DSM-IV personality disorders in the National Comorbidity Survey Replication. <i>Biological Psychiatry</i>, 62(6), 553-564.</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Pennock, Seph F, and Hugo Alberts. "3 Mindfulness Exercises." PositivePsychology.Com B.V, 2019.</p>	
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Students are able to (learning targets):</p> <p>1.1 Describe attributional explanations of behavior</p> <p>1.2 Explain how experiences shape attitudes and beliefs</p> <p>1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others</p> <p>Content Standard 2: Social influence</p> <p>Students are able to (learning targets):</p> <p>2.2 Describe how intergroup dynamics influence behavior</p> <p>2.3 Explain how persuasive methods affect behavior and beliefs</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Explain the impact of the presence of others on individual behavior.</p> <p>Critically analyze the structure and function of different kinds of group behavior.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Psychology is empirical.</p> <p>Psychology is theoretically diverse.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>People's experience of the world is highly subjective.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Given an understanding of the power of situations, at what point do we stop holding individuals accountable for evil actions carried out in a social context?</p> <p>What would it take for prejudice and discrimination to be eliminated?</p>

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Social judgment and attitudes</p> <p>Social and cultural categories</p> <p>Social influence and relationships</p>	<p>Elaborating on the parameters of social psychology</p> <p>Explaining the roles of internal vs. external factors in attribution theory</p> <p>Distinguishing important variables of social influence concepts such as conformity, compliance, and obedience</p> <p>Describing the role of social facilitation and leadership in group performance</p> <p>Comparing theories of aggression</p> <p>Elaborating on the role of the bystander effect on altruistic behavior</p> <p>Explaining the role of first impressions in perception</p> <p>Describing the fundamental attribution error</p> <p>Comparing persuasion, cognitive dissonance, and prejudice</p> <p>Grouping terms such as groupthink, group polarization, and social loafing</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Construct a Campaign: Using the conformity, compliance, and obedience principles, students are to structure a persuasion campaign for a school's administration.
M, T	Information on obedience and social conformity is psychologically accurate.	Students are to provide an essay which explains/justifies their selected principle and how it would be more effective than other principles for their chosen persuasion campaign. Students are to present three arguments for their chosen principle. Each argument should be supported by at least one psychological study.
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	GRASPS
M	Explanations on obedience, social conformity and group dynamics are psychologically accurate.	Goal: Students will create persuasion campaigns based on social theories/constructs
T	Presentations are psychologically focused on social psychology.	Role: Authority on one social behavior theory
T	Presenters are poised—not easily distracted and able to communicate clearly.	Audience: Teacher and fellow students
T	Campaign Presentations/PPTs are neat, legible and aesthetically pleasing.	Product: Videos/TikToks showing key ideas and terminology related to social behavior theories
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	Standards for Success: Poster/Project Rubric

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan

Code	Value
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<i>Pre-Assessment</i>
Quizlet Unit 9 Pretest
https://quizlet.com/18841919/test?funnelUUID=41f0b078-2662-48f9-868c-1abf8a02a5e0

<https://quizlet.com/18841919/test?funnelUUID=41f0b078-2662-48f9-868c-1abf8a02a5e0>

Students will take FRQ test based on *A Class Divided*.

Observe level of cooperation and collaboration and provide feedback during group activities

M, T

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Chorus Honors

December 2023

New Milford Board of Education

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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.

Advanced Chorus Honors ~ Course Description

The Advanced Chorus curriculum provides a sequential study for New Milford High School choral students as they create, connect, respond, and perform in the ensemble setting. This curriculum is aligned with the concepts, knowledge, and skills described in the 2014 National Core Arts Standards which Connecticut adopted in 2016. The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child. As music educators we strive to create artistically-literate citizens equipped with the creativity, communication, critical thinking, and overall reflection skills required of twenty first century learners.

The choral music program at New Milford High School emphasizes the organization, preparation, and performance of a variety of vocal repertoire. Participation in this program is designed to foster and grow each individual's overall musicianship through the advanced study of healthy vocal technique, music literacy, ensemble skills, self and group expression, and overall communicative abilities. Overall, students will have the opportunity to refine their technical and expressive skills as they learn and perform a diverse range of choral repertoire with skilled musicianship throughout the year.

The Advanced Chorus is open to students in grades ten through twelve by audition. Emphasis is placed on the advanced development of singing, music literacy, and the overall study of choral music. Strong vocal technique and sight-reading skills are required to be a member of this ensemble. Ensemble placement is at the discretion of the choral director.

Public performances after school hours are an integral part of concept mastery and are a required part of the class. Rehearsals for these performances outside of school hours are also vital to the ensemble's success. In addition to these performance opportunities, New Milford High School is a member of the CMEA Northern Region which allows students the opportunity to audition and participate in Region and All-State auditions and festivals. Students are highly encouraged to participate in these activities as a vehicle for reinforcing and further developing the skills and concepts they have learned in their school based ensemble.

The list below is a non-exhaustive list of the choral skills addressed in this standards based curriculum:

- Breath Control
- Informed Interpretation and Expression
- Intonation
- Music Literacy
- Posture
- Rehearsal, Performance, and Audience Etiquette
- Stage Presence
- Teamwork/Collaboration
- Tone Quality and Development

Pacing Guide

Unit Title	Number of weeks
Unit 1: Vocal Technique	Embedded throughout course
Unit 2: Ensemble Skills	Embedded throughout course
Unit 3: Music Literacy	Embedded throughout course
Unit 4: InformingMusic Expression	Embedded throughout course

Unit 1: Vocal Technique

ESTABLISHED GOALS		
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>CASEL Standard - Self-Management - The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Appropriate, skill based vocal technique is fundamental to the performance of choral music. Appropriate vocal timbre will differ for varying genres of music. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 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. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do musicians improve the quality of their creative work? When is a performance judged ready to present? How do musicians improve the quality of their performance? Why are correct posture, breath support, and vowel shape essential for achieving healthy vocal technique and an overall resonant sound? What are the physical characteristics necessary for good vocal technique? How does understanding the fundamentals of vocal production improve my experience singing in choir? How does 'proper vocal technique' differ between genres?

Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> • proper vowel shapes for singing • proper vowel placement for singing • tools for developing proper intonation • proper breath support and breathing techniques • healthy resonance and tone production • singing posture • tools for maintaining vocal health • resonance modifications needed throughout their range • passaggio points within their voice part • self-evaluation tools to improve their craft 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • producing clear and tall vowels • producing clearly defined pitches • performing vocal music passages with accurate intonation • performing vocal passages with accurate rhythm • executing crisp consonants and clear diction • producing a focused, resonant tone throughout their range • navigating smoothly throughout their range including passaggio points • sustaining and implementing proper breath support throughout their range • utilizing their tonal memory to repeat melodic passages • demonstrating proper singing posture while sitting or standing on a consistent basis • executing technical and expressive elements of music for a successful performance • applying teacher, peer, and personal feedback to refine performance

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Students will be assessed according to a NMHS written rubric showing mastery of the following indicators: Scales	PERFORMANCE TASK(S): SINGING ASSESSMENT
Acquisition	<ul style="list-style-type: none"> pitch accuracy. 	<p>Goal: Students will sing two scales (key determined by voice part) and an age/voice part appropriate solo or an excerpt of ensemble repertoire.</p> <p>Role: Students will serve as the musicians.</p> <p>Audience: Teacher will serve as the adjudicator.</p> <p>Situation: You are performing/auditioning to be part of an ensemble. For this audition you must demonstrate what it means to sing with strong vocal technique by performing the assigned material to the best of your ability.</p> <p>Product, Performance, and Purpose: Individual performance</p> <p>Standards and Criteria for Success: Rubric communicating the evaluative criteria</p>
Meaning/Transfer	<ul style="list-style-type: none"> rhythmic accuracy. tone quality. 	
Acquisition	Repertoire	
Acquisition	<ul style="list-style-type: none"> pitch accuracy. 	
Meaning/Transfer	<ul style="list-style-type: none"> rhythmic accuracy. tone quality. 	
Meaning	<ul style="list-style-type: none"> proper diction (clear vowels and crisp consonants) 	
Acquisition	<ul style="list-style-type: none"> proper singing posture throughout the performance. 	
Meaning/Transfer	<ul style="list-style-type: none"> proper breath support and control throughout the performance. 	
Meaning	<ul style="list-style-type: none"> a refined sense of expression/interpretation. 	
Transfer	Student successfully completes the performance task indicating knowledge of the subject and proper etiquette throughout.	

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• participation in class activities• participation in sectional rehearsals• teacher observation• rehearsal self reflections• student reflection on singing assessment• informal performance assessment
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Code	Pre-Assessment	
	At the beginning of the school year, students will complete vocal warm-ups in small groups so that the teacher can observe and determine the students' current ability level.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Student participation in daily ensemble warm-up activities.	<ul style="list-style-type: none"> ● Observation - both visual and aural ● Questioning and listening techniques ● Student self-assessment and reflection ● Peer Coaching ● Class Discussions ● Simple Rubrics ● Targeted instruction in sectionals ● Specific feedback
Acquisition	Teacher leads activities defining and exemplifying proper breathing technique.	
Acquisition	Students take part in an in-class discussion on proper vocal health as led by the teacher.	
Acquisition	Student participation in group daily repertoire practice.	
Acquisition	Teacher models and students mimic different types of tone and resonance as a group, then students describe what they hear.	
Meaning	Students accurately reflect upon their performance.	
Meaning	Students individually share which rehearsal strategies helped them achieve their goals.	
Meaning	Teacher discusses proper singing posture, both while standing and sitting, through modeling correct and incorrect posture. Through trial and error, students will connect why posture is an important element of vocal technique through self-discovery and class discussion.	
Meaning	Teacher models proper vowel shaping and has students replicate. Through trial and error, students discuss how vowel shaping impacts blend and intonation.	
Meaning	Students brainstorm and the teacher reinforces technique for stagger breathing to enhance work on breath management.	
Meaning	Students alter vocal tone based on the musical genre they are performing.	

Meaning	Students respond to feedback and alter performance based on the new information.	
Transfer	Students listen to choirs and vocalists reflect upon what they hear first reflecting on their own and then discussing as a class.	
Transfer	Students demonstrate what it means to sing with correct and incorrect vocal technique and identify why each is right and wrong.	
Transfer	Teacher draws connections between skills used in previous repertoire and their application in new repertoire.	
Transfer	Students draw connections between skills used in previous repertoire and their application in new repertoire.	

Unit 2: Ensemble Skills

ESTABLISHED GOALS		
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard 9: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria</p> <p>CASEL Standard - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> 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. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Ensemble singers must effectively work together to achieve a common goal 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How are balance and blend achieved in a choir? How does individual participation within an ensemble impact the group as a whole? How do we judge the quality of musical work(s) and performance(s)? How do musicians improve the quality of their creative work? How do choir members work together to improve the overall quality of music performance? What skills are needed to effectively work with a group? How do the skills needed to work with a group

		differ from the skills needed to perform individually?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> the relationship of their individual voice within their section the relationship of their section within the entire ensemble proper vowel shape for choral singing text modifications needed for singing collaboration skills for successful teamwork proper technique for onsets and releases proper concert etiquette as a performer proper concert etiquette as an audience member communication skills to effectively work with others 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> performing their own part within the ensemble with ensemble awareness including intonation, timing, breathing, blend, and balance performing with accuracy on onsets and cut-offs performing a variety of choral literature creating a uniform vowel sound within their section and the entire ensemble. pronouncing text to create unity of sound within the ensemble and textual understanding for the audience recognizing sensitivity to choral blend and balance. responding to the director and ensemble's interpretation of repertoire selections effectively following and responding to the director's conducting/gesture balancing and blending with other sections of the ensemble demonstrating proper performance etiquette during performances applying teacher given, peer given, or self given feedback to improve performance balancing personal needs with the overall needs for the group

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • informal performance assessment • rehearsal self reflections • teacher observation • student researched program notes • participation in class activities • participation in sectional rehearsals
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Code	<i>Pre-Assessment</i>	
	Teacher will check for students' prior knowledge with an informal ensemble performance pre-assessment created by the choral director.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Students will work in sectionals to strengthen part accuracy.	<ul style="list-style-type: none"> ● Observation - both visual and aural ● Questioning and listening techniques ● Student self-assessment and reflection ● Peer Coaching ● Class Discussions ● Simple Rubrics ● Targeted instruction in sectionals ● Specific feedback ● Repertoire check-ins
Acquisition	Teacher models proper vowel shaping and has students replicate. Students discuss how vowel shaping impacts blend and intonation.	
Acquisition	Student performs musical selections with rhythmic accuracy.	
Acquisition	Student performs musical selection with pitch accuracy.	
Acquisition	Teacher will lead students in a discussion about proper audience etiquette.	
Acquisition	Teacher will review expectations for the ensemble in terms of overall participation.	
Meaning	Students will provide examples of proper and improper audience etiquette.	
Meaning	Students will have the opportunity to conduct the ensemble on small sections of the music or warm-ups.	
Meaning	Students identify important lines and motives in the music and discuss how this impacts ensemble balance.	
Meaning	Students will follow and respond to the teacher's conducting patterns.	
Meaning	Students will communicate any problems or concerns regarding the concert schedule to the teacher in a timely manner.	
Meaning	Students will treat all members of their ensemble with respect.	
Transfer	Students will listen to other ensembles on the concert program following proper audience etiquette.	

Transfer	Students will judge their own performances and consider whether they accomplished their goals.	
Transfer	Students have the opportunity to listen to the group as an audience member and reflect upon what they are hearing.	
Transfer	Teacher will record the ensemble and playback for the class to discuss strengths and areas for improvement.	
Transfer	After performing a section of the music, students are asked to identify an area for improvement and recommend a rehearsal strategy to address it.	
Transfer	Students will apply feedback from this concert cycle in order to improve upon the next concert cycle.	
Transfer	Students write program notes outlining important information about the background of their repertoire and the skills they need to master to learn each piece.	

Unit 3: Music Literacy

ESTABLISHED GOALS		<i>Transfer</i>
<p>Anchor Standard 3: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific context relevant to grades 9-10 texts and topics.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <p>MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes</p> <p>MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Developing music literacy skills is fundamental to reading and understanding music and the composer's intent. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What are the tools that aid a musician in reading and understanding a piece of music? What is solfege and how do we use it to read music? How does understanding the structure and context of musical works inform performance?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> pitch tools, including solfege (using movable do and Ia based minor) and how to apply them in performance rhythm tools, including the number system, and how to apply it to standard notation and performance Curwen hand signs music vocabulary including terms regarding musical expression and tempo time signatures terminology related to reading choral scores 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> maintaining a steady beat utilizing their tonal memory to repeat melodic passages sight-reading simple rhythms sight-reading simple melodies decoding simple melodies using solfege communicating using Curwen hand signs performing stylistic markings as indicated and music identifying and labeling pitches on a staff using either solfege or standard notation

	<p>including an understanding of system, staff, measures</p> <ul style="list-style-type: none"> • compositional devices such as repetition and sequencing • strategies for marking technical attributes in their music • technical attributes that impact performance • tools for melodic dictation 	<ul style="list-style-type: none"> • locating measures within a score • identifying musical terms and notation symbols that appear in choral scores • navigating through a choral score • marking their music with important information for accurate execution of the musical line • dictating simple melodies • dictating simple rhythms • composing simple melodies • composing simple rhythms
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Code	Evaluative Criteria	Assessment Evidence
Acquisition/ Meaning/ Transfer	<p>Students will be assessed according to a NMHS written rubric consisting of the following indicators:</p> <p>Students will complete the musical example with</p> <ul style="list-style-type: none"> • accurate pitches • accurate rhythm 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">SIGHT-SINGING</p> <p>Goal: Given a piece of music and/or sight-reading example students have never seen before, students will be able to perform the designated selection with pitch and rhythmic accuracy.</p> <p>Role: Musician</p> <p>Audience: Students need to convince the audience (teacher) of their mastery of the musical passage.</p> <p>Situation: You are given a new piece of music to learn. Use your knowledge of music literacy, correctly perform the passage with pitch and rhythmic accuracy.</p> <p>Product, Performance, and Purpose: Musicians are tasked with understanding and learning independently. Your job is to apply your musical knowledge to the piece of music given to you.</p> <p>Standards and Criteria for Success: Rubric communicating the evaluative criteria.</p>
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • in class sight-reading participation both in warm-up and in repertoire learning • teacher observation • participation in class activities • participation in sectional rehearsals • sight-reading assessments • ensemble performances • singing tests

Code	<i>Pre-Assessment</i>	
	Teachers will check for student's progress with a sight-reading pre-assessment at the beginning of the school year.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Students learn how to perform a major scale on solfege.	<ul style="list-style-type: none"> ● Observation - both visual and aural ● Questioning and listening techniques ● Student self-assessment and reflection ● Peer Coaching ● Class Discussions ● Simple Rubrics ● Targeted instruction in sectionals ● Individual feedback on sight-reading activities
Acquisition	Students learn how to perform a minor scale using la based minor solfege.	
Acquisition	Students use tonal memory to accurately repeat ear training exercises as led by the teacher.	
Acquisition	Students engage with vocal warm-ups on solfege as led by the teacher.	
Acquisition	Students sing through aural training examples with accuracy.	
Acquisition	Teacher models strategies for sight-reading music.	
Acquisition	Teacher initiates steady beat for class music making.	
Acquisition	Students label their repertoire with solfege to see the correlation between the solfege syllables and the staff and continue to gain comfortability using solfege.	
Acquisition	Teacher reviews new vocabulary called for in each piece of repertoire.	
Meaning	Students accurately identify parts of the score needed for accurate reading and navigation.	
Meaning	Students maintain the steady beat throughout the musical example(s).	
Meaning	Students initiate their own steady beat for independent sight-reading examples.	

Meaning	Students participate in regular sight-reading examples in rehearsal including unison melodies and multi-part chorales.	
Meaning	Students learn Curwin hand signs and use them as a regular part of their rehearsal technique.	
Meaning	Students complete individual Sight-Reading Factory assignments on a regular basis.	
Meaning	Students identify key terms in ensemble literature.	
Meaning	Student transcribes teacher performed melodies into solfege and/or standard notation	
Meaning	Students demonstrate usage of key terms in ensemble literature.	
Meaning	Students accurately label their music with important markings for performance.	
Meaning	Students ask questions regarding markings they are unfamiliar with in their music.	
Meaning	Students discuss how composition techniques used by the composer relate to the overall meaning of the repertoire.	
Transfer	Students apply knowledge from sight-reading in the warm-up to ensemble literature.	
Transfer	Students complete new sight-reading example(s) without labeling their solfege on the score (reading directly from the staff).	
Transfer	Students follow silent directives from the teacher using Curwen hand signs.	
Transfer	Students follow expressive markings in music without prompting from the teacher.	

Unit 4: Informing Musical Expression

ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p> <p>MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do dynamics affect the mood of a song? Why is historical context critical for understanding music? How do we discern the musical creators' and performers' expressive intent? How do musicians make meaningful connections to creating, performing, and responding? How do I take what is written on the page and bring it to life? How does using our critical listening skills allow us to provide an informed critique? How do expressive elements communicate an idea in a song? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and

		responding to music?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● background information about the repertoire they are performing ● how the context of a piece impacts its performance ● definitions of dynamic markings ● implementation of dynamic markings ● definitions of score markings ● implementation of score markings ● diction execution and modifications for singing 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● identifying dynamic markings ● executing dynamic markings ● using dynamics to enhance song interpretation ● interpreting meaning in lyrics ● performing a diverse array of choral repertoire with expression ● performing text with the required pronunciation based on musical style ● placing emphasis on specific words within a phrase to provide further understanding of the text ● pronouncing text in a way that is understandable to the audience ● assessing a performance based on selected criteria ● analyzing and interpreting choral repertoire to create an informed performance ● connecting meaning to written music ● singing lyrics to convey meaning

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Students will accurately learn music in class participating in both musical learning and other meaning-making activities to learn the piece.	PERFORMANCE TASK(S):
Meaning	Students will use appropriate vocabulary and terminology to reflect on their music in class.	PROGRAM NOTES
Transfer	Students will create their own program notes outlining their learning, following the criteria on the teacher created rubric.	<p>Goal: Students will select a piece of repertoire we have been working on in class to further research as they write ‘program notes’ about the work.</p> <p>Role: The student will serve as the researcher and writer.</p> <p>Audience: The teacher will serve as the audience.</p> <p>Situation: You have been given several pieces of music this semester which we have begun learning and researching together. To help create a more authentic and meaningful performance, select one of our pieces to write program notes about. These program notes will better your own understanding of the music in addition to expressing the meaning behind each of our pieces to the audience at our upcoming concert.</p> <p>Product, Performance, and Purpose: We write program notes as a way to dive deeper into the music we are learning. By doing so, we create more genuine performances that are reflective of the true meaning of the piece both from the composer’s intent and from our personal understanding. More specifically, well written program notes accomplish three essential tasks:</p> <ol style="list-style-type: none"> 1. Provide the audience with a sense of the work’s history 2. Provide the audience with a sense of your personal connection and learning takeaways from working on the selected piece. 3. Give the audience a sense of what to expect while hearing the piece. This might mean a verbal description of the piece. <p>Standards and Criteria for Success: Rubric communicating the evaluative criteria.</p>

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• class discussion• concert reflection• program notes• teacher feedback• listening to recordings of other ensembles• ensemble performances
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Code	<i>Pre-Assessment</i>	
	Teacher will test previous knowledge by having students complete a similar activity as a class at the beginning of the year. Teacher will ask questions to gain an understanding of knowledge.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include: <ul style="list-style-type: none"> ● Observation - both visual and aural ● Questioning and listening techniques ● Student self-assessment and reflection ● Peer Coaching ● Class Discussions ● Simple Rubrics ● Targeted instruction in sectionals ● Specific feedback
Acquisition	Students accurately learn the technical aspect of their repertoire.	
Acquisition	Teacher brings student attention to expression markings written and implied in repertoire.	
Acquisition	Teacher introduces concert music by sharing background information on the pieces.	
Acquisition	Students identify expression markings in their music.	
Acquisition	Students learn about and study the background of the composers and pieces they are performing.	
Acquisition	Students speak through text to discern syllabic stress, important words to emphasize, and sentence phrasing.	
Acquisition	Students study the lyrics of the ensemble repertoire and discuss meaning.	
Meaning	Ensemble listens to recordings of other groups performing. Teachers asks leading questions to drive home ideas of how these groups perform the music.	
Meaning	Teacher leads class discussion about the meaning of the piece, using background information on the piece and other evidence from the music to drive the conversation.	
Meaning	Students discuss how to convey the composer's intended meaning during their performance through their singing and physical presentation.	

Meaning	Students will listen to recordings of themselves and other ensembles and consider how the groups convey meaning through their music.	
Meaning	Students will judge their own performances and consider whether they accomplished their goals.	
Meaning	Students discuss how composition techniques used by the composer relate to the overall meaning of the repertoire.	
Transfer	Students identify their own criteria of what made their performance “good” or why it is in need of improvement.	
Transfer	Students write program notes describing what they learned while working on their music that will transfer to future tasks.	
Transfer	Students connect the independent research they have conducted on the music to their findings from class.	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Criminal Justice

January 2024

New Milford Board of Education

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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.

Revision

Criminal Justice

Grades 11 and 12

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Students have the option of taking this course at the honors level. Please see the instructor.

This applies to our vision of graduates by:

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Criminal Law- 4 weeks

Law Enforcement- 4 weeks

Court Roles and Processes- 4 weeks

Corrections- 4 weeks

Revision

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Integrate evidence from multiple and varied sources to take a position on criminal law. Use critical thinking and problem solving skills to evaluate historical and contemporary issues and how they impact today's society. Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand the...</i></p> <ul style="list-style-type: none"> The laws are a set of guidelines representative of historical precedent and contemporary norms. The purpose of law is to uphold the social contract in order to maintain equality and stability There is a constant struggle between the protection of people and the state. Criminal laws are created in order to codify social norms. People commit crimes when they are 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is law? What is justice? How do laws balance the needs of the individual and others or the state? Why are criminal laws created? How do laws impact people of different socioeconomic classes or genders?

	unable to abide by accepted norms.	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • History of criminal law and justice • Government's ability to balance majority rule with minority rights • Purpose of laws • Levels of crime (misdemeanor vs. felony) • State vs. federal law • Rights and responsibilities of the American citizen 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how a person decides what is ethical in his/her life. • Illustrating the relationship between law, ethics, and morals. • Evaluating and categorizing different levels of crime. • Debating and defending the sources of today's laws.

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>There are many aspects where criminal law and personal rights intersect. Students will research, develop arguments, and debate these issues in a socratic seminar.</p> <p>GRASPS</p> <p>Goal/challenge - Students will actively participate in a socratic seminar about personal rights and civil liberties.</p> <p>Role for student- Debater and evaluator.</p> <p>Audience for student work- Peers who will grade their participation in a seminar using a rubric.</p> <p>Situation- Using an inquiry-based model, students will formulate questions and answers to discuss key issues of criminal law with classmates.</p> <p>Products and performances generated by student- Socratic Seminar</p> <p>Standards/criteria for judging success- rubric will be provided for the seminar.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics.</p>
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Revision

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u></p> <p>Students will complete a Kahoot to activate and test prior knowledge.</p>	
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Progress Monitoring
A	The teacher presents a Google slide presentation introducing students to important aspects of criminal law history. Students will take notes and discuss material in small groups.	Monitor student progress through class discussions, and exit tickets.
A,M	The teacher presents an overview of criminal law today. Students will complete an analysis of criminal law and the Bill of Rights.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,T	The teacher will lead a class discussion on criminal law and the changes that have occurred over the past few decades. Students will research and share their viewpoints on these issues.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M,T	<p>The teacher will provide primary and secondary sources. Students will use information from readings and apply them to scenarios.</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> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Advanced Introduction to Landmark Criminal Cases (Book) ● Criminal Law Case Studies (Book) 	Score GRASPS via assignment rubric.

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Reflect on how justice is applied in the modern world. Use critical thinking skills to assess whether or not law meets the needs of American society.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The intent of policing is to prevent crime, but situations make it more of a reactive force. • Modern policing is an ever changing field to meet the needs of American society. • Although policing is not a perfect science it is necessary for a peaceful society. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What does justice mean? • What role do policing systems play in modern society? • How are the rights of individuals equal under the law?

Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> • Recruitment and education of law enforcement • Police training • Racial profiling • Probable cause • Warrants • Search and seizure • Interrogation and investigation • Reactive policing • Proactive policing • Issues of police officers 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Exploring the reforms taken in the policing system • Reviewing policing models • Discussing problems and issues in policing • Analyzing the importance of police training • Explaining the meaning and importance of discretion in policing • Identifying the major U.S. constitutional provisions that govern policing • Reviewing the three major areas of police functions • Identifying the major U.S. constitutional provisions that govern policing

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Further information:</p> <p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Law enforcement is multifaceted. Students are going to explore what it means to be in law enforcement from job training to the policies and procedures that departments follow. Students will learn the different aspects of law enforcement from federal, state and local levels.</p> <p>GRASPS</p> <p>Goal/challenge - Students will produce an infographic trying to define what it means to be in law enforcement.</p> <p>Role for student-Researcher and producer of the infographic.</p> <p>Audience for student work- Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions to define what law enforcement is. This critical thinking exercise will allow students to analyze law enforcement and see its impact on society. Students are required to gather evidence from various sources to support their definition of law enforcement.</p> <p>Products and performances generated by students- The creation of an infographic combining text and visual representation of law enforcement. The completed project will show their understanding of the many facets of law enforcement.</p> <p>Standards/criteria for judging success- A rubric will be provided for the project.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics</p>
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Revision

Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u> Students will complete a Kahoot to activate and test prior knowledge.</p>	
<p>A,T</p> <p>A</p> <p>M,T</p> <p>M,T</p> <p>M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</p> <p>The teacher presents a Google slide presentation introducing students to important aspects of law enforcement. Students will take notes and discuss in small groups.</p> <p>The teacher provides readings to students about law enforcement. Students will watch documentaries about careers in law enforcement. Students will engage in class discussions and review of materials.</p> <p>Students will look at various case studies and evaluate their impact on law enforcement.</p> <p>Students will apply what they learned in the unit with given scenarios to have a working understanding of law enforcement.</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> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Advanced Introduction to Landmark Criminal Cases (Book) ● Criminal Law Case Studies (Book) ● The Police in America (Book) 	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p> <p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p> <p>Monitor student progress through various summative assessments which may include inquiry-based projects.</p> <p>Score GRASPS via assignment rubric.</p>

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<p>Determine the necessity of the judicial system and the effects on society. Evaluate multiple sources of information and create and defend arguments based on the law.</p>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	<ul style="list-style-type: none"> • Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system. • Evidence rules are numerous and strict as a mechanism by which to ensure fair trials. • The court system is plagued by inefficiency due to lack of staff and resources. • A jury trial of lay persons is intended to provide justice; however, it is difficult for lay persons to understand the nuances of law. • The justice system is constantly evolving due to precedent, feedback, and a desire for quicker adjudication. 	<ul style="list-style-type: none"> • How does the American legal process provide justice for all parties? • How efficient are courts? • What would make the court process fair for all participants?

Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> • Courtroom procedure • Courtroom decorum • Trial by jury • Rules of a trial • Precedents • Differences between state and the federal court systems 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Identifying court procedures • Arguing different sides of a court case • Identifying rules of a trial • Arguing the pros/cons of trial by jury • Defending precedents • Predicting changes in the courts • Role playing court cases

Revision

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Further information:</p> <p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Assess the functions, successes, and failures of the U.S. legal and criminal justice systems.</p> <p>GRASPS</p> <p>Goal/challenge - Students will develop, research, and perform a mock trial.</p> <p>Role for student- Researcher and performer in a mock trial.</p> <p>Audience for student work- Peers from a civics class</p> <p>Situation- Using an inquiry-based model, students will formulate questions and develop arguments for a criminal case. This critical thinking exercise will allow students to analyze a criminal case and see how a court case develops. Students are required to gather evidence from various sources to support and defend their side.</p> <p>Products and performances generated by students- Students will work together to support their side of the court case in order to win the mock trial.</p> <p>Standards/criteria for judging success- A rubric will be provided for the project.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics</p>
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Revision

Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u></p> <p>Students will complete a Kahoot to activate and test prior knowledge.</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,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of the court system. Students will take notes and discuss in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,T	The teacher provides readings to students about the court system. Students will watch documentaries about the court system. Students will engage in class discussions and review of materials.	Monitor student progress through various summative assessments which may include inquiry-based projects.
A,M	The teacher will provide resources so students will compare and contrast the structure of the federal and state court systems.	Score GRASPS via assignment rubric.
M,T	The teacher can introduce the importance of Supreme court cases and their impact on our country. Students will then look at important Supreme Court cases and evaluate their impact on society.	
M,T		

Resources:

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- Crash course videos-Criminal Justice
- CT Judicial Branch Library Law Services
- Street Law
- Advanced Introduction to Landmark Criminal Cases (Book)
- Criminal Law Case Studies (Book)
- 12 Angry Men- movie

Revision

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Determine prison's role in modern society.</p> <p>Use evidence from various sources to assess the effectiveness of prisons in society.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • The correctional system serves as a deterrent, while at the same time not preventing recidivism. • Mass incarceration and its racial implications impact sentencing and corrections. • Prisoners' legal rights have developed over time through legal precedents. • There are major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How are people who break the law rehabilitated? • What factors play a role in corrections and sentencing? • What role does the death penalty play in American society?

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Prisoners' rights • Prison systems • Probationary rules • Parole procedures • Women in prison • Juveniles in prison • Death penalty • Mental health within the correctional facility • Drug abuse within the correctional facility 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the development and types of prisoners' legal rights. • Comparing and contrasting the different functions and operations of jails, prisons, probation, parole, and intermediate sanctions. • Discussing and debating the issues regarding the incarceration of men, women, and juveniles. • Debating the core controversies surrounding the death penalty. • Explaining the emergent problem of prisoner reentry and the barriers to reintegration. • Identifying the major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions.

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>This unit will provide an overview of the American correctional system including the history of corrections, probation, incarceration, community corrections, and the prison experience.</p> <p>GRASPS Goal/challenge - Students will research, design, and create a prison to meet the four major purposes of prison.</p> <p>Role for student- Researcher, designer, creator and evaluator.</p> <p>Audience for student work- Their classmates will use the given rubric and score each prison system.</p> <p>Situation - Using an inquiry-based model, students will research and create a model prison based on the four goals of prison systems.</p> <p>Products and performances generated by students- A detailed model of a prison and policies and procedures that would make this the ideal prison.</p> <p>Standards/criteria for judging success- rubric will be provided for the seminar.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics.</p>
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Revision

Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u></p> <p>Students will complete a Kahoot to activate and test prior knowledge.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of corrections. Students will take notes and discuss in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
A,M	The teacher provides readings to students about the correction in the United States. Students will watch documentaries about the prisons. Students will engage in class discussions and review of materials.	Monitor student progress through various summative assessments which may include inquiry-based projects.
A,M	The teacher presents a Google slide presentation with an overall structure of the correctional system. Students will research and explain the duties and responsibilities of correctional officers, the history of prisons in the United States, and the constitutional rights of inmates in prisons and jails.	Score GRASPS via assignment rubric.
M,T	Students will attend a program at a local correctional facility and evaluate its effectiveness within its four goals.	
	<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> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Just Mercy- Book and movie 	

Revision

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Kindergarten Health

December 2023

New Milford Board of Education

Wendy Faulenbach , Chairperson

Leslie Sarich, Vice Chairperson

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Tom O'Brien, Assistant Secretary

Dean J. Barile

Eric Hansell

Sarah Herring

Brian McCauley

Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Mrs. Holly Hollander

Authors of Course Guide

Original - Mariann Schirizzo

Revision - Alex Amaru

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.

Kindergarten Health

The Kindergarten Health curriculum for New Milford Public Schools is designed to help students make healthy and sound decisions that can improve all aspects of their life. The knowledge and skills developed in Kindergarten are aligned with National Health Education Standards. Skills will grow their communication, problem solving, creativity and social and emotional skills. Lessons will be delivered in a developmentally appropriate way while incorporating other elements of the Kindergarten educational curriculum such as reading and writing.

Kindergarten Health Pacing Guide

Each class currently meets 1/12 school days for 25 minutes and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Introduction to Health class, school procedures	Name Practice, Class rules, Compliment circle, Wax Museum Game
2	What makes you happy?	Share drawings of what makes us happy
3-4	Safer, Smarter KidsTrusted Triangle, Safety stop sign	Students will make their trusted triangles and safety stop signs in accordance with Safer, Smarter kids
5	Medicine Safety	Brainpop quiz, class discussion and scenarios on Medicine safety
6-7	Brushing Teeth, Dental Hygiene	Dental Defenders Video, Sesame Street brushing teeth game, Coloring pages
8	Snow and Health Safety	Winter word search, snow safety slideshow, Snow pictures

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Washing Hands, Germ Protection	Brainpop quiz, washing hands science experiment
10	Do you sense that? Learning about our senses	5 Senses questions, Spot the difference game
11	Recess and Playing outside - How to be safe	Review Recess rules and safety, make our own playgrounds
12	Earth Day Lesson	Recycle Round-Up game from National Geographic Kids
13	My Plate Food groups	Identify the five food groups
14	Sun Health and Safety	Sun Safety presentation and worksheets
15	Review Kindergarten, Health, Prepare for the summer	How to be safe and healthy over the summer. Freeze Dance questions, Wax Museum, share with the class

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>1.2.5 Describe why it is important to seek health care</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Determine what makes a healthy choice - Make each other feel emotionally and physically safe - Make good decisions in and out of school - Identify safe and unsafe situations - Recognize how the decisions we make can impact our health 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - It is important to be respectful of others - We can use our safety stop sign if we feel uncomfortable or unsafe - Being kind to others can make us feel good as well - There are adults we can go to if we need help - There are multiple ways to maintain our dental hygiene - Medicine should only be used when we are sick - We should only go outside in the cold if we are prepared 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - What makes you happy? - How do the decisions we make impact our health? - How does someone get into our trusted triangle? - What are important class procedures and routines at school? - How do compliments make each other feel? - How does brushing our teeth keep us healthy? - How does being safe in the cold keep us safe?

threatened or harmed.		
<p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>8.2.1 Make requests to promote personal health.</p> <p>8.2.2 Encourage peers to make positive health choices.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Basic classroom procedure and routines - Classroom rules - What a compliment is and how it makes others feel - What makes us happy - Three adults we can go to when we need help - When to go to adults for help - The difference between a safe and unsafe situation - Medicine should only be used with an adult present - Do not use someone else's medicine - Good Dental hygiene habits 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Giving compliments to their peers - Following classroom rules - Recognizing what makes us happy - Knowing what is a safe and unsafe situation and how to communicate when - Identifying safe and unsafe feelings - Identifying who can be in our trusted triangle - Knowing safe practices involving medicine - Being safe and healthy in the snow and cold

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>T</p> <p>M</p> <p>A</p> <p>A</p> <p>TA</p> <p>MA</p> <p>TA</p>	<p>Further information:</p> <ul style="list-style-type: none"> - Students will share what makes them happy with the class - Students will correctly make a “Trusted triangle” with three adults they can go to for help - Students will neatly make a “Safety stop sign” that they can use when they do not feel safe - Students will take a “brainpop quiz” asking questions about medicine safety and answer the questions correctly - Students will be able to successfully identify multiple ways to keep their teeth healthy - Students will correctly list multiple ways to keep their bodies safe from cold weather 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Students will participate a game of “wax museum” to practice following rules - Students will participate a brushing teeth computer game showing the benefits of proper dental hygiene - Students will make a drawing about what makes them happy - Students will make a “Trusted triangle” with three adults they can go to for help - Students will make a “Safety stop sign” that they can use when they do not feel safe - Students will take a “brainpop quiz” asking questions about medicine safety - Students will share with the class their winter safety pictures

		Other Evidence: <ul style="list-style-type: none"> - Group and peer discussions - Quizzes - Coloring Assignments - Class Exit tickets
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Stage 3

Code	<i>Pre-Assessment</i>	
	Teacher will assess students knowledge at the beginning of class with questions about the topic	
M	Can you think of different rules you follow?	
M	What does it mean to be healthy?	
M	What does safety mean?	
M	What are healthy things that you do?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> - Students will make a detailed list as a class of rules to follow through the year that makes them feel safe and respected - Teacher will explain why following rules is important in society - Students practice being able to make a compliment circle on the carpet - Teacher will also complement students to help foster a positive classroom community 	Progress Monitoring <ul style="list-style-type: none"> - Teacher will walk around the classroom providing feedback to students - Teacher will facilitate classroom Discussions - Teacher will review of work at the end of class
A A T M T M T M T M T M		

	<ul style="list-style-type: none"> - Students will make a list of class rules on a google slideshow - Students will identify what makes them happy in their lives on a drawing - Students will share what makes them happy with the class - Teacher will share examples of what makes them happy - Students will be able to identify multiple ways to keep their teeth healthy - Teacher will show videos from Safer, Smarter Kids about safety on the board - Teacher will help students participate in an engaging in a discussion around safe medicine practice - Students will view a video about the “Dental defenders” and explain how brushing and flossing keeps our teeth healthy - Students will Color winter safety pictures - Teacher will help students identify unsafe situations on a playground - Teacher will ask students what to do if they see an unsafe situation 	<ul style="list-style-type: none"> - Teacher will show answers on the board: Mostly will be in pictures, but if they are in word form, teacher will help students with reading practice
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<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>NHES 1:Students will comprehend concepts related health promotion and disease prevention to enhance health.</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>NHES 5:Students will demonstrate the ability to use decisions making skills to enhance health</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>This is where we state how students can:</p> <ul style="list-style-type: none"> - Make health decisions in and out of school - Know when are good times to wash hands - Know how our senses keep us safe - Be safe and responsible when playing outside - How to make healthy food choices - Recognize How the sun can be good and bad for our bodies - Identify ways to help keep the Earth clean 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Germs can spread very easily - Soap is necessary when washing hands - Our senses keep us safe - It is important to be physically and emotionally safe when at Recess - We can make easy decisions to help keep the earth clean - There are multiple ways to protect ourselves from the sun - Our food choices can affect our health - If we don't protect ourselves from the sun, we can get hurt - going outside to exercise can be very healthy 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - Why is washing our hands healthy? - How does washing our hands help keep others healthy? - How do our senses keep us safe? - How can we be safe during recess? - What does an earth-responsible person look like? - What are different ways we can protect ourselves from the sun? - How can food choices keep us healthy? - Why is going outside good for us? - How can we protect ourselves when going outside? - How can we stay healthy over the summer?

<p>practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7 .2.1Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>		
<p>CCSS.ELA-LITERACY.RL.K.10</p> <p>Actively engage in a group reading activities with purpose and understanding</p>	<p><i>Acquisition</i></p>	

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Soap should be used when washing hands - Washing hands with soap helps stop the spread of germs - Our senses play an important role in keeping us safe - Responsibility and kindness should be shown when playing outside - What gets thrown away and what gets recycled - What examples of healthy foods are - The sun can be good and bad for our bodies 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Good hand washing techniques - Preventing the spread of germs - Using their senses to keep them safe - Being safe when playing with others - Keeping the Earth clean - Making healthy food decisions - Protecting their bodies from the sun - Identifying how exercise can promote health
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
MA T TA M A A	Further information: <ul style="list-style-type: none"> - Effectively demonstrate ways to prevent the spread of germs - Creatively design their own playground - Correctly being able to list the five senses - Demonstrating safe practices when playing with others - Correctly explain why healthy foods are good choices - Accurately identify 5 ways to protect ourselves from the sun 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <ul style="list-style-type: none"> - Complete a hand-washing coloring page - Participating in a “spot the difference” game - Designing their own playground - Placing a piece of waste in the correct basket between recycling and trash in a computer game - Coloring the five food groups - Circling safe sun practices
		Other Evidence: <ul style="list-style-type: none"> - Group and peer discussions - Quizzes - Coloring Assignments - Class Exit tickets

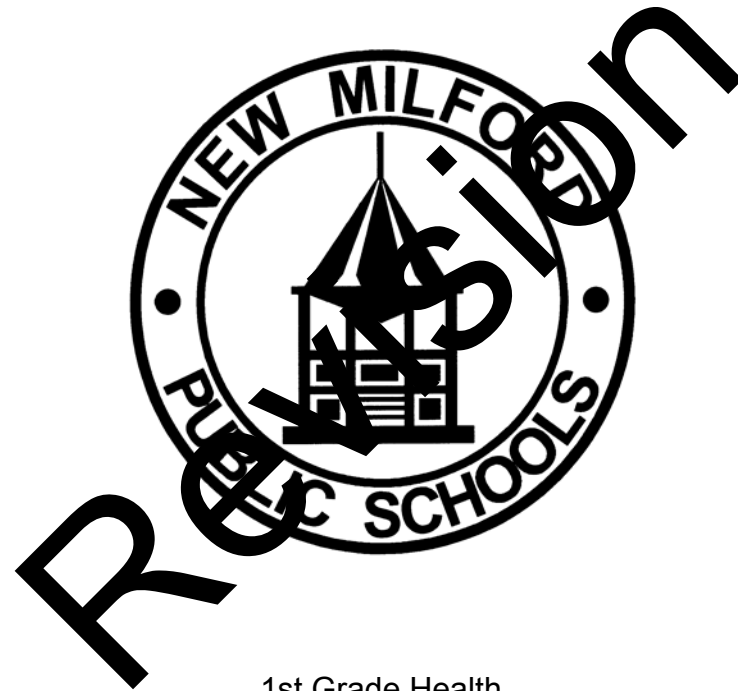
Stage 3

Code	Pre-Assessment	
	<u>Questions to help complete this portion:</u> Teacher will assess students knowledge at the beginning of class with questions about the topic	
M	When are good times to wash your hands?	
M	What are good hand washing techniques?	
M	How can you be safe when playing with others	
M	How can your senses keep you safe?	
M	How can healthy foods help us?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	<ul style="list-style-type: none"> - Students will provide examples of healthy choices at the start of class - Teacher will lead a class discussion at the Beginning and end of class of the period about the lesson - Teacher will engage students by showing a hand washing experiment with pepper and soap - Students will be able to identify how different senses help us - Students will creatively designing a playground - Students will correctly placing a piece of waste in a 	<ul style="list-style-type: none"> - Teacher will assess students at the beginning and end of class - Teacher will view work as it it's being completed - Teacher will provide feedback during assignments - Teacher will provide variety of worksheets and activities will be given throughout the unit - Teacher will facilitate in an activity- quiz game
T A		
M		
T M		
T A		

T A M A	<p>game of “recycle roundup”</p> <ul style="list-style-type: none"> - Students will Label the five food groups in “myplate” - Teacher will help students be able to Identify ways to protect their skin from the sun - Answering questions on a brainpop quiz about handwashing <p><u>Resources:</u></p> <ul style="list-style-type: none"> - Google classroom resources (slides, documents) - Safer, Smarter Kids! - Brainpop jr. - Natgeo Kids - Sesame Street in Communities - Crest/Colgate hygiene resources - “The Dr. Binocs show” 	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



1st Grade Health

December 2023

New Milford Board of Education

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

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Authors of Course Guide

Original - Mariann Schrizzo

Revision - Alex Amaru

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.

1st Grade Health

The First Grade Health Curriculum of New Milford Public Schools is designed to help provide students with the skills and knowledge necessary to improve their overall well being. First Grade Health introduces new materials and concepts while building off previous content that was learned in Kindergarten. Students will be given assignments that are used to help promote communication, creativity, building positive relationships, and decision making skills. The skills and knowledge acquired from this course will be able to help keep students and those around them healthy and well for life.

Pacing Guide

Each class currently meets 1/12 school days for 25 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Safer Smarter Kids Lesson 5: Safe and Unsafe Secrets	Identify examples of safe and unsafe secrets Act out "What would you do?" scenarios
2	Safer, Smarter Kids L4- Safe and Unsafe Touches, Personal space	Personal Space game Identify examples of safe and unsafe touches
3	Safer Smarter Kids Lesson 6: Tattling vs Reporting	Review tattling vs reporting examples What can you say or do in this situation?
4	Emergency phone calls	Review times of when to call 911, practice realistic situations Homework: Memorize addresses and phone numbers
5	Medicine Safety	Review Medicine safety, make our own medicines

6	Kindness Calendar	Design a “kindness calendar” for each day of the week
7	Snow and Winter Safety	Snow safety word search, winter clothes coloring page
8	Your 5 senses	5 Senses reflective questions, Spot the difference questions

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Nutrition	My Plate sorting / Fruit and vegetable flash cards
10	Keeping your Heart Healthy	Busy Body book, practice heart healthy activities
11	Skeletal System	Create skeletons performing health enhancing activities
12	Earth Day	Recycle roundup game, Sesame Street goes to a recycle center
13	Outdoor Safety, Hiking, Nature walks	Design our own hikers, how to be safe outside
14	Sun safety	UV index guessing game, Identify how to protect ourselves from the sun
15	Review 1st Grade Health	Wax Museum, Freeze Dance, Review quiz game

ESTABLISHED GOALS		<i>Transfer</i>
<p>NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.2.1: Identify that healthy behaviors affect personal health</p> <p>1.2.2: Recognize that there are multiple dimensions of health</p> <p>NHES Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>3.2.1: Identify trusted adults and professionals who can help promote health.</p> <p>NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Use skills learned in Kindergarten and apply them to new real life, situations - Make healthy decisions in and out of school - Advocate for their own and other's health 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> - A safe secret will eventually be told - A safe secret makes others feel happy - Someone could get hurt by keeping an unsafe secret - Invading others personal space can make them feel uncomfortable - Making an emergency phone call can potentially save someone's life - Medicine is only to be used to treat or prevent sickness - Helping others and being compassionate can improve the mood of oneself and others - Not being safe in the cold can lead to injury - Our 5 senses can help protect us and 	<ul style="list-style-type: none"> - What makes a secret safe or unsafe? - What makes a touch safe or unsafe - What is the difference between tattling and reporting? - When are appropriate times to make an emergency phone call? - How can we make sure we use medicine safely? - How can being caring/kind help others? - What can happen if we are not safe in the cold? - How can our senses help us?

	provide joy	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> - What makes a secret safe or unsafe - What makes a touch safe or unsafe - The private parts of their body are covered by their bathing suits. Their mouth is also a private part and should not be touched or seen unless at a doctor's office - Why it is important to get help from a trusted adult - Who trusted adults are that they can get assistance from - What personal space is and why is it important to respect each other's space - When to call 911 for an emergency - Safe practices with medicines - Ways to help others and why it is important to be kind - Safe and healthy practices in the cold weather - How the 5 senses help us in our daily lives 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> - When are good times to get help from a trusted adult - Using their words to communicate feelings to peers and adults - Knowing safe and unsafe secrets and how to handle them as such - Knowing what is an emergency and what isn't - Helping and being kind to others - Identifying safe and unsafe situations - Being safe with medicines - Using creativity to help take ownership of their assignment - Being safe and healthy during the winter months - Using their 5 senses to help keep them safe

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M A M A M A M A M A M A M T T A M A M A T	<ul style="list-style-type: none"> - Effectively identify examples of safe and unsafe secrets - Efficiently move in an area while maintaining personal space - Effectively communicate when in a “tattling vs. reporting” situation - Moving to the correct side of the room depending on the answer to a question - “Homework”: Accurately recite home addresses and phone number - Correctly list safety rules with medicines - Creatively make a kindness calendar - Efficiently identify benefits of playing outside, even in the snow - completely answer questions about the five senses - Identify changes in a “spot the difference game” 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Choosing whether a secret is safe or unsafe from a list of scenarios - Practicing verbally saying no to a safe touch - Acting out Safer, Smarter Kids scenarios - Identifying if a situation requires an emergency phone call - Acting out emergency phone calls - Designing and drawing their own medicine - Making a week long kindness calendar on a printed paper - List ways to be safe outside - Coloring in winter clothing / winter word search - Assessing roles of the five senses and answering questions
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Reviewing information at the start of classes - Taking group quizzes - Answering questions on a whiteboard

Code	Pre-Assessment	
T M A	<ul style="list-style-type: none"> - Brief group discussions at the beginning of class - Turn and talk to a classmate in close proximity - Students will connect content to be discussed in class to their daily lives 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T	<ul style="list-style-type: none"> - The students will View Safer, Smarter Kids Videos - The students will be able to Identify Safe and Unsafe Secrets in with visual and verbal demonstrations - Students will be practicing how to verbally respond to an inconvenient situation in which safety is not a factor - Identifying safe and unsafe touches/ tattling vs reporting scenarios in a given picture - The teacher will help students answer questions about what makes qualifies an emergency phone class - Students will watch news story about a 4 year old making an emergency phone call - The teacher and students will Role-play an example of a 911 call - The teacher will aid students in filling out google slideshows about safe winter practices - Students will make a pretend medicine drawing while including safe medicine practices - Students will Design a kindness calendar for students to follow - Students will Complete a snow and winter safety word search - The teacher will ask and students will answer and analyzing questions about their five senses 	<ul style="list-style-type: none"> - Teacher will review information at the beginning and end of class
M A		<ul style="list-style-type: none"> - Teacher will facilitate group discussions
M A		<ul style="list-style-type: none"> - Teacher will assess worksheets completed by students
T A		<ul style="list-style-type: none"> - Teacher will provide Individual and Group Feedback
T		<ul style="list-style-type: none"> - Teacher will assess students with brief Brainpop quizzes
M A		<ul style="list-style-type: none"> - Teacher will maintain proximity control by walking around the class while students are working
M A		<ul style="list-style-type: none"> - Teacher will listen to students conversations during turn and talk
M A		
T M A		
T A		
M A		

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - - Apply information real life situations on a daily basis - Use skills to promote decisions that improve well being - Be physically and emotionally safe to oneself and others 	
	<p><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Healthy foods can improve our mood and give us energy - Your heart pumps blood throughout your body - Exercise and good food choices help keep our heart healthy - Your skeleton helps you move and protects you - There are multiple ways to protect your bones - Going for a walk outside/hike can provide multiple health benefits - It is easy to be environmentally healthy - There are multiple ways to help keep 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How can eating healthy foods be good for us? - What are different ways to keep our heart healthy? - What are ways to help keep our bones and skeletal system healthy? - Why is it important to practice eco-friendly habits? - Why is going for a hike/walk good for us? - Where are good places to exercise in the local area? - What can happen if we are not safe with our bodies?
<p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.2.1 Demonstrate healthy</p>		

<p>practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>	<p>the Earth Healthy</p> <ul style="list-style-type: none"> - The sun can be dangerous but there are multiple ways to protect ourselves - Following rules are an important part of functioning in a society. 	
Acquisition		
	<p><i>Students will know...</i></p> <p><u>Questions to help complete this portion:</u> What basic facts and basic concepts should students know and be able to recall?</p> <ul style="list-style-type: none"> - Fruits and vegetables helps kids eat smart and play hard - At least 4 different heart healthy activities they can do to help them exercise - The role of the heart and how to keep it healthy - The role of the skeletal system and how to keep it healthy - Dangers of being outside in nature such as ticks and poison ivy - How to protect their body with a variety of different ways - Different ways to be environmentally friendly - What a UV index is 	<p><i>Students will be skilled at...</i></p> <p><u>Questions to help complete this portion:</u> What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> - Making healthy food decisions in and out of school - Locating their pulse to help feel their heart rate - Choosing different activities to keep their heart healthy - Protecting their bones when being physically active - Being proactive while practicing environmentally friendly habits - Being safe while outdoors - Maintaining spacial awareness - Following directions

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p>	<p>Further information:</p> <ul style="list-style-type: none"> - Students will correctly sorting foods into the appropriate food category - Students will correctly Answering questions in a brainpop quiz - Students will correctly answering trivia questions and analyzing pictures of a skeleton - Teacher will help students accurately identify ways to reduce, reuse, and recycle - Students will accurately List possible dangers and safety precautions of going on a hike/nature walk - Students will neatly design a walker/hiker who is prepared - Teacher will help students effectively sort waste into the correct category in a “National Geographic Kids” Game - Teacher will help students correctly list safety precautions against the sun 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> - Choosing the right food in a fruit and vegetable flash card game - Drawing 4 heart healthy activities on a worksheet - Answering questions on a brainpop quiz - Creating a skeleton performing a health-enhancing activity - Playing a game of “inspectors and citizens” where students ask each other how they are eco-friendly - Design their own hiker/walker who is prepared for the outdoors - Looking at UV a index across the country and the world - Answering questions about sun safety on a google slideshow - Review activities at the end of the year

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Review information at the start and end of classes - Answering questions on a quiz as a class - Using a whiteboard to correctly answer questions
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Code	Pre-Assessment	
T M A	<p><u>Questions to help complete this portion:</u></p> <ul style="list-style-type: none"> - Brief group discussions at the beginning of class - Turn and talk to a classmate in close proximity - Students will connect content to be discussed in class to their daily lives 	
M A M A M A M A M A M A T 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"> - Students will sort foods into the correct myplate category - Students will what a food is based on its descriptions - Students will Draw 4 heart healthy activities - Students will creating a skeleton exercising - Teacher will help students Complete a game of “Recycle Roundup” - Students will create a hiker who is prepared - Teacher will help students identify ways to protect themselves from the sun - Students will complete a few rounds of “Recycle Roundup” - Teacher will ask questions and students will answer correctly during an end of year review game <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Teacher will review information at the beginning and end of class - Teacher will facilitate group discussions - Teacher will assess worksheets completed by students - Teacher will provide Individual and Group Feedback - Teacher will assess students with brief Brainpop quizzes - Teacher will maintain proximity control by walking around the class while students are

	Safer, Smarter Kids! Kidshealth.org Brainpop Jr. myplate.gov NatGeo Kids Sesame Street	working - Teacher will listen to students conversations during turn and talk
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



2nd Grade Health

December 2023

New Milford Board of Education

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Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Mrs. Holly Hollander

Authors of Course Guide

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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.

2nd Grade Health

2nd grade health helps reinforce information and skills acquired in Kindergarten and 1st grade, while also introducing slightly more advanced concepts. Educating the whole child will be an imperative aspect of the 2nd grade curriculum as the social, emotional, and physical components of the student's health will be explored. Students will have the opportunity to show creativity, critical thinking skills, problem solving skills and a growth mindset through a variety of different developmentally appropriate activities and assignments. As a result of 2nd grade health, students will be able to practice a lifestyle of wellness by incorporating information and skills obtained from the course

Pacing Guide

Each class currently meets 1/12 school days for 25 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	P.L.A.N lesson 1	Safer, Smarter P.L.A.N video and story
2	P.L.A.N lesson 2	Making our own P.L.A.N, share with the class. Real life P.L.A.N example
3	Safe and Unsafe Secrets Review	Safer, Smarter Kids video, Safe and Unsafe Secret scenarios
4	All About the Brain	Brain Quiz, healthy brain activities
5	Lice Prevention	Lice video, quiz and coloring page
6	Kindness Calendar	Kindness calendar
7	Nutrition Lesson 1	Crack the code nutrition puzzle
8	Busy body book	Exercise coloring page

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Keeping your heart healthy	4 favorite heart healthy activities
10	Keeping your lungs healthy	Discovering the pathways of air throughout the lungs and body
11	Being Safe and healthy outside	Creating adventurous and safe playgrounds
12	Earth Day	Focus on Reduce, reuse, recycle
13	Outdoor and Adventure Health	Making our own hikers
14	Kahoot introduction and review	Kahoot quizzes
15	Last Class of the year	Review games and activities

ESTABLISHED GOALS		<i>Transfer</i>
<p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Promote safe and wellness practices throughout life - Help keep oneself and others healthy by making good decisions - Communicate with others in an efficient manner 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - It is important to ask for permission, communicate location, activities, names and numbers with their at home adults (PLAN) - There is a difference between safe and unsafe secrets - The brain is computer of the body - There are strategies for reducing the chances of getting lice - Lice does not equate to having poor hygiene - There are multiple ways to be kind and compassionate to others - Making healthy food decisions can lead to a multitude of benefits - Exercise and movement can provide many benefits as well 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Why is it important to make a P.L.A.N with our at home adults? - What are examples of safe and unsafe secrets? - How can we keep the brain healthy? - What does the Brain do for the body? - How can we protect ourselves from lice? - Why is it important to be nice to ourselves and to others? - How does our body react to making healthy food choices - How many different types of exercise can we do?

	Acquisition	
	Students will know...	<i>Students will be skilled at...</i>
<p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>Casel Competencies:</p> <p>Responsible decision making</p> <p>Self-Awareness</p>	<ul style="list-style-type: none"> - Why it is important to make a P.L.A.N with their at home adults - Real life examples of when to use a P.L.A.N in action - The difference between a safe and unsafe secret - When to share a secret with a parent/guardian - The important role of our brain - How to keep our brain safe and healthy - How lice travel from one person to another - Lice do not carry disease - Acts of kindness can provide health benefits - How eating healthy can help improve well-being - There are different ways to exercise and they can aid in being well 	<ul style="list-style-type: none"> - The four steps of making a PLAN - Communicating with their at home adults - Identifying safe and unsafe secrets - Making safe and healthy decisions that improve brain health - Reducing the likelihood of contracting lice - Helping and being compassionate to others - Making healthy food decisions - Choosing physically active exercises that improve wellness

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,A M,A M,A M,A T,A T,M,A M,A	Further information: <ul style="list-style-type: none"> - Students will effectively list an example for each part of the P.L.A.N acronym - Students will correctly identify safe and unsafe secrets from a list of scenarios - Students will correctly answer questions about the brain in a google form as a class - Students will accurately answer questions from a quiz about Lice - Students will creatively make a kindness calendar for one week - Students will efficiently move bodies in a way to enhance health - Students will correctly answering questions about systems of the body 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <ul style="list-style-type: none"> - Making a real and imaginative P.L.A.N to show their guardians - Choosing the correct answer through a list of safe and unsafe secret options - Answering questions and filling in the blank answers about the brain - Listing lice preventive measures as a class - Making a kindness calendar that has different ways to help others - "Cracking the code" about nutrition in a word puzzle - Recalling information from the "Busy Body Book" and showing examples of different body movements
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> - Sharing work with the classes - Using whiteboards to answer questions - Answering quizzes as a class to help facilitate feedback - Different coloring pages to help enhance the lesson - Group discussions

Stage 3

Code	<i>Pre-Assessment</i>	
T M A	<ul style="list-style-type: none"> - Group and partner discussions at the start of class - Listing already known information about the content in the lesson on a google slide - Share times when the lesson topic has been used in their lives 	
	<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"> - Students will watch a Safer, Smarter kids video about making a P.L.A.N - Students will create their own P.L.A.Ns that will be both real and imaginative - Students will act out scenarios that demonstrate the difference between safe and unsafe secrets - Students will get graded and scored on a google form quiz about the brain - Teacher will ask questions about Lice on a brainpop quiz - Students will make a kindness calendar to guide themselves about how and when to help others - Students will use problem solving skills to help “crack a code” about nutrition - Teacher will help students respond to examples of safe and unsafe secrets through a verbal dialogue - Students will recall information about our bones and muscles from “The Busy Body Book” - Students will provide examples of how use or muscles and bones in different ways - Students will be able to explain why we do each lesson 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Teacher will Check for understanding before students start an assignment - Teacher will facilitate group and Peer discussions - Teacher will give Forms and Quizzes and review - Teacher will see if students can provide examples of different movement patterns - Teacher will use quick checks to gauge student progress - Teacher will provide group and Individual feedback - Teacher will trivia games to assess students knowledge

	and how it can be applied to our lives	
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UbD Template 2.0

UNIT TITLE: Health Enhancing Behaviors

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> - Practice how to be safe individually or as a group - Know how being healthy can affect the body - Use problem solving and critical thinking skills - Find joy in being healthy to practice a lifestyle of wellness 	
NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health 1.2.1 Identify that healthy behaviors affect personal health	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health. 5.2.1 Identify situations when a health-related decision is needed <ul style="list-style-type: none"> - The heart is one of the body's most important organs - There are multiple ways to keep the heart healthy - Being safe outside can help prevent injury to oneself and to others - It is important to practice environmentally friendly behaviors - There are many ways to protect oneself from the outdoors 	<ul style="list-style-type: none"> - What are the best ways to keep the heart healthy? - How does the Heart help our bodies? - How does our heart and lungs work together? - Why is it important to be safe when playing with others? - How can we take care of our own personal safety when outside? - What are practical things we can do help keep our school, town, and planet clean - Why

<p>NHES 7: Students will</p> <p>demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>Casel Competencies:</p> <p>Self-Management</p> <p>Responsible Decision making</p>	<ul style="list-style-type: none"> - Ways to cope with getting questions wrong in a quiz game 	<ul style="list-style-type: none"> - How do we reach an answer when there are multiple options
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - The role of the heart and blood in our bodies - The difference between Veins and arteries - Different ways to keep our hearts healthy - The process of how the lungs work - Safe practices when playing with others - Different ways to protect the environment - When to reduce, reuse and recycle - The benefits of exercising outside and going for a hike - How to protect themselves from different dangers of the outdoors 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Making healthy lungs and heart decisions - Locating their pulse to identify heart rate - Labels parts of the lungs - Being safe when playing with others - Protecting themselves - Using creativity to design and imaginative playground - Putting eco-friendly practices to use in real life - Self-regulating emotions when getting a question wrong

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M,A T,A T, M T A T A T A T A T A	<ul style="list-style-type: none"> - Students will create detailed pictures of 4 different heart healthy activities - Teacher will guide students in correctly labeling different parts of the respiratory system in a simple diagram - Students will creatively designing an imaginative playground - Students will efficiently sort waste during a game of recycle roundup - Students will accurately identify ways to reduce, reuse or recycle - Teacher will assist students in making hikers/adventurers with precautions against different dangers of nature - Students will answer questions in a review “kahoot” game which students will be able to see their scores 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> - Making a diagram showing 4 different heart healthy activities - Answering questions in a “Brainpop jr” quiz about the heart and lungs - Correctly labeling the parts of the lungs in a diagram - Being able to list benefits of exercise - Making a pretend playground - Sorting examples of waste in the “recycle roundup game” - Making a detailed hiker that includes different safety precautions - Answering questions in a “kahoot” quiz game
		<p>Other Evidence:</p> <ul style="list-style-type: none"> - Sharing work with the classes - Using whiteboards to answer questions - Answering quizzes as a class to help facilitate feedback - Different coloring pages to help enhance the lesson - Group discussions

Stage 3

Code	<i>Pre-Assessment</i>
T M A	<ul style="list-style-type: none">- Group and Peer discussions- Listing already known information about the lesson of the day- Connecting the content of the lesson to real world applications

<p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p>	<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"> - Teacher will lead students in different exercises - Students will be able to locate one's pulse - Students will Identify different heart healthy activities - Students will Identify different lung healthy activities - Teacher will put answers and ideas on the board - Students will recall the roles of the heart and the lungs - Teacher will provide examples of playground/park ideas - Students will be making an imaginative playground - Teacher will ask students questions about their work - Teacher will continuously connect information discussed in class to real life scenarios - Students will Identify ways to reduce, reuse and recycle - Teacher will help students Recognize the dangers and benefits of being outside <p><u>Resources:</u></p> <p>Safer, Smarter Kids!</p> <p>Brainpop Jr.</p> <p>Kahoot.com</p> <p>Brainfacts.org</p> <p>myplate.gov</p> <p>The Busy Body Book</p> <p>Natgeo Kids</p>	<p>Progress Monitoring</p> <p>Teacher will Check for understanding before students start an assignment</p> <p>Teacher will facilitate group and Peer discussions</p> <p>Teacher will give Forms and Quizzes to review</p> <p>Teacher will see if students can provide examples of different movement patterns</p> <p>Teacher will use quick checks to gauge student progress</p> <p>Teacher will provide group and Individual feedback</p> <p>Teacher will use trivia games to assess students knowledge</p>
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 3 Health

(Revised December 2023)

New Milford Board of Education

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Author of Course Guide

Mariann Schirizzo

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Health Education Grade 3

Third grade health will provide students the opportunity to explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. Students will learn the importance of healthy communication as a means of self advocating as well as advocating for others in need. The course is broken into two large units. The first unit addresses the social and emotional aspect of wellness and the second focuses on physical health and self-management. Unit 1 topics include personal safety relating to in-person relationships, the relationship with self and online-only friends; decision making; conflict resolution (including bullying). Unit 2 topics include disease prevention and allergy care; respiratory health; the importance of physical activity in our everyday life; nutrition and food safety; and environmental health and awareness.

Pacing Guide

Each class currently meets once every 6 days for 30 minutes, and students will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

Session #	Unit #	Lesson Title
1-3	1	Decision Making for Personal Safety
4-6	1	Relationship Management
7-9	1	Self Esteem
10-12	1	Self Advocacy / Conflict Resolution
13-15	1	Cyber Safety
16-18	2	Disease Prevention
19-21	2	Respiratory System
22-24	2	Drug Abuse Prevention - Smoking
25-27	2	Nutrition
28-30	2	Environmental Health

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>National Health Education Standards:</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>SEL Competencies</p> <p>Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding relationship management, self esteem, decision making; self-advocacy and advocating for others, and cyber safety. • Participate in safe activities that promote wellness throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • We all deserve to be respected, feel safe and comfortable in all our relationships in person and online. • In order to have healthy relationships with others, we must first have a healthy self-esteem. • Communicating our feelings and asking for help when needed is important to our social, emotional and physical wellbeing. • Students' bodies are their own and they always have a right to say no to ANY situation or person that makes them feel uncomfortable. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can we identify our relationships in person and online as healthy or unhealthy? • What are characteristics of positive and low self esteem? • What are skills we can learn to keep safe and healthy around grown ups and peers? • What is a trusted adult, and who are trusted adults in my life? • Who could I go to for support when I need help?

<p>Self-Management: The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.</p>	<ul style="list-style-type: none"> Assertive communication is essential when advocating for yourself or others. 	<ul style="list-style-type: none"> What skills are needed in order to assert oneself?
<p>Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p> <p>Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p>CT Sexual Health Education Standards</p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health</p>	<p style="text-align: center;">Acquisition</p>	
	<p>Students will know...</p> <ul style="list-style-type: none"> When to seek help during the decision making process. School rules make the classroom, school and community safer. A healthy self esteem is important to a healthy you. Influences that may affect self esteem in both a positive and negative way. Personal information that should never be shared online. cybersafety navigation. Everyone deserves to feel respected, and safe. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Identifying trusted adults and professionals who can help with health related decisions. Demonstrating healthy ways to express needs, wants, feelings, as well as listening skills to enhance health. Demonstrating ways to respond to unwanted, threatening, or dangerous situations. Articulating influences of both positive and low self esteem. Recognizing safe and unsafe online situations. Demonstrating how to stay safe when exploring the internet and communicating online. Demonstrating 5 steps to being a super upstander for themselves and others.

<p>risks and contribute to sexual health.</p> <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Completion of the “trust triangle” with at least one grown -up that is not a family member. Goal: Students will design an artistic representation depicting all of their positive self traits and positive self- Talk examples in their Self Esteem book. Role: Developers Audience: Teacher and peers Situation: Classroom Product: Visual art project Success: A complete Self Esteem book including at least 10 positive self traits and 3 positive self talk phrases. Goal: successfully answer “Talking Safely Online” questions summative assessment Role: Developer Audience: Teacher Situation: Classroom Product: Completed multiple choice questions Success: Get at least 4 out of 5 correct
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Teacher will provide immediate feedback in a whole group setting 	
A	<ul style="list-style-type: none"> Students may engage in whole group discussion as questions arise 	
M	<ul style="list-style-type: none"> Students will earn their Cyber Safety Permit upon completion of the unit. 	

	<ul style="list-style-type: none"> Teacher will facilitate acting to keep the focus and engagement of all students. 	<ul style="list-style-type: none"> Goal/challenge - Role play how to stand up to a bully Role for student - Student will take on the role of bully target. Audience for student work - peers Situation - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria) Products and performances - students will perform a skit for peers Standards/criteria for judging success - Students must demonstrate and use 4 steps of conflict resolution, plus 1 additional step for managing a bully.
<p>T, M</p> <p>M</p> <p>A, T</p>	<ul style="list-style-type: none"> Teacher may use dry erase boards for immediate responses from 100% of the class. Teacher will provide the cyber contract Teacher will provide the comic strip from BrainPopJr.com 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Exit Slips (Formative assessment):</p> <ul style="list-style-type: none"> How can our feelings affect our behaviors? Why can it be helpful to ask for help? Who are some people you can ask/go to for help? <p>Cyber Use contract signed by all students</p> <p>Moby Comic Strip using words and pictures that demonstrate how to handle a bullying situation.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, M	Students will have successfully completed the first 6 lessons from the Safer, Smarter Kids curriculum in K-2, as evidenced by a brief matching activity on day one.
A, M	When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Personal Safety (We Care and SSK Curriculum): <ul style="list-style-type: none"> Students will create a Safe Space Hand Contract as we establish classroom expectations. 	<ul style="list-style-type: none"> Teacher will facilitate whole group discussion.
T	<ul style="list-style-type: none"> Students will watch a video to help recall prior knowledge of 6 safety tools. Students will complete a matching activity to reinforce the 6 safety tools. 	<ul style="list-style-type: none"> Teacher will monitor participation and student engagement
A	<ul style="list-style-type: none"> Students will use their “safety goggles” to spy unsafe situations in the schoolyard. 	<ul style="list-style-type: none"> Teacher will provide feedback to ensure lesson-focused and respectful communication between students.
M	<ul style="list-style-type: none"> Students will view a video and be challenged to recall 3 requirements of a “grown up buddy”. 	<ul style="list-style-type: none"> Teacher will facilitate practice sessions.
A, T	<ul style="list-style-type: none"> Students will work in small groups; read a situation and determine if grown up help is needed; why and how can the grown up help; present findings to peers. Teacher will record expectations onto paper as students discuss openly. Teacher will provide SSK video and visual aid on the wall. Teacher will provide SSK “schoolyard” on interactive SmartBoard Teacher will provide the SSK video and facilitate discussion; writing students' responses on the board. 	<ul style="list-style-type: none"> Teacher will monitor online comments.
A	Relationships: <ul style="list-style-type: none"> Students will brainstorm types of relationships. 	
M, A	<ul style="list-style-type: none"> Students will sort relationship behaviors into safe or unsafe categories. Students will listen to a read-aloud of “Stand Tall Molly Lou Melon” or other related title to better understand the concept of self-esteem. 	

M	<ul style="list-style-type: none"> Students analyze the main character in small groups by assigning character traits that best describe Molly. 	
M	<ul style="list-style-type: none"> Students will brainstorm strategies for improving or maintaining a healthy self-esteem and practice using them. Teacher will provide place cards and behavior cards; guide whole group conversation Teacher reads the story and uses guiding questions to help students define self-esteem. Teacher will provide students with a list of character traits from which to choose. 	
A, T	<p>Cyber-Safety: (Safer Smarter Kids Curriculum)</p> <ul style="list-style-type: none"> Students will view SSK video and recall 4 rules for the Cyber Highway. (or related video). 	
M, A	<ul style="list-style-type: none"> Students will practice applying these rules with given scenarios. Students will sign a contract promising to abide by the 4 Cyber Highway Rules 	
A, T	<ul style="list-style-type: none"> Students will create their personal cyber safety learners permit. Teacher will provide video and write rules on the Smartboard as students recall them. Teacher provides the scenarios. Teacher will email the Cyber Highway Contract to families via the Parent Portal in advance in an effort to include and engage families in this important safety skill. 	

<div data-bbox="174 134 205 167">A</div> <div data-bbox="174 248 205 280">M</div> <div data-bbox="153 402 226 435">M, A</div> <div data-bbox="174 475 205 508">T</div> <div data-bbox="174 930 205 963">A</div> <div data-bbox="174 1044 205 1076">T</div> <div data-bbox="163 1198 216 1230">A,T</div>	<p>Conflict Resolution:</p> <ul style="list-style-type: none"> Students will participate in an online interactive HealthTeacher.com presentation (or similar content). Students will practice using the 4 steps to being a super upstander. Students will watch a video demonstrating the steps to conflict resolution (Brainpopjr.com or similar video). Class is divided into 4 groups and must act out given situations demonstrating assertive communication. Teacher will provide the contracts and other class supplies; review the meaning of a contract and assist students with cursive writing skills. Teacher will provide access to interactive program and facilitate student participation. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> Healthy Relationships - “Friendship Soup” Students access lesson from Google Classroom and are invited to launch a Pear Deck interactive lesson, follow prompts to view a video, respond to open ended questions, and draw a picture of their understanding. Self Esteem - Students visit a website to listen to or read an article and then engage in an online self assessment. Decision Making - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well. Teacher will cue video and answer questions. Teacher provides situations and feedback to aid students as they practice being assertive. 	
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	<ul style="list-style-type: none"> • Teacher prepares the pear deck add-on in a google slide presentation using elements taken from “The NedShow Lesson - Friendship Soup” or similar source content. • Teacher provides the links to Kidshealth.org site or similar. • Teacher provides the scenario with guiding thoughts presented in a google slide presentation. 	
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Do Not Distribute Not BOE Approved

Unit 1 Recommended Resources

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.

Books:

- [Stand Tall Mary Lou Melon](#)
- [I'm Gonna Like Me - Letting off a Little Self-Esteem](#)
- Healthy Relationships Project: We Care Elementary Program Third Edition
- Exploring Emotions - A Mindfulness Guide to Understanding Feelings by Paul Christelis

Videos:

- [Safer Smarter Kids - Trust Triangle Video](#)
- [Safer Smarter Kids - Tool belt Review Video](#)
- [Friendship Soup](#)
- [Safer Smarter Kids - CyberSafety Video](#)
- [BrainPopjr.com](#)
 - Friends
 - Conflict Resolution
- Health for Children Video Series (NMPS owns this video collection and is located in the SNIS health classroom)
 - Stay Safe: Cyberspace
 - Decisions and Conflicts

Grade 3 Health

Unit 2 - Physical Well-being

ESTABLISHED GOALS	<i>Transfer</i>
National Health Education Standards:	
Standard 1: Students will	

<p>comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 4: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Standard 14: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p> <p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>CCSS.ELA-Literacy.RI.3.7 Use information gained from</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding disease prevention, healthy eating and food safety; drug abuse prevention and the dangers of smoking; physical activity and respiratory health; and environmental health. • Participate in activities that promote wellness throughout life. <table border="1"> <thead> <tr> <th colspan="2"><i>Meaning</i></th></tr> </thead> <tbody> <tr> <td data-bbox="579 505 1257 1492"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. • The function of the immune system . • Pathogens can hide in our foods if we do not handle and store foods safely. • The respiratory and circulatory systems are interdependent on one another. • Choosing foods from all five foods groups everyday will keep us healthy • Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. </td><td data-bbox="1257 505 1980 1492"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are some healthy choices we can make to stay healthy? • Which influences impact my healthy behaviors and decisions? • What behaviors can I practice to help in disease prevention? • How will cardiovascular activities impact my respiratory and circulatory systems? • How can eating foods from all 5 food groups improve my health? • How can I make responsible decisions to keep myself and the environment healthy? </td></tr> </tbody> </table>	<i>Meaning</i>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. • The function of the immune system . • Pathogens can hide in our foods if we do not handle and store foods safely. • The respiratory and circulatory systems are interdependent on one another. • Choosing foods from all five foods groups everyday will keep us healthy • Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are some healthy choices we can make to stay healthy? • Which influences impact my healthy behaviors and decisions? • What behaviors can I practice to help in disease prevention? • How will cardiovascular activities impact my respiratory and circulatory systems? • How can eating foods from all 5 food groups improve my health? • How can I make responsible decisions to keep myself and the environment healthy?
<i>Meaning</i>					
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	AcquisitionShould	
<p>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The human body naturally defends itself against pathogens - skin, mucus, cilia, ear wax, stomach acid and immune system. • Allergies are connected to the function of the immune system. • There are many common food allergens. • Anaphylaxis is a life threatening condition and requires an immediate response. • The human respiratory process works together with the circulatory system to keep the body healthy. • There are both healthy and unhealthy life choices and activities that will negatively affect the respiratory and circulatory systems. • Eating foods found on Myplate will help to improve our overall wellness. • There are several ways to keep food safe from pathogens. • Reducing waste production at home and at school is important for a healthy environment. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and finding potentially dangerous foods for people who suffer from food allergies by reading food ingredient labels/lists. • Handling an anaphylaxis emergency. • Finding their own pulse. • Evaluating their own personal exercise response and adjusting their level of activity to meet their personal health goals. (I.E. move faster or work harder in order to elevate heart rate and breathing) • Demonstrating healthy decision making as it relates to smoking and chewing tobacco products. • Practicing food safety procedures and proper food storage techniques. • Choosing healthy snack foods for school and at home. • Practicing and encouraging others to reduce, reuse and recycle everyday items in an effort to reduce the amount of waste and pollution humans currently produce. • Writing a persuasive slogan to inspire others to improve their health habits.

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| | <ul style="list-style-type: none">• The effect smoking has on the Respiratory system. | |
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	<ul style="list-style-type: none"> A successful student (detective) will be able to make safe food choices for peers with certain food allergies. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Food Allergies: Goal/challenge - Ingredient List Detectives Role for student - Detective Audience - peers Situation - Investigating food Ingredient labels and packages Products and performances - Detectives will be given food labels and ingredient lists and they must search and find all common allergens. Standards/criteria for judging success - Successful completion of this task will demonstrate that students can identify common food allergens and demonstrate they know where to look for them on a food package/label.</p>
M, A	<ul style="list-style-type: none"> Greeting cards must be neat; contain at least 2 negative consequences of smoking; proper use of content specific vocabulary; artwork must show detail. 	<p>Respiratory Topic: Goal/challenge - Students will create a greeting card with a persuasive slogan and message to a loved one to help them quit smoking Role for student - Author Audience for student work - a loved one Situation - Recall ways smoking can negatively impact our health Products - Student will create the card and persuasive slogan and message Standards/criteria for judging success - Persuasive slogan and message must contain at least 2 negative consequences of smoking and at least one positive impact of quitting</p>
T,A		
T, A	<ul style="list-style-type: none"> Impact should be engaging for the observer; content should be accurate; neat writing and artwork should be present. 	<p>Nutrition: Goal/challenge - Students will create a food vending machine that only provides snacks from each of the 5 food groups. To fill the vending machine students will learn how to navigate a food circular and make healthy choices</p>

<p>T,A</p> <p>T,M,A</p>	<ul style="list-style-type: none"> PSA should be clearly written, original and persuasive; artwork should clearly support the slogan; writing should be neat with minimal spelling errors. 	<p>Role for student - artist/creator Audience for student work - peers throughout the school Situation - SWBAT successfully navigate a food circular and identify appropriate foods Products and performances generated by student - Students will create a vending machine filled with healthy choice snacks from each food group Standards/criteria for judging success - Vending machines must include 5 rows of foods with at least 4 food choices in each row.</p> <p><u>Environmental Health:</u> Goal/challenge - Advocate for our environment Role for student - Become a Slogan author and clothing designer Audience - Peers Situation - Art Project Products and performances - students will generate a PSA slogan that supports the 3 R's - Reduce, Reuse, Recycle in an effort to reduce the amount of trash people produce. Standards/criteria for judging success- Final product must include an original persuasive slogan and supporting artwork on the front of a T-Shirt template.</p>
<p>M, A</p> <p>M</p> <p>M, A</p>	<ul style="list-style-type: none"> clear and proper use of content specific vocabulary writing should be neat and chart organized and easy to read Paper diaphragm should moved up and down freely depicting airflow through the human body 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Respiratory:</p> <ul style="list-style-type: none"> exit slip - explaining how the diaphragm allows breathing to happen T-Chart and diagram labeling Art project - cut and paste activity when successfully completed demonstrates how the respiratory works

T, A	<ul style="list-style-type: none"> • Each class poster must be neat; colorful; correct foods drawn in appropriate sections of myplate; responses added to the poster must agreed upon as a group and approved by the teacher • 4 steps to food safety should be clearly identified. • Students must recall specific details relating to the 4 food safety steps as well as how to be safe with leftover foods. 	<p>Nutrition:</p> <ul style="list-style-type: none"> • MyPlate Class poster - Each group will represent a different food group and must complete a unique task (word search, word scramble, fill-in/word bank; crossword) Once task is complete, they will read their completed work to find the best answer to the EQ “Why is it important to eat from all 5 food groups?”. The finished product will be a class MyPlate poster. In each section we will find important health benefits of eating foods from each food group as well as illustrations of food examples. • Food safety Do now review (Nourishinteractive or similar source) • “<i>How safe are you in the kitchen</i>” Game Show using Smartboard Spinning wheel with 7 categories listed. T will ask a question related to each category. students can answer or poll the audience for assistance.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A M, A M, A	<ul style="list-style-type: none"> To assess what students recall about germs and nutrition, they will complete a small group activity Whole group discussion will allow me to identify what students know about the respiratory system KWL charts will allow students the opportunity to share prior knowledge about exercise, the dangers of smoking and environmental health. 	
M, A T, A T, M, A T, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Disease Prevention:</p> <ul style="list-style-type: none"> Hear a read aloud of the book <i>Body Battles</i> (or other related text) Students will use context clues and details from the story to recall 6 ways the human body defends itself from pathogen invaders. Students will explore what happens to the immune system when certain allergens are present, using “Suzie Symptoms” by Kyle Dine or other related materials. Students will practice identifying common allergens by connecting the written word to its image and then they will practice finding them in actual food ingredient labels. After watching a Youtube video on a respiratory emergency involving anaphylaxis students will recall what to do if someone experiences an allergy emergency. Teacher will read the story or find an audiobook and T will provide a fun activity for students to complete that will reveal the 6 ways the human body defends itself from germs. Teacher will use Smart Board and guide students in a whole group setting discussion. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will monitor student responses. Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. Teacher will facilitate student self-guided experiments. Teacher will practice proximity control as students move about the room. Teacher will monitor Turn and Talk.

	<ul style="list-style-type: none"> • Teacher will provide video and emergency situations. • Teacher will keep track of answers on a master T-chart. • Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or Safe Youtube.com, as it relates to the SNIS Breast Cancer Awareness Campaign. 	
T, A	<p>Respiratory System:</p> <ul style="list-style-type: none"> • Students will listen to a podcast and recall the parts and function of the respiratory system. 	
M, A	<ul style="list-style-type: none"> • Students will construct a paper representation of the Respiratory System demonstrating how the diaphragm aids breathing. 	
M, A	<ul style="list-style-type: none"> • Students will work with a partner to complete a T-Chart exploring what is good and bad for the lungs. • Teacher will provide access to the Podcast or similar source and guide discussion. • Teacher will provide an exemplar of the finished product and provide step by step instructions. • Teacher will cue the video and pause for Q&A as needed. • Teacher will provide one on one guidance to find heart rate and provide a class size chart to help interpret the numbers. • Teacher will use SmartBoard presentation to guide discussions and ask guiding questions as conclusions are drawn. • Teacher will cue the video and ask guiding questions to ensure comprehension of key points. • Teacher will provide the incomplete story and word bank. 	

	<ul style="list-style-type: none"> Teacher will provide the scenarios and facilitate whole group discussion as groups present their situations and opinions. 	
M, A	Physical Activity - <ul style="list-style-type: none"> Students will watch a brainpop video to answer the question why exercise is good for me? 	
M	<ul style="list-style-type: none"> After learning how to take a pulse, students will perform an experiment to find out how the body responds to varying levels of exercise difficulty. They will draw conclusions to help them identify the appropriate level of difficulty that will help to improve one's health. 	
T, M, A		
M, A	Dangers of Smoking: <ul style="list-style-type: none"> Students will view a BrainPopJr video (or similar video) and discuss dangers of smoking with peers in a turn and talk. 	
M, A	<ul style="list-style-type: none"> Students will complete a story that is missing key words - a word bank will be provided to differentiate the activity. 	
T, M, A	<ul style="list-style-type: none"> Practice decision making skills using real-world, age appropriate scenarios. 	
M, A	<ul style="list-style-type: none"> Students will conduct an experiment with small straws to experience how it feels to breathe with sick lungs damaged by smoking. 	
	<ul style="list-style-type: none"> Teacher will cue up Brainpop Jr. or similar sources and provide straws and any other materials necessary. 	
M	Nutrition: <ul style="list-style-type: none"> Students will engage in an online interactive presentation (healthteacher.com or similar source), which will review the major concepts of 5 food groups and benefits of eating a variety of foods from all groups 	
M	<ul style="list-style-type: none"> Students will read and interpret a chart to answer questions related to the purpose, use in the body and food sources for each of the 5 food groups. 	
T	<ul style="list-style-type: none"> Students will self-reflect and evaluate personal eating habits in order to establish one healthy eating goal. 	

T, A	<ul style="list-style-type: none"> Students will watch a video about food safety and complete the comprehension activity to reveal 4 tips to food safety. (brainpop or similar video) 	
T, A	<ul style="list-style-type: none"> Students will practice decision making skills as it relates to healthy choices, food safety and potential food allergens in small groups with “What would you do?” situations. T will cue interactive presentation and choose participants. T will provide the chart and questions. T will provide the reflection and healthy eating goal sheet. T will provide the situations. (Learning ZoneXpress flashcards or similar source) 	
M	<p>Environmental Health:</p> <ul style="list-style-type: none"> Students will listen to a read aloud of <i>The Lorax, Michael Recycle Meets Litterbug Doug</i>, or other similar text. 	
M, A	<ul style="list-style-type: none"> Evaluate the shopping lists of two different families and decide which list is kinder to the environment. Students will explain their findings, and rework the list that needs improvements. 	
M, A	<ul style="list-style-type: none"> Students will view a brief video from Health for Children (Schlessinger Media DVD Collection) or other related title. 	
T, A	<ul style="list-style-type: none"> Students will listen to the definition of a slogan and then look through different magazines to find slogans used in advertising. Students will generate an original slogan in an attempt to persuade others to help the environment. T will use Smartboard presentations and provide video for viewing. Teacher will provide the magazines and art supplies. 	

	<p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> ● Disease Prevention - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. 	
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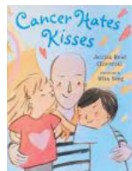
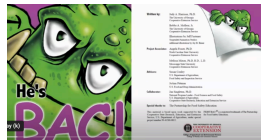
Unit 2 Recommended Resources:

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.

Books:

- [The Lorax](#) by Dr. Seuss
- [Michael Recycle Meets Litterbug Doug](#) by Ellie Bethel
- **Body battles** by Rita Golden Gelman
- [Cancer Hates Kisses](#) by Jessica Sliwerski
- [He's Bac! Bacteria](#)



Videos:

- [BrainPopjr.com](#)
 - Smoking
 - Food Safety
- [Anaphylaxis](#)
- **Health for Children Video Series:**
 - **Personal Health - Physical Activity**
 - **Nutrition**
 - **Environmental Health**

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 4 Health

New Milford Board of Education

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Assistant Superintendent

Mrs. Holly Hollander

Author of Course Guide

Mariann Schirizzo

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.

Health Education Grade 4

Fourth grade health vertically aligns with the third grade curriculum and will provide students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. The course is broken into two units of study. The first unit addresses the social and emotional aspect of wellness and includes the following topics - Self-Advocacy; Recognizing and Responding to Emotions; Communication Skills. The second unit focuses on physical well-being and self-management. Topics include Communicable Disease Prevention; Drug Abuse Prevention and Refusal Skills; Sleep Hygiene; Nutrition and Injury Prevention; an introduction to Media Literacy.

Pacing Guide

Each class currently meets once every 6 days, and will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

Session #	Unit #	Lesson Title
1-3	1	Self - Advocacy: Creating a Web of Support
4-6	1	Recognizing and Responding to Feelings
7-9	1	Body Language and Mixed Messages
10-13	2	Disease Prevention
14-17	2	Drug Abuse Prevention and Refusal skills
18-21	2	Nutrition
22-25	2	Media Literacy
26-28	2	Sleep Hygiene
29-30	2	Injury Prevention - Tick-borne Illness

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><u>National Health Education Standards</u></p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><u>SEL Competencies</u></p> <p>Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding self-advocacy, emotional regulation and relationship management.. • Demonstrate behaviors that promote healthy relationships throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Healthy relationships make us feel comfortable and safe. • Sometimes we need help with situations that make us feel uncomfortable or unsafe. • It is important to recognize and express emotions in a healthy way. • We can feel multiple emotions about the same thing. • Our physical health can have a direct impact on our emotional well being. • There are different ways we communicate and send messages to one another. • Being aware of body language and 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What factors in my life affect my emotional and social well-being? • How does my emotional health influence my relationship with others? • What can I do to avoid or reduce health risks while expressing my emotions and forming positive relationships? • What can we do when we do not understand how we feel or how someone is feeling? • How do my emotions affect my physical well being? • How can someone express their feelings through their body language? • What role do our emotions play in our

<p>Self-Management: The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.</p>	<p>potential mixed messages are important for maintaining healthy relationships.</p>	<p>decision making?</p>
<p>Social Awareness: The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.</p> <p>Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p> <p>Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p><u>CT Sexual Health Education Standards</u></p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p>Standard 3: Students will demonstrate the ability to</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Making healthy decisions sometimes requires seeking help with those decisions. • Following rules of how to behave make the classroom, school and community safer. • Checking in with ourselves regularly will help us know how we are feeling. • Our emotions affect our physical well being in different ways. • Recognizing our emotions is the first step in healthy emotional regulation. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Differentiating between physical feelings and emotional feeling • Selecting trusted adults and professionals who can help with health related decisions. • Recognizing and expressing their emotions in a healthy way. • Recognizing and communicating the physical changes in the body when experiencing strong emotions.

<p>practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><u>Common Core Standards</u></p> <p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	Further information: Self Advocating Trust Triangle: <ul style="list-style-type: none"> Visual assessment Students may share their representation with their peers Teacher will provide feedback 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Self Advocating: Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Completion of the “ trust triangle ” with at least one grown -up that is not a family member.
T, M, A		
T, M, A	4 Scenarios (or other similar): <ul style="list-style-type: none"> “Tim does not understand his reading assignment” Sheila is at a sleepover and it is time for bed, but she does not feel comfortable” Bailey is really sad because his grandmother died over the weekend. “Stella is playing at the park, when she notices a girl being made fun of by a group of boys. The girl looks like she is about to cry. Stella wants to help. 	(Decision Making) Goal: What Would You Do? situations Role: Student investigators Audience: Peer Situation: Students will be given 4 different scenarios they must decide how to best work through. Products: Students will be able to recognize situations that require the help of an adult. Standards: Students must be able to explain why it could be helpful to seek help; identify who they can ask; provide at least two ways they can ask for help.

	<p>A rubric will be used to check off each of the three standards listed:</p> <ul style="list-style-type: none"> • explain why • Identify who • 2 ways to ask <p>Self-Advocacy</p> <ul style="list-style-type: none"> • A template for completing the reflection which includes thought provoking and guiding questions will be provided. • Access to emotional support will be offered to any student who feels they need the assistance of a grown up. 	<p>Self-Advocacy</p> <p>Goal: Personal Reflection Role: Author Audience: Teacher Situation: Students will write about a situation involving their feelings, and how they will deal with that situation. Products: Completed self reflections will consist of 4-5 complete sentences Standards: Students use neat and clearly communicated thoughts describing their emotions on any topic of their choice. They must reflect on possible reasons that would explain their feelings and decide whether or not they require the assistance of a grown-up.</p>
<p>M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> • Matching Activity • Red = “I do not understand at all and need help.” • Yellow = “still have questions.” • Green = “I understand and am ready to move ahead.” • Self assessment 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Students will match the emotion to the typical body part affected by that emotion. • exit slips - paper for in-person; and PearDeck addons for remote learners • temperature checks using red, yellow, green cards. • Students will complete the “Are You a Good communicator” which ranks one’s communication abilities on 10 different points. Students determine their scores independently and leave with specific areas to improve upon.

Stage 3 – Learning Plan

Code	Pre-Assessment <ul style="list-style-type: none"> When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic. KWL charts will allow students the opportunity to share prior knowledge. 	
<div>M, A</div> <div>T, A</div> <div>T, A</div> <div>M</div>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Self-Advocacy</p> <ul style="list-style-type: none"> Each student table will be given a unique discussion question to talk about and then must share ideas with peers. Students will create a “web of support” by sitting in a circle and sharing with their peers at least two grown ups they trust and can turn to when they need help. Students will engage in a whole group discussion about ways we can ask for help. Students will participate in a guided imagery session with eyes closed. In small groups students will work through Why, Who, How for 4 different situations. Teacher will provide each table with the DQ and supplies to track ideas. Teacher will review expectations for small group work and assist students with assigning a reader, scribe and speaker. (DQ’s on page 69 of We Care) Teacher will debrief as the web grows larger: <ul style="list-style-type: none"> How is our class web changing as more people share? Is it getting stronger or weaker? why? 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will facilitate whole group discussion. Teacher will debrief with open-ended questions in a whole group and small group settings. Teacher will track student responses. Teacher will monitor online comments. Teacher will provide feedback and ensure respectful student communication.

M, A	<ul style="list-style-type: none"> Students will listen to a scenario read aloud and answer questions related to body language and mixed messages. 	
T, A	<ul style="list-style-type: none"> Students will engage in a whole group discussion about the situation. 	
T, M, A	<ul style="list-style-type: none"> Teacher will provide cards and charades worksheets or similar worksheets. Teacher will facilitate with debriefing questions, which may include: <ul style="list-style-type: none"> How did you figure out what the actor was feeling? What was it like to try to express that feeling without words? Teacher will read the situation and provide each student with related questions. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> Recognizing Feelings - Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. They will watch a brief video, read, practice recognizing feelings with 3 scenarios and listen to a story. Teacher will provide the Pear Deck interactive slides in advance. Youtube can be the source for both video and story read aloud. Teacher will provide the 3 scenarios in the slide presentation. Decision Making - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well. Teacher provides weekly scenarios (from <i>Healthy Living Social Scenarios Flashcards</i> or similar) with guiding thoughts presented in a google slide presentation. 	
M		
T, A		
T, M, A		

Unit 1 Recommended Resources

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.

Books:

Exploring Emotions: A Mindfulness Guide to Understanding Feelings by Paul Christelis

Breath by Breath: A Mindfulness Guide to Feeling Calm by Paul Christelis

Videos:

- Health For Children Video Series - Dealing with Feelings
- Safer Smarter Kids Curriculum - Body Boundaries
- [KidSmartz - Tell A Trusted Adult](#)

Stage 1 Desired Results		
ESTABLISHED GOALS Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks. Standard 4: Students will analyze the influence of family, peers, culture, media, technology and other factors on health. Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Advocacy Essential Question: Curricular Outcome: Students will demonstrate the ability to advocate for personal,	Transfer	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Live a healthy life by making safe choices and decisions regarding disease prevention, drug abuse prevention and refusal skills; sleep hygiene; nutrition and media literacy; tick-borne illness prevention. Participate in safe activities that promote wellness throughout life. 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Pathogens are essential for life on earth, but some can make people very ill. Communicable disease is spread from person to person by pathogens. Through the practice of good hygiene we can reduce our risk of contracting or spreading communicable disease. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> What can I do to avoid or reduce health risks? How do I make good decisions to keep myself healthy? How can I prevent communicable diseases? How can communication enhance my personal health?

<p>family and community health.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Some diseases can be prevented with vaccinations. • The only thing that can kill viruses is the human immune system. • Cancer is an illness that is NOT caused by a germ. • Nicotine is more addictive than any illicit drug. • Poor sleep hygiene can negatively affect a student's social, emotional, physical and academic health. • The purpose of advertising is to influence our choices. 	<ul style="list-style-type: none"> • What influences my healthy behaviors and decisions? • What prevents people from making healthy food choices? • What are some risk factors in my life that I can control in an effort to reduce my risk of developing cancer? • What can I do to promote accurate health information and healthy behaviors? • What can I do to protect myself when spending time outdoors?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that two of the most common pathogens are bacteria and viruses. • the four ways germs can spread from person to person. • when they should wash their hands. • nicotine is found in both smoking and vaping products. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Recalling at least 4 strategies they can practice to reduce their risk of disease transmission. • Washing hands properly. • Refusing an offer to smoke or vape. • Implementing strategies to practice good sleep hygiene.

	<ul style="list-style-type: none"> • the consequences of both a good and bad night's sleep. • that MyPlate can help them make healthy food choices • the anatomy of a typical nutrition facts food label. • that our choice of every food, drink, game, clothing...etc is greatly influenced by consumer marketing tactics • Some diseases develop inside the body over time. • Some diseases are transmitted by the bite of a tick called tick-borne illnesses 	<ul style="list-style-type: none"> • Recognizing sleep helpers and sleep barriers. • Building a healthy meal that is colorful, satisfying and representative of at least 3 food groups. • Differentiating between healthy and unhealthy food choices by interpreting food labels. • Analyzing and identifying marketing tactics used to entice the consumer. • Identify and describe behaviors that can reduce the risk of developing disease over one's lifetime. • Practicing strategies that can decrease personal risk of contracting a tick-borne illness.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	<p>Situation examples:</p> <ol style="list-style-type: none"> You are home alone with your sibling, who finds an open pack of cigarettes on the counter. She is curious and wants the both of you to try lighting one up. You are at a party and a group of friends is passing around a cigarette. As it gets passed to you, everyone's watching to see what you will do. You are waiting for the school bus to pick you up when your friend notices a partially lit cigarette on the ground. He wants to smoke it and offers some to you. You are in the locker room when you notice a popular kid puts something funny in their mouth. He or she offers you some. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Drug Abuse Prevention Refusal skills Goal: Role Play Role: Student Actors Audience: Peers Situation: Students will act out situations Products: Students will demonstrate healthy personal boundary interactions. Standards: Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort.</p>
T, A	<ul style="list-style-type: none"> assertive communication cue cards provided along with ongoing student feedback. Students must: <ol style="list-style-type: none"> clearly say “No” provide a reason that draws from knowledge of drugs avoid aggressive behavior demonstrate how to leave the situation (Go). 	

T, M, A	<ul style="list-style-type: none"> • Clear, neat and coherent writing • Proper use of specific health related vocabulary • Accurate recall of negative consequences of poor sleep habits 	<p>Sleep Hygiene Goal: Personal Reflection Role: Author Audience: Teacher Situation: Students reflect on their current sleep hygiene habits. Products: Student must make 1 - 2 changes to improve sleep habits Standards: Students are able to describe negative consequences of personal sleep barriers; and clearly communicate how they will implement their 1-2 suggested sleep helpers.</p>
T, M, A	<ul style="list-style-type: none"> • Accurate nutrient comparison clearly identified. • The summary of findings is neat, clearly written and data supported. 	<p>Nutrition Goal: Healthy Food Finders Role: Detective Audience: Peers Situation: Students must analyze, compare two food labels Products: Students will collect data, make a choice and explain why their food choice is the healthier option Standards: Students will be able to recall which nutrients to limit and which they should get more of.</p>
T, M, A	<ul style="list-style-type: none"> • Accurate risk factor identification • Specific positive behavior examples are identified and described 	<p>Disease Prevention Goal: Disease Risk Behaviors Wheel Role: Detective Audience: Peers Situation: Students must identify and describe each risk factor Products: Students will describe and discuss 8 different risk factors Standards: Students will be able to differentiate between factors they can control and not control. They will be able to describe example behaviors for risk factors they can control</p>

	<ul style="list-style-type: none"> • Rubric will provide marketing tactic word bank from which to choose. • Writing should be neat, coherent with use of specific content vocabulary, and persuasive if offering an alternative food. 	<p>Media Literacy Goal: Small groups will collaborate to create original advertisements using marketing tactics learned in class and then Identify the tactics used by other groups. Role: Artist and Detective Audience: Peers Situation: Students must create and analyze consumer advertisements Products: Each Group will display their original ads; Students will decide the types of marketing tactics used to try to persuade a consumer to make a purchase. Standards: Students will use their knowledge of media literacy to create and analyze student generated work.</p>
T		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Self-assessment of exposure level to tick-borne illnesses • Tea Party - students will each have a card with a term, definition or partial strategy on it. As they enter the room they must walk around checking with their peers to find a match to their card. Once all cards are matched, each “couple” shares the fact or strategy with the class. (Disease Prevention) • Students will differentiate between biased and unbiased media marketing tools.

Stage 3 – Learning Plan

Code	Pre-Assessment <ul style="list-style-type: none"> Students will complete a story with missing words using a word bank that will determine prior knowledge about tick-borne illness (from TimeforLyme.org or similar source) Students are invited to build a healthy meal using paper plates and pictures of various foods laid out on a table. Teacher will look for color, portion and variety of food groups present. 	
<div>M</div> <div>M</div> <div>M, A</div> <div>M, A</div> <div>T, M, A</div>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Disease Prevention</p> <ul style="list-style-type: none"> Topic Icebreaker - Students play a game called “Guess the Object of the Game” Each student will read the name of a disease and a brief description and then stand by a “Yes” or “No” sign. After 6 diseases have been shared, students may attempt to guess the object of the game. Game continues until the object is revealed. Students will watch a brief video introducing key vocabulary. Students will read aloud a non-fiction piece explaining what a human cell is and answering comprehension questions in whole group setting. (A Tower of Living Cells or similar text) Students will take notes during lesson SMartBoard presentation defining 4 key vocabulary words. Students will follow a maze of situations to reveal 4 ways pathogens can spread from person to person. Students will brainstorm strategies they can implement to reduce the spread of communicable disease. Students will be introduced to the concept of health risk factors as it relates to Breast Cancer Awareness, and be able to identify which factors they can control with healthy choices. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will monitor student responses. Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. Teacher will facilitate student self-guided experiments. Teacher will practice proximity control as students move about the room. Teacher will monitor Turn and Talk. Teacher will monitor individual student reading time.

	<ul style="list-style-type: none"> • Teacher encourages student participation, encouraging everyone to listen to their peers bc clues are hidden in each disease description. Game concludes when someone figures out what “Yes” and “No” mean. (Yes=Contagious No=Non-Contagious) • Teacher will add new vocabulary to the classroom word wall as terms are discussed. • Teacher will track student responses on the whiteboard and clarify meaning as needed. • Teacher will provide a graphic organizer and illustrations on SmartBoard to assist all learners. • Teacher challenge students to revisit each correct situation to determine how pathogens traveled from person to person and track responses on the board. • Teacher will track responses on the board, generate a word document and hand it out to students to hang in their lockers as a daily reminder. • Teacher will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign • Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or https://SafeYoutube.com, as it relates to the SNIS Breast Cancer Awareness Campaign. 	
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	<p><i>Drug Abuse Prevention and Refusal Skills</i></p> <ul style="list-style-type: none"> • Topic Icebreaker - “Addiction Activity” Each student receives a card; not all are the same and some are even blank. Students must stand up when they hear an item on their card is announced. • Students will read together with a small group of peers to reveal the main idea of a Scholastic Article “E-Cigarettes: What You Need to Know” (or a similar text). A scribe will write the main idea on the classroom poster. A reporter will share information with the class. • Students will view a Brainpop video on smoking/vaping. 	
M, A	<ul style="list-style-type: none"> • Students will work in small groups to make healthy decisions based on situations provided using a 4-step decision making model • Students will write original excuses for saying no to drugs and then practice them with classmates. 	
M	<ul style="list-style-type: none"> • Teacher will assist students in making conclusions based on what they observe. Goal - students will be able to conclude that Nicotine is one of the most addictive legal drugs on the market. 	
M, A	<ul style="list-style-type: none"> • T will challenge students to recall at least 2 reasons why vaping is just as dangerous to their health as smoking. 	
T, M, A	<ul style="list-style-type: none"> • T will introduce the 4-step decision making model and provide each student with a personal copy to use during small group work. 	
M, A	<ul style="list-style-type: none"> • Teacher will provide example refusal statements. 	
	<p><i>Sleep Hygiene</i></p> <ul style="list-style-type: none"> • Students will read a poem entitled “It was a Dreadful day” (or similar text) and underline all of the bad things (consequences) that happened and discuss why these events occurred. 	
M, A		
T, A	<ul style="list-style-type: none"> • Students will categorize each consequence as either social, emotional or physical. 	

<p>A, T</p> <p>M, A</p> <p>T</p>	<p>protect themselves from tick bites and disease.</p> <ul style="list-style-type: none"> • students are given a picture and must circle all of the possible places ticks may hide. • Using Chromebooks, students will research Lyme Disease signs and symptoms. • Students will watch a video on the safe removal of a tick. • Teacher (T) will provide guiding questions for which students will seek answers from given texts. • Teacher will facilitate whole group discussion and ask guiding questions about the video. • Teacher will facilitate whole group discussion and track student ideas on the Smartboard. • Teacher will provide students with pictures of hidden sources. • Teacher will provide students with a list of valid and reliable web sources for research. • Teacher will emphasis the importance of having a grown up remove a tick from them or a pet. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> • Disease Prevention - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. 	
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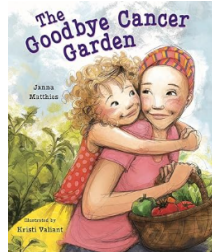
Unit 2 Recommended Resources

Resources:

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Books:

The Goodbye Cancer Garden by Janna Matthies



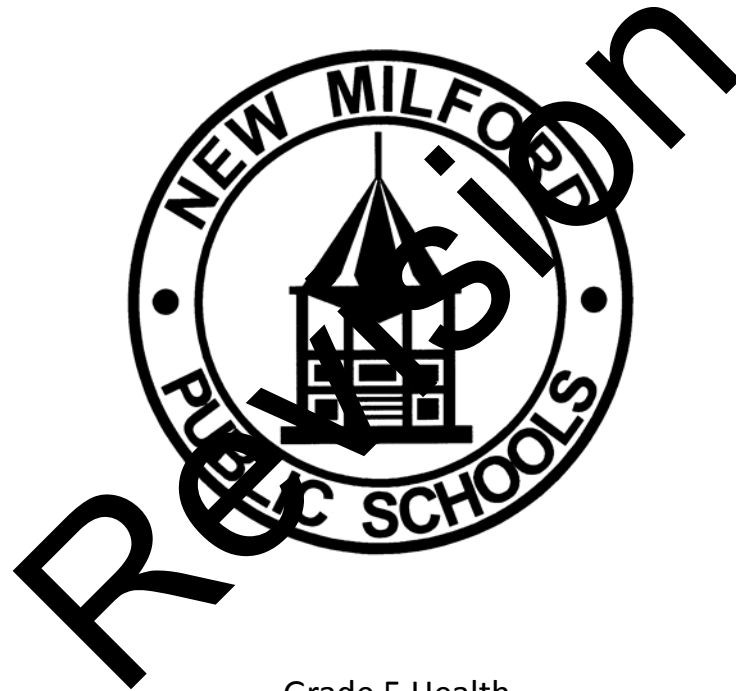
Lyme Disease by Silverstein/Nunn

Videos:

- Health for Children DVD Video Series:
 - Diseases
- [BrainPop](#) - Addiction and Smoking/Vaping
- [Anatomy of a Food Label with Dr. Smarty](#) or [Nutrition Fact Labels](#)
- [TickLES](#) Educational Video - Tick bite Prevention

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 5 Health

December 2023

New Milford Board of Education

Wendy Faulenbach , Chairperson

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Mariann Schirizzo

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.

Health Education

Grade 5

Fifth grade health vertically aligns with the third and fourth grade curricula and will allow students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically well. The course is broken into two large units. The first unit will focus on social emotional learning where students will gain the knowledge and skills needed to make safe and healthy choices as it pertains to Relationship Management both in person and online, Empathy, and the Zones of Self-Regulation. The second unit will focus on physical wellbeing and self-management. The topics covered include Disease Prevention, Medicine safety, Human Growth and Development, and Nutrition with an emphasis on the importance of leading a healthy and active lifestyle as a citizen in our school and community.

Fifth Grade Health Curriculum Pacing Calendar

- Each class currently meets once every 6 days for 30 minutes.
- Each class receives approximately 30 sessions during the school year.

Session #	Unit #	Lesson Title
1		Pre-Assessment
2-4	1	Relationship Management
5-7	1	Empathy
8-10	1	Personal Boundaries
11-13	2	Disease Prevention (+Breast Cancer Awareness Campaign)
14-16	2	HIV Prevention
17		Mid Year Review
18-20	2	Human Growth and Development
21-23	2	Medicine Safety
24-26	2	Nutrition
27-29	1	Zones of Regulation
30		Post-Assessment

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making healthful choices and decisions regarding relationship management, personal boundaries, empathy, digital citizenship and self regulation. • Participate in activities that promote wellness throughout life. 	
	<i>Meaning</i>	
<p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>CT Sexual Health Education Standards</p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • Communicating our feelings is important to our emotional and physical well being. • Boundaries are the limits we set on how we want others to behave around us. • We all deserve to be respected, feel safe and comfortable in all our relationships. • Students' bodies are their own and they have a right to say no to anything that makes them uncomfortable. • Through empathy we build strong and healthy relationships. • The importance of regulating our emotions throughout the day will maximize our ability to learn and get along with others. 	<p>ESSENTIAL QUESTIONS Students will keep considering...</p> <ul style="list-style-type: none"> • How can using interpersonal communication skills help to avoid or reduce health risks and contribute to social well-being? • How do we communicate our boundaries to others in a healthy way? • How can I assess my personal relationships? • What can I do to promote healthy behaviors in relationships? • What do healthy interactions with others look like?

<p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><u>SEL Competencies</u></p> <p>Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values.</p> <p>Self-Management: The ability to successfully regulate one’s emotions, thoughts and behaviors in different situations.</p> <p>Social Awareness: The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.</p> <p>Relationship Skills: The ability to establish and maintain healthy and</p>	Acquisition	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none">• behaviors for both healthy and unhealthy relationships.• concepts of personal boundaries and the ability to recognize them• effective communication skills in person as well as online look like.• resources for getting help with personal boundaries when needed• empathy, a desired character trait, when expressed in appropriate ways is considered compassion in action.• emotions expressed in an appropriate manner help to maintain healthy relationships.	<ul style="list-style-type: none">• Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships.• Communicating when a personal boundary has been crossed.• Using interpersonal communication skills to avoid or reduce health risks and contribute to social well-being.• Accessing available resources to report when a personal boundary is crossed ie. sexual harassment.• Recognizing the feelings of others and understanding why this is important to our social well-being.• Self-regulation strategies to cope with their emotions and energy levels throughout the day.

<p>rewarding relationships with diverse individuals and groups.</p> <p>Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p><u>CT Sexual Health Education Standards</u></p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p>		
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<p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence

<p>T M M</p> <p>T, M</p> <p>A</p> <p>M</p> <p>M</p> <p>A</p> <p>T, M</p>	<ul style="list-style-type: none"> • Visual assessment • Students will share their representation with their peers • Peers will provide feedback <ul style="list-style-type: none"> • appropriate setting will be predetermined. • Role Play rubric will provide immediate student feedback. • Assertive communication cue cards and conversation starters available. <ul style="list-style-type: none"> • Correct situation sorting • Whole group discussion with the sentence stem: "What if?" 	<p>PERFORMANCE TASK(S):</p> <p>Self Advocacy Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Complete of the "trust triangle" with at least one grown-up that is not a family member</p> <p>Demonstrating Personal Boundaries and Empathy Goal: Role Play Role: Student Actors Audience: Peers Situation: Students will act out situations Products: Students will demonstrate healthy personal boundary interactions and or empathy interactions Standards: Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort.</p> <p>Relationship Management Goal: Sort healthy, unhealthy and abusive relationship behaviors Role: Students Audience: Teacher/peers Situation: Classroom Products: A chart with healthy, unhealthy and abusive relationships Success: Evidence of reflection will be evident on the chart, students will show the differences between the types of relationships.</p>
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A, T, M	<ul style="list-style-type: none"> • correct zone identification for each scenario • able to communicate and support their answers using vocabulary used throughout the unit 	<p>Zones of Regulation Goal: Using a zone map, students will sort situations interpreting them both physically and emotionally. Role: A well-rounded human being Audience: Community, peers Situation: Real world Products: Ability to properly and accurately sort situations Success: Evidence is shown through students' interpretation of what is the expected physical and emotional response to a given situation.</p>
A, T, M	<ul style="list-style-type: none"> • completed class work packet to use as a resource for the completion of this project • able to follow verbal and written instructions to construct the origami project neatly. 	<p>Goal: Choose 8 tools or strategies to help manage emotions using the zones of regulation Role: A student wishing to learn how to self regulate their emotions Audience: Community, peers Situation: Real world Products: An origami art project highlighting students' top 8 strategies for self regulation Success: Evidence is shown through a completed project that is neat, clean and clearly communicates real world strategies the student can use independently.</p>
	<ul style="list-style-type: none"> • Whole group verbal assessment 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Worksheets - Red Flag/Green Flag relationship behaviors</i> • <i>Exit slips</i> • <i>Do-nows</i>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A	Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes in different situations (pg. 51, Frey, Fisher, Smith)
M	Whole class will create a KWL chart on what it means to be in a healthy relationship.
T	When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic.

	Summary of Key Learning Events and Instruction (Students will) <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring (Teacher will)
M T	Health Relationships: <ul style="list-style-type: none"> Students will explore the Relationship Continuum. Students, in small groups, will brainstorm healthy characteristics and appropriate behaviors and then create a recipe for a healthy friendship using the behavior and character attributes they discussed earlier. Students will watch a video and recall 5 unhealthy relationship behaviors. Students assess unhealthy relationship behaviors and brainstorm ways to change that behavior to a healthy one.. Teacher will lead and monitor participation in group conversation centered around kinds of relationships on the continuum. Teacher will define/clarify types of relationships to assist with students' ability to differentiate between healthy, unhealthy and abusive relationships behaviors. Teacher records all healthy relationship behaviors 	<ul style="list-style-type: none"> Teacher will monitor student responses. Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. Teacher will facilitate student self-guided experiments. Teacher will practice proximity control as students move about the room.
T		
M A		
T		
M	Empathy: <ul style="list-style-type: none"> Students will complete a “ What would they feel” activity to introduce the idea of Empathy Students will watch a video of 4 scenarios to practice how to empathize with people. What it looks like and what it sounds like. Students will complete a graphic organizer referring to the video shown in the previous lesson. Students will listen to the read aloud I Am Human: A Book of Empathy by Susan Verde exploring the idea that you create trust, bring healing, and approach others on their levels by using empathy and be able to discuss the 	<ul style="list-style-type: none"> Teacher will monitor Turn and Talk. Teacher will monitor individual student reading time.
A		
A		
T, M		

<p>M A</p> <p>T</p>	<p>main ideas presented in the text.</p> <ul style="list-style-type: none"> • Teacher will facilitate class discussion around the introductory activity • Teacher will show a youtube video depicting 4 real world situations. • Teacher will play and then pause the video, highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video. • Teacher will monitor completion of the five main ideas on the organizer • Teacher will post the main idea about empathy on the board, then read and pause at various parts of the text to prompt students guiding them back to the main idea of the text <p>Personal Boundaries:</p> <ul style="list-style-type: none"> • Students will be given red, green and yellow cards: depicting examples of personal boundaries and use these to communicate their own personal boundaries. • Students listen to a read-aloud “Lauren’s Kingdom” or similar texts. • Students will recall the information from a previous video. They will rewatch the video and identify what steps they should take when a boundary is crossed. • Students will read real-world situations and apply the four steps on what to do if a boundary is crossed. • Students will be introduced to sexual harassment prevention vocabulary and practice activities and watch an age appropriate video for visual learners • Teacher will read each scenario to the class, asking them to identify their personal boundary. <i>(Page 89 of We Care curriculum)</i> • Teacher will prompt students with questions thinking aloud the kind of boundary and who it’s affecting. • Teacher will facilitate a group discussion recording student responses as they’re given. 	
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<p>M, A</p> <p>T</p> <p>A, T</p> <p>T</p>	<ul style="list-style-type: none"> • Teacher will create and evaluate exit-slip by students and use results to guide future instruction. • Teacher will provide student work packets, “hurting or flirting” video, and facilitate discussion and Q&A <p>Zones of Regulation:</p> <ul style="list-style-type: none"> • Students will categorize their emotions and energy levels using the zones regulation map • Students will participate in an exploration of self and how the zones of regulation correlate with their feelings and energy levels throughout the day. • Students will brainstorm strategies they can use when they find themselves outside the “green” zone. • Students will complete a personal tool box. • Teacher will monitor completion of the open-ended statement. ex. times I might be in the blue zone... • Teacher will lead group cooperation and peer feedback along with the completion of a personal tool box. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> • Personal Boundaries - Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. This lesson includes new content specific vocabulary activities, reading, and skills practice on how to respond when someone crosses your personal boundary. • Teacher will provide the word search, vocabulary, fill-in content source, article taken from Kidshealth.org or similar. Pear Deck tools used for the above activities include the dragging, drawing, and text tools • Decision Making - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel 	
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	<p>safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.</p> <ul style="list-style-type: none"> • T provides weekly scenarios (from <i>Healthy Living Social Scenarios Flashcards</i> or similar) with guiding thoughts presented in a google slide presentation. 	
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Recommended Resources:

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.

Books

- [I Am Human](#) by Susan Verde

Videos

- Health for Children DVD Video Series
 - Dealing with Feelings
- [“Social Skill Lesson on Empathy”](#)
- [“Hurting or Flirting”](#) Sexual Harassment

Stage 1 Desired Results

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Standard 1: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Enhance their personal health using knowledge of disease prevention, nutrition, medicine safety and human growth and development. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> We can reduce our personal risk of contagious and non-contagious illnesses. Our personal choices directly impact our risk for disease. Nutrition is an essential part of our health and well being. Substance use, misuse and abuse affects many aspects of a person's life. There are common trends between genders when exploring the concept of puberty. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What can I do to avoid and reduce health risks? How do I make good decisions to make and keep myself healthy? What are important resources for health information? What are the potential consequences of medicine misuse and abuse? What information is necessary in order to enhance/maintain our reproductive health?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The relationship between contagious and non-contagious illnesses 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Making healthy choices to reduce their risk of contracting or developing illness

	<ul style="list-style-type: none"> • The potential causes of the most chronic non-contagious diseases • Effective nutritional habits to maintain a healthy lifestyle • A diet made up of a variety of different foods will aid in maintaining good health. • Food labels provide important information to the consumer to aid making healthy food choices • The importance of knowing how to read medicine labels . • The anatomy of the reproductive system and expected physical, social and emotional changes one expects during puberty. 	<ul style="list-style-type: none"> • Identifying the essential nutrients on food labels • Making healthy food choices • Analyzing food labels and demonstrating the ability to select food to enhance personal health • Evaluating the proper use of common OTC medications • Labeling the parts of the reproductive anatomy and the tracking the path of the zygotes • Describing why and how the human body develops during adolescence
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A T, M	<ul style="list-style-type: none"> Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease Students will recall healthy choices to avoid disease transmission 	<p>PERFORMANCE TASK(S): Students will show that they really understand evidence of...</p> <p>Disease Prevention Goal: Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States. Role: Interpreter Audience: Peers Situation: Most current data from CDC will be reviewed by students. Products: Completion of pie chart and short answer questions Success: They will link everyday actions/choices with the facts presented in the diagram and purpose solutions to reduce risk.</p>
T, M A	<ul style="list-style-type: none"> Students will share their meal options with the class and take turns evaluating peer food choices. Students will successfully locate health enhancing information on food labels. 	<p>Nutrition Goal: Interpret a food label and explain the value of that food choice. Role: consumer Audience: Classmates/ Community Situation: A “Label-tasting” reviewing several food labels and nutritional value. Products: Completion of a healthy school lunch menu articulating reasons for healthy choices Success: They will gain perspective on how the choices they make impact their overall health. They will then create a one meal menu using the labels to guide their choices.</p> <p>Human Growth and Development Goal: Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male</p>

T M	<ul style="list-style-type: none"> • Student will discuss and simulate the physical and emotional changes that occur during puberty • Students will participate in classroom discussions 	<p>components.</p> <p>Role: Act out the pathway of a zygote</p> <p>Audience: Peers</p> <p>Situation: Human reproductive system</p> <p>Products: Completion of the proper pathway of the zygote shown through acting</p> <p>Success: After verbal feedback students will arrange themselves in the correct order</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"> - <i>Venn diagram</i> - <i>Note-taking graphic organizer</i> - <i>Pre and post true false tests</i> - <i>Worksheets</i> - <i>Correctly Role Play the parts of the Reproductive System</i>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> Students will take a quiz assessing their prior knowledge of over the counter and prescription medications. Students will participate in a think tank about pathogens and how they spread 	
<div>A M</div> <div>A</div> <div>M</div> <div>A T</div> <div>M</div>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Disease:</p> <ul style="list-style-type: none"> Students explore the concept of non-communicable diseases while completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease- poor diet Students will share, compare and draw conclusions of their webquest findings with classmates Students will be introduced to the concept of health risk factors as it relates to Breast Cancer Awareness, and be able to identify which factors they can control with healthy choices. (Oct/Nov) Teacher will set up the webquest by ensuring all suggested age appropriate websites are active and accessible on student chromebooks Teacher will facilitate groups and monitor student progress Teacher will facilitate conversation asking guiding questions T will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign <p>HIV:</p> <ul style="list-style-type: none"> Students will watch a <i>Brainpop video</i> or other related video on HIV/AIDS. Students will do a close read of an article from <i>NEWSELA: “What’s Actually in Our Blood?” or “How Does the AIDS Virus Destroy the Body’s Defenses?”</i> or similar article 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will facilitate whole group discussion. Teacher will monitor participation and student engagement Teacher will provide feedback to ensure lesson-focused and respectful communication between students. Teacher will facilitate practice sessions. Teacher will monitor online comments.

M	<ul style="list-style-type: none"> • Students will complete a one day meal menu with healthy food choices • Teacher will provide visuals for each meal plate the students will analyze. • Teacher will provide note taking charts and posters spread around the room on various nutrients. • Teacher facilitates discussion with guiding questions. • Teacher will provide various food labels from which the students may analyze their health value. • Teacher will provide students with a self-assessment and review the elements of a SMART goal.. 	
T M	<p>Medicine Safety:</p> <ul style="list-style-type: none"> • Students will sort various OTC medicine bottles into correct categories. • Students will view a CDC video, “Medicines in My Home” (or similar title) discussing the importance of reading medicine labels. 	
M	<ul style="list-style-type: none"> • Students will identify and label the 7 different sections on an OTC medicine label 	
A M	<ul style="list-style-type: none"> • Students will go on a “Drug Facts Label Scavenger Hunt.” • Teacher will provide empty containers and placemats for each small group, and ask guiding questions as needed with each group.. • Teacher will provide students with a sample medicine label and walk them through each section of the label. • Teacher will provide an assortment of empty medicine containers and scavenger hunt printable to guide students in how to read a medicine label. <p>Human Growth and Development: **Genders are separated during unit</p>	
M T	<ul style="list-style-type: none"> • Students will read a letter written by “Chris” describing the life changes he/she is going through. Students will debate and determine the gender of 	

A M	<p>“Chris” using the information from the letter.</p> <ul style="list-style-type: none"> • Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of gender. • Students will watch a video: Health for Children or other related video that summarizes the information about puberty. • Students will examine the anatomy of the reproductive system for each respective gender. They will label the parts and track the path of the zygote • <u>**Female lesson only:</u> Students will track a typical menstruation cycle and review common feminine hygiene products. • Teacher will facilitate a debate while creating a venn diagram with the information recalled. • Teacher will answer age appropriate questions pertaining to changes students are facing during puberty • Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty? • Teacher will guide student discussion and provide a model for students to examine reproduction • Teacher will introduce the concept of menstruation reading aloud to an expert from American Girl series. Teacher will then review hygiene products providing students with examples. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> • Disease Prevention - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. • Teacher will provide slide presentation ahead of time and post to google classroom. 	
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Recommended Resources

Resources:

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Books

- [Cancer Party! By Sara Olsher](#)



Videos

- Health for Children Video Collection (collection is located in the Health classroom)
 - HIV
 - Other Illnesses
- [BrianPop - HIV/AIDS](#)
- [Medicines in My Home](#)
- Just Around the Corner: For Boys and For Girls (collection is located in the Health classroom)

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Business

December 2023

Do Not Distribute Not BOE Approved

New Milford Board of Education

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Revision

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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.

Revision

Course Title

Grade Levels

Introduction to Business is a one semester course designed for students on every grade level who are interested in learning fundamental business concepts. The relationships and functions of business, and the consumer in a free enterprise system are examined. Emphasis is placed on discussion of business related current events and their effects in a global world. A variety of instructional practices and assessments will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, projects, and simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business courses.

Vision of a Graduate

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to analyze information objectively, looking at all sides of an issue to come to a conclusion or a judgment that they can then support. Students will participate in project based learning throughout the semester requiring critical thinking including: evaluating economic choices in different countries around the world, creating a partnership idea between a for-profit and nonprofit organization, and exploring connections between successful entrepreneurs and their personality traits.

Communication - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course as well as present new information. Students will communicate through writing by creating informational and professional slideshows, as well as communicating orally through presentation to their peers.

Positive Relationships - Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

Growth Mindset - Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes and possible misconceptions, and explore ideas to expand their thinking.

Social Awareness - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.

Pacing Guide

Unit 1 - Business and the Economy

Pacing 4 weeks or 10-11 block classes

Unit 2 - The Changing Face of Business

Pacing 4 weeks or 10-11 block classes

Unit 3 - Business Ethics, Entrepreneurship and Management

Pacing 4 weeks or 10 -11 block classes

Unit 4 - Marketing and Advertising

Pacing 3 weeks or 10-11 block classes

Unit 5 - Managing Business Finance and Accounting

Pacing 3 weeks or 10-11 block classes

Unit 6 - Career Planning

Pacing 2 weeks or 5-6 block classes

Revision

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 3.a - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 3.d - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 6.c - Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

ISTE 7.b - Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Transfer

Students will be able to independently use their learning to...

- Understand the history of the US economy to help predict future trends.
- Distinguish between wants and needs of themselves and others and how this drives the economy.
- Identify supply and demand relationships.
- Evaluate different economic structures throughout our world.
- Utilize the economic indicators to determine the state of an economy at any given time.

Revision

UNDERSTANDINGS

Students will understand that....

- What people want and need affects what they will purchase and ultimately the overall economy.
- Individuals have an influence on business and the economy.
- Supply and Demand plays a key role in setting the price of a particular product in the market economy.
- Societies make economic decisions about how to meet the needs of people by answering three basic questions.
- In a free-market economy, price is a function of supply and demand.

Meaning

ESSENTIAL QUESTIONS

Students will keep considering...

- If wants and needs drive the economy what products and services do you think will eventually be obsolete?
- How can your generation influence business and the economy as a whole?
- What factors should be considered when deciding how much you are willing to pay for something you really want?
- If you were to establish your own economy, how would you answer the three basic questions?
- What resources might the United States have limited supply of in the future? Why?

<p>CCSS.ELA-LITERACY.RST.9-10.2- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<ul style="list-style-type: none"> There are five economic indicators that measure how a country is producing, whether its economy is growing, and how it compares to other countries. 	<ul style="list-style-type: none"> Based on all five economic indicators, would you be likely to start your own company now?
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> A want is something that people desire to have, that they may, or may not, be able to obtain. Needs are something you have to have to survive. The law of supply and demand is the amount of goods and services that are available for people to buy compared to the amount of goods and services that people want to buy. The three basic questions that societies use to make economic decisions are: What should be produced, how should it be produced and who should it be produced for. The five economic indicators are: Gross Domestic Product, Standard of Living, Unemployment Rate, Rate of Inflation and National Debt. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying a want verses a need and making connections between societal trends and business decisions. Examining supply and demand relationships in real world scenarios and how supply and demand affect pricing. Analyzing business decisions to determine how different companies and cultures make decisions based on the three basic questions. Identifying the state of an economy by reviewing the economic indicators and making personal and professional decisions accordingly.

Revision

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - was not too complete - was the required information clearly provided in an easy to read way including: Target Market identification, current state of the economy, details on toy production, and expected supply and demand. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative</p>	<p>PERFORMANCE TASK(S): The Supply and Demand of Toy Fads</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will be assigned the role of Toy Producer for a major Toy Company. They must research the current wants and needs of their market to create the next Toy Fad. Using research on the current state of the economy and their target audience, they will need to determine the price of the toy, when to produce it, how much to produce, where to sell it, and make predictions on expected supply and demand. They will present their “toy invention” using Google Slides to potential major retail “Buyers”.</p> <p>ROLE - Toy Producer</p> <p>AUDIENCE - Your classmates (Major retail buyers)</p> <p>SITUATION - Your invention of “Fingerlings” was a huge hit and your boss expects the same success for your upcoming invention. It is crucial you come up with the next major Toy Fad! Using the economic indicators, determine the state of the current economy and identify your Target Market before you make any major decisions. Create a google slides presentation that explains your toy in detail, who your target market for the toy is, how much you will charge for the toy, how much should be produced, the ideal timeframe for production and selling, where to sell your product and expected supply and demand. Make sure your presentation is exciting and informative so the potential buyers will commit.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT - Students will create a professional google slide show presentation</p>

	<p>title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>which will include: the status of the current economy with factual support, an identified target market, details on a new “toy invention”, and conclusion.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>
<p>A,T</p> <p>A,T</p> <p>A,T</p> <p>A,T,M</p> <p>A, T, M</p>	<p>Teacher Observation</p> <p>Oral presentation</p> <p>Teacher observation</p> <p>Teacher Checklist</p> <p>Presentation rubric, oral presentation rubric, teacher observation and teacher checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Oral rubric for comments made during presentation</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p> <p>Student completion of GRASP - research, documentation, google slide creation, oral presentation, peer review.</p>

Stage 3 – Learning Plan	
Code M	<p>Pre-Assessment</p> <p>Pre-assessments will be given to determine student’s prior knowledge regarding the economy, economic structures, supply and demand, and economic indicators. Real economic topics will be used to determine prior knowledge on topics</p>

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit with a discussion on the difference between wants and needs and products and services.	Teacher monitors and evaluates: <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Student ability to relate a concept learned in class to a real world situation. - Student participation in class discussion and group work. - Summative assessment
A, M, T	Students will participate in a competitive fun group activity to think of local examples of each.	
	Teacher will introduce and explain the 3 types of resources, the characteristics of different economies around the world and how countries answer the 3 economic questions differently.	
A, M, T	Students will apply the 3 types of resources to current events, videos and an individual “Country Project” where they evaluate how that country handles their resources and makes economic decisions.	
A, M	Teacher leads discussion on the concept of supply and demand, equilibrium, scarcity and trade.	
A, M, T	Student completes a mini iad project researching past fads.	
A, M	Teacher will discuss the concepts of competition and profit as well as the 5 economic indicators.	
	Resources: <ul style="list-style-type: none"> - Teacher-made slides, notes, directions, rubrics and presentations - Online videos including “how pencils are made” and “the creation of candy canes” - Teacher created google forms 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.	

Revision

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 2.b - Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 3.a - Plan and employ effective research

ISTE 6.d - Publish or present content that customizes the message and medium for their intended audiences

CCSS.ELA-LITERACY.W.9-10.7

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Transfer

Students will be able to independently use their learning to...

- Understand the differences in how businesses are structured in society.
- Recognize the difference between for profit and non profit businesses as a consumer and as an employee.
- Evaluate companies to determine if they are a good place to work or to provide business to.

Recognize characteristics in society that signal stages of a business cycle and its impact on their financial and personal decisions.

Revision

UNDERSTANDINGS

Students will understand that...

- There are different ways to organize a business, each with different pros and cons.
- The workplace is constantly changing and in order to be successful as an employee and a company you need to be willing to change with it.
- All businesses operate around a certain business cycle that drives decision making.
- For-profit and non-profit businesses have different goals and regulations.
- Companies have positive or negative reputations based on several factors.

Meaning

ESSENTIAL QUESTIONS

Students will keep considering...

- Considering past history and recent changes in business, what will the business structure look like in the next 100 years?
- What are some things a business owner can do to overcome issues in each of the stages of the business cycle?
- Is it fair and ethical that for-profit and non-profit businesses have different tax laws?
- What company do you respect and why?
- How has COVID changed certain aspects of business?

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • A sole proprietorship is a business that is owned and managed by an individual who receives all of the profits and bears all of the losses. • A partnership is a business that is owned by two or more individuals who receive all of the profits and bear all of the losses. • A corporation is a business that is owned by stockholders and has rights and responsibilities as if it were a person. • In order to be successful, businesses need to be aware of changes in the world around them and make changes accordingly. • A business is an organization or economic system where goods and services are exchanged for one another or for money. • A non-profit business is a corporation or an association that conducts business for the benefit of the general public without shareholders and without a profit motive 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Describing the advantages and disadvantages of the major forms of business. • Determining what type of business to create based on one's goals and priorities. • Identify changes in the workplace including : population size, population makeup, technological advancements and required skills. • Understanding the goals and regulations of for-profit vs non-profit organizations.

Revision

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, T, M	Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.	GOAL - Students will be assigned the role of corporate advisor, hired to help improve profits and public image of a business by forging a relationship with a non-profit organization. They must identify and conduct a current analysis of a business and make the recommendation of which non-profit to partner with. All facets of both companies should be explored, including why the partnership makes sense and how it will benefit both parties.
	Impact - Slideshow - was the task complete - was the required information clearly provided in an easy to read way including: Target Market identification, current status of the economy, details on toy product, and expected supply and demand. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.	ROLE for student - Corporate Advisor
	Content - Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation.	AUDIENCE - Company executives, owners (classmates)
	Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.	SITUATION - More and more businesses are forming strategic alliances to become more competitive. Sometimes, businesses pair up with non-profit organizations in a relationship that is beneficial to both. You have been hired to conduct research and identify a non-profit organization that would work best with your current company. In a short and engaging Google Slideshow, describe both the nonprofit and for-profit companies. Include in your description, the goals of the alliance, why they should partner up, how it benefits both parties. You must also create a fundraising campaign that will bring awareness and profits to both companies.
		Products and performances generated by student - Students will utilize google slides to present their findings, analysis and recommendations to the corporate management team.
		Standards/criteria for judging success - Professional presentation with no errors, organized in a way that shows a clear picture of both companies and how this relationship will benefit

	<p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>both. Teacher will provide an exemplar and rubrics to assist in expectations.</p>
<p>A, M</p> <p>A,M,T</p> <p>A,M,T</p> <p>A</p>	<p>Observation of student notes and discussions during teacher led notes</p> <p>Observation of student feedback in small groups and completion of student assignments in google classroom.</p> <p>Class discussion</p> <p>Summative assessment</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed note packet for unit 2</p> <p>Small group and individual projects and assignments</p> <p>Whole group discussions and reflections</p> <p>Quizzes and Unit test</p>

Revision

Stage 3 – Learning Plan

Code	Pre-Assessment	
	Pre-Assessment will be in the form of an activity where students will collaborate in small groups to identify and discuss various business structures locally, regionally, and nationally.	
<p>A, T</p> <p>A, M, T</p> <p>A,M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher leads whole class discussion to identify prior knowledge of business structures.</p> <p>Teacher will utilize a daily google slideshow to deliver fundamental concepts. This will include traditional, student led, videos/articles, etc. and will serve as a springboard for other activities.</p> <p>Students will participate in note taking as well as class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Entrepreneurship and business cycle projects.</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>Progress Monitoring</p> <p>Oral observation of small group and whole group discussions.</p> <p>Monitoring of student note packets and oral feedback for understanding.</p> <p>Students will provide accurate responses to questions and correctly apply concepts to assigned situations</p> <p>Student completion of GRASPS activity</p>

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 2.b - Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 3.c - Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

Transfer

Students will be able to independently use their learning to...

- Identify ethical and unethical behavior
- Know the steps for dealing with an ethical dilemma both personally and professionally
- Realize the rewards and challenges of entrepreneurship and franchises
- Identify the differences in management structures and the skills necessary for effective management
- Recognize the characteristics of a good leader and how to develop leadership skills

Meaning

UNDERSTANDINGS

Students will understand that...

- Individuals have different ethical and moral standards
- Ethical and unethical behavior affect companies in positive and negative ways.
- In addition to making a profit, companies have social responsibilities.
- There is a wide variation of ethical practices throughout the world.
- Entrepreneurs and franchise owners face many challenges, however, those who succeed see many rewards.
- Management is an important part of the business structure and varies greatly.
- Effective leadership plays a role in business success.

ESSENTIAL QUESTIONS

Students will keep considering...

- How do your ethics and morals vary from your peers?
- What would you do if a business directive went against your morals?
- Where do our ethics and morals come from?
- If you were to purchase a franchise, which one would it be and why?
- What type of leadership would you function best under? Why?

Revision

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Ethics are the moral principles by which people conduct themselves personally, socially, or professionally. • Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves. • Different cultures, businesses, and industries have different ethical standards. • Unethical business practices include lying, offering substandard merchandise, or treating customers or employees unfairly. • The four social responsibilities of a company are to: the general public, the customers, investors, and employees. • Some rewards of entrepreneurship are: Being your own boss, doing what you enjoy, being creative, and building an enterprise. • Challenges of entrepreneurship are: funding, being responsible for the business, feeling alone, and uncertain income levels. • Management includes the process or functions of planning, organizing, leading and controlling. • Leadership means taking a company and its employees in a direction based on a vision. Good leaders see the big picture and manage others by inspiring them. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing a real world scenario, identifying the ethical and unethical behaviors that led to positive or negative outcomes. • Appreciating the risk vs reward of small business ownership and entrepreneurship. • Identifying social responsibilities of companies. • Explaining the roles and functions of management within an organization. • Describing the qualities of a good leader and understanding its importance. • Recognizing the 4 social responsibilities of every company.

Revision

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - the reasoning for selecting the ethical codes as it relates to the chosen industry, as well as the social initiatives. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - was the task complete - was the appropriate ethical and initiatives chosen and justified in detail? Were these choices appropriately selected, identified and detailed.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will create two online posters outlining a code of ethics for a new company as well as initiatives to help the company be socially responsible.</p> <p>ROLE - Employee of a new startup company.</p> <p>AUDIENCE - Your boss and members of the ethics committee.</p> <p>SITUATION - Your team works for a new startup in an industry of your group's choice. Based on what you learned about business ethics and exploring examples of Code of Ethics and Social Responsibility initiatives, you have been tasked with developing the startup's Code of Ethics and promoting a Social Responsibility Campaign. Your boss has assigned your team to create 2 posters that summarize employee Code of Ethics and highlight a new initiative by the company to be more socially responsible. Your group will need to identify the industry you work in and come up with a name for the startup. Be prepared to share your electronic posters with me and the class.</p> <p>PRODUCT - Two electronic posters will be created. One will contain a list of appropriate code of ethics for the business and its employees, the other will identify the company's social responsibility initiatives.</p> <p>STANDARD - Both posters should be attractive, free of errors and completed online using the website "canva" or google slides. They should contain all required information relevant to the business, employees and society.</p>

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Further information: Google classroom activities and assignments Quizzes, formative assessments and short writing responses. Student completion of guided notes with higher level thinking questions.
A,M,T	Class discussion	Student completion of GRASP - google slide creation, oral presentation, peer review.
A	Summative assessments	

Revision

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessments will be given to determine student's prior knowledge regarding criminal and civil cases including negligence. Real legal cases will be used to determine prior knowledge.	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Teacher leads a discussion regarding identifying ethical and unethical characteristics - both personal and professional, including examples of both.</p> <p>A, M, T Students complete an ethical dilemma activity where they are given ethical situations and they must determine the appropriate decision using the ethical steps.</p> <p>A, M, T Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional student led videos, articles, etc. and will serve as a spring board for other activities.</p> <p>A, M, T Students will take notes and answer thought provoking questions</p> <p>A, M Teacher utilizes real world examples to explain entrepreneurship and characteristics of successful entrepreneurs.</p> <p>A, M, T Students will complete a famous entrepreneurship project to analyze the success and characteristics of their entrepreneur.</p> <p>A, M, T Students will complete the GRASP Activity</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Summative assessment

Revision

	<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>Additional Resources:</p> <ul style="list-style-type: none">- Teacher-made slides and presentations- Teacher made guided notes - questions- GRASP template, teacher made directions and rubrics.	
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Revision

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand the concepts and strategies utilized to determine target marketing to a select audience • Identify the functions of Marketing • Differentiate between the different types of advertising media • Understand various media measurements and rates 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Marketing different items requires a different strategy due to various target markets. • There are seven functions of Marketing • In order to be successful all elements of the Marketing Mix must work together • Market research gathers information on the potential market and is crucial for success. • Companies take seven steps in developing a new product. • The type of medium an advertiser uses depends on the market it wants to reach. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What marketing strategies are effective on you personally? Do you think this will change as you get older? • What is the most important thing to know about an audience in today's changing market? • If you were to develop a new product, who would you develop it for and why? • If not many people read newspapers anymore, why do companies still advertise there? • With the increase in social media and online advertising, do you think print advertising will be obsolete in the future? • If you had a large advertising budget but could only advertise using one medium,

Revision

<p>CCSL 11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Media measurement plays a key role in determining an advertisement's success. • Media rates are determined by several factors. 	<p>which one would you use and why?</p>
<p>NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Marketing is the process of creating, promoting, and presenting a product or service to meet the needs and wants of consumers. <p>The seven functions of marketing are: Distribution, Financing, Marketing Information Management (MIM), Pricing, Product/Service Management, Promotion and Selling.</p> <ul style="list-style-type: none"> • The marketing mix (or the 4 Ps) include: Product, Place, Price and Promotion. • Market research is the gathering and analysis of information on the size, location, and makeup of a market. • The seven steps of product development are: Generate Ideas, Screen Ideas, Develop a Business Plan, Develop the Product, Test-Market the Product, Introduce the Product, and Evaluate Customer Acceptance. • Advertising is the public promotion of something such as a product, service, business, or event, to attract or 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing a target market to determine their needs and wants. • Recognizing the functions of marketing and how they are used. • Identifying market research in their own lives. • Applying the four elements of the marketing mix • Evaluate why some products succeed while others fail by reviewing the steps of product development. • Analyze various advertising strategies that are used in today's world. • Determine the cost effectiveness of different advertising methods depending on the individual goals and target markets.

increase interest in it.

- There are a variety of types of media including: newspapers, television, direct-mail, directory, radio, online, social media.
- Different media are good for different markets and have a wide range of costs.

Revision

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Peer Review evaluating public speaking skills including: loud voice, staying in character, knowledge of role, professionalism and knowledge of information.</p> <p>Impact - Slideshow - the need for the new cookie idea is clear and correlates correctly to a clearly defined target market. The details show creativity.</p> <p>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - was the task complete - was the target market clearly defined including all aspects of demographics, psychographics and geographics? Were these choices appropriately selected, identified and detailed. Were all 4 Ps included and match the target market and brand?</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts</p>	<p>PERFORMANCE TASK(S):</p> <p>GOAL - Students will be assigned the role of cookie creator for a large snack brand. The company would like to come up with “the next big cookie”. They must evaluate the current market, determine a “need” for a specific type of cookie, identify a target market, create the packaging and advertising for the new cookie and determine where to advertise.</p> <p>ROLE - Cookie Creator</p> <p>AUDIENCE - Nabisco brand manager</p> <p>SITUATION - Nabisco, a leader in the food industry is falling behind in the cookie market. They have enlisted your team to create the next best selling cookie. In order to do this you must: evaluate the current cookie market, identify a target market, create your cookie, packaging and advertising based on the needs and wants of this target market. You will present a cookie prototype including all of the four P’s (product, price, place and promotion) and produce at least one form of advertising to them at the next meeting.</p> <p>PROJECT - Students will answer various detailed questions regarding their cookie choices, target market, 4 Ps, packaging, marketing and advertising decisions in google docs. They also will present a prototype cookie as well as packaging and advertising.</p> <p>STANDARD - High level thinking is required to complete this assignment. The choices of advertising and cookie details must match the needs of the specified target market (including demographics, psychographics and geographics). A well thought out strategy is required as well as a neat prototype done in real life or on Google Slides.</p>

	information into their own words while speaking in a loud voice and facing the class.	
A, M	Observation of student notes and discussions during teacher led notes	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Student completed note packet for Unit 4 • Small group and individual projects and assignments • Whole group discussions and reflections • Results on unit quizzes and test. • Peer evaluation forms
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	
A,M,T	Class discussion	
A	Summative assessments	

Revision

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessment will include informal conversations with students regarding marketing and advertising. Students will also complete a pre-assessment questionnaire to identify prior knowledge.	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Teacher will lead a discussion to identify prior knowledge of marketing and advertising.</p> <p>A, M Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>A, M Teacher will present real world examples of social, print, and multimedia advertising.</p> <p>A, M Students will evaluate real world marketing to identify target markets and demographics.</p> <p>A,M,T Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.</p> <p>A,M,T Students will create a target market “person” to identify specific characteristics based on various products.</p> <p><u>Resources:</u> Additional Resources:</p> <ul style="list-style-type: none"> - Teacher-made slides and presentations - Online video resources - Teacher made directions and rubrics. <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>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Oral and written responses - Student ability to perform in a role playing situation. - Monitoring of student completion of note packets - Student participation in class discussions

Revision

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 3.a - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 5.b collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

CCSS.ELA.LITERACY.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Transfer

Students will be able to independently use their learning to...

Understand the importance of having a business plan and how planning leads to success.

Explain what a budget is and how it is used

Distinguish between the three main financial statements used by a business and understand their purpose

Revision

Meaning

Revision

	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>A financial plan outlines the essential financial facts about a new business or venture</p> <p>Business people use a financial plan to help them make decisions about the future.</p> <p>Budgets help a business guide its future by determining how money will be used or spent over a particular period.</p> <p>Accounting provides financial information about an organization.</p> <p>Balance sheets, income statements and statement of cash flow show the financial position of a business.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>If financial plans are well thought out and researched, why do some businesses still fail?</p> <p>Are there times where financially you shouldn't spend money on your business, but it is still a good business decision to do so?</p> <p>Have you created a personal budget? Did you stick to it? What factors did you consider?</p> <p>Is it possible for the accounting information of a business to be positive but the company be in danger?</p>
<p>Revision</p>		
<p>Acquisition</p>		
	<p><i>Students will know...</i></p> <p>An effective financial plan includes: identifies assets needed to purchase, describes the amount of money needed, describes the expenses a business will incur, describes how the business will report finances, forecasts finances to project future profitability and explains how the business will acquire money.</p> <p>A budget is a plan specifying how money will be used or spent during a particular period.</p>	<p><i>Students will be skilled at...</i></p> <p>Reading and understanding a simple financial plan.</p> <p>Analyzing a budget plan for a start-up business.</p> <p>Completing a simple accounting equation.</p> <p>Reading and interpreting basic income statements, balance sheets and cash flow statements.</p>

The six reasons for creating a financial plan in business

The three components of the accounting equation

Accounting is the systematic process of recording and reporting the financial position of a person or an organization.

The accounting equation is $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$

The income statement is a report of revenue, expenses, and net income.

The balance sheet is a report of the balances in all assets, liabilities, and owner's equity accounts at the end of an accounting period.

A cash flow statement is a financial report that shows incoming and outgoing money during an accounting period.

Revision

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Impact - Budget - was the budget completed with all necessary components included. Did the financial advisor persuade the investor to follow the budget guidelines?</p> <p>Content - Did the budget decisions make sense for the individual company based on the status of the company. Was there sufficient money left over for anticipated emergencies?</p> <p>Quality - The budget is free of errors with all requirements met. The mathematical equations are correct and make sense for the specific business. The emergency amount is appropriate and correct.</p> <p>Process - During the oral presentation, the presenter explains the budget information in their own words and relate all decisions to the needs of the specific business.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> GOAL - Create a simple business budget that ensures all bills are paid and money is left over for emergencies for a given company. Students will be given certain information and parameters and will roleplay as the financial advisor.</p> <p>ROLE - Financial advisor / accountant</p> <p>AUDIENCE - Company investors</p> <p>SITUATION - The situation will vary for each group. Some companies will be established and secure companies with varying goals and upcoming situations, while others will be start-up or failing businesses.</p> <p>PRODUCT - Create an annotated budget and be able to explain decisions.</p> <p>STANDARDS - The budget must be realistic, ensure all bills are paid, required money is left over, and provide a clearly written and cohesive rationale for the amount of each budget item.</p>

Revision

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE: Student completed note packet for unit 5
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Revision

Stage 3 – Learning Plan

Code	Pre-Assessment A pre-assessment for this unit will include a worksheet requiring students to identify various parts of a budget, cash flow, balance sheet and income statement to determine prior knowledge. Further pre-assessment will include informal group conversations.	
<p>A, T</p> <p>A, M, T</p> <p>A,M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher leads discussion to identify every day accounting language students may have already known.</p> <p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>Students will take notes and participate in class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. Students will create a personal budget</p> <p>Students will evaluate various companies financial information and accounting statements and providing recommendations based on current market situations.</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>Progress Monitoring</p> <p>Oral and written responses.</p> <p>Monitoring of student note packets and class discussion.</p> <p>Student work will reflect knowledge, comprehension and evaluation.</p>

Revision

Revision

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>ISTE 1.a - articulate and set personally learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 3.d - publish or present content that customizes the message and medium for their intended audiences.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand the importance of career planning for future success • Define five attributes about themselves they should use when analyzing careers • Describe how the workforce is changing • Identify short, medium and long term personal goals • Identify the three lists needed to make a career plan • Be prepared when applying for a job 	
	Understanding	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Choosing a career is an important decision that everyone must make. • Pursuing a career requires career planning • Knowing about your individual interests, values, skills, abilities, aptitudes and personality is a key part of your career journey. • The world is constantly changing, it is important to know the types of workers who are needed as well as skills needed in today's world. • It is important to have short and long term goals • Making your three lists will help you achieve your goals 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are your individual strengths and weaknesses? • What type of job do you see yourself in 30 years from now? • Do your individual interests and values match the job you want? • What will the workforce look like when you enter it? • Will the job you want now exist when you graduate college? • How can you start preparing now to make sure you have a good resume and are prepared for a job interview?

Revision

- Professional and effective resumes are crucial for job searching
- There are right and wrong ways to fill out a job application
- There are steps you need to complete to prepare for every job interview.

Acquisition

Students will know...

- Work is essential to almost everyone's economic and social well-being.
- Career planning consists of assessing your potential, analyzing your options, and preparing for your future.
- Today's workers must be adaptable and willing to learn new technologies and ways of working.
- Goals can be short, medium or long term. Short term is something you might start and reach quickly, medium is usually more challenging and takes longer to achieve and long term goals may take a long time to reach.
- The three plans needed are: graduation, education and training and experience.
- The more specific and realistic your goals are the more likely you are to achieve them.
- Different jobs require different qualifications, education and skills.
- A resume is a summary of your skills, education, and work experience and should showcase your positive traits.

Students will be skilled at...

- Determining their personal characteristics and matching them with potential career choices.
- Identifying how the workforce is changing and how they will need to change to succeed in it.
- Creating short, medium and long term goals in order to achieve their ultimate goals.
- Create specific lists for graduation, education and training and experience and utilize these to help stay on course.
- Creating a resume relevant for their goals right now.
- Complete a job application correctly
- Prepare for, and conduct themselves professionally during a job interview.

Revision

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• A job interview is a formal face-to-face discussion between an employer and potential employee and there are certain characteristics employers will look for. | |
|--|---|--|

Revision

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Impact - Are all of the required elements completed and do they compliment each other. The overall goal is identified and all aspects of the portfolio work together.</p> <p>Content - The interest survey, goal list, resume, cover letter, and application are all complete and accurate. They each align with a common goal and support each other.</p> <p>Quality - All documents are professionally presented in the appropriate format for the desired audience. There are no errors on the documents.</p> <p>Process - During the mock interview, the applicant is professional, prepared, and remains in character throughout.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Create a career portfolio that includes an interest survey, 3 completed goal lists, professional resume, cover letter, application and conduct a mock interview.</p> <p>ROLE - Potential job seeker</p> <p>AUDIENCE - The company wishing to hire</p> <p>SITUATION - You are a new graduate who is looking for a job. You must get yourself prepared for this life changing event! Create all of the necessary documents and prepare for your interview. This is the job you've been waiting for, so make sure you are prepared!</p> <p>PRODUCT - Career portfolio containing interest survey, goal lists, resume, cover letter, application</p> <p>PERFORMANCE - Conduct a mock interview including professional conduct and prepared questions.</p> <p>STANDARDS - All documents are professionally completed and are organized, follow the appropriate format and are free of errors. Interest inventory is completely filled out. Mock interview was conducted and critical self assessment was performed according to criteria given.</p>

Revision

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE: Student completed note packet for unit
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Revision

Stage 3 – Learning Plan

Code	Pre-Assessment	
	Pre-assessment will be students completing an Interest Inventory, personality profile and participating in a class discussion regarding the application process.	
A, T A, M, T A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will explain and model the interest survey and personality profile</p> <p>Students will take surveys and summarize results</p> <p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for the activities.</p> <p>Students will take notes and participate in class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.</p> <p>Students will creating a resume, research potential jobs, create goal lists, complete a job application, and prepare for interviews.</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>Progress Monitoring</p> <p>Oral and written responses.</p> <p>Monitoring of student note packets and class discussion.</p> <p>Student work will reflect knowledge, comprehension and evaluation.</p>

Revision

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Russian Studies Honors

November 2023

New Milford Board of Education

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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.

Russian Studies Honors

Grades 11-12

A brief description of the course

Russian Studies is an in-depth introduction to Russian history and culture. The main focus of this course will be on the 19th and early 20th centuries. Students will be engaging in an ever-changing and complex world. Therefore, we will be exploring the implementation of varied political ideologies and their effects economically, politically, and socially in current Russian history. Russian studies also pays particular attention to the diversity of the former Soviet republics, ethnic groups, and the special problems involved in living in present-day Russia. This course is a semester course.

Russian Studies connects with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Unit #	Title	Weeks
1	Russia Today	4
2	Russian Identity	3
3	The Russian Revolution	2
4	Stalin's Russia	3
5	The Cold War	4

<p>ESTABLISHED GOALS</p> <p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Assess how differing political ideologies affect the society and economy of a nation. Demonstrate how nations continually vie for power in an attempt to dominate economically. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The democratic government of the US and the communist government of Russia are vastly different entities. Russia's economy and the needs of that economy can lead to international conflict. Vladimir Putin's actions as Russia's president have continually caused tensions with the United States. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? Why does Russia engage in constant competition with the world? Why has the Cold War not truly ended?
Acquisition		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Economic components of Russia • The Structure of the Russian Government • Disaster at Chernobyl and the International Response • Vladimir Putin's Rise to Power • Annexation of Crimea • Russia and Ukraine War 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Determining how the economy of Russia and economic globalization can lead to conflict. • Evaluating the differences between the Democratic government of the United States and the Communist government of Russia. • Explaining why Russia tried to diminish the scale of the disaster at the Chernobyl power plant. • Explaining the constant struggles of each 21st-century U.S. President in dealings with President Vladimir Putin. • Distinguishing between the Annexation of Crimea and the War in Ukraine.
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand the evidence of...</i></p> <p>There are many aspects of the Cold War that still exist in the relationship between the governments of the United States and Russia; while at the same time, the citizens of the United States and Russia have many commonalities.</p> <p>Goal/challenge - Students will create a Netflix documentary using a template highlighting how many of the underlying themes of the Cold War still exist.</p> <p>Role for Student - Creator of the documentary.</p> <p>Audience - Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions they want to be answered about the recent history of Russia. This critical thinking will force them to analyze economic, political, and social differences. At the same time, students will have to appreciate the strain that these differences and subsequent actions affect the citizens of Russia.</p> <p>Product and performance generated by student - Using a Netflix template, students will formulate 4 episodes on various topics from the unit, and provide a detailed summary of each. This summary should show their understanding of the event and/or topic, as well as the implications of the event and/or topic. Students will also be required to formulate 4 similar documentaries that would enhance the audiences' knowledge of these complex topics.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	<i>Pre-Assessment</i>	
	Students will view headlines from current events in Russian history and engage in a class discussion about what they know about the various topics being presented. Students will be asked what their impression is of Russian President Vladimir Putin.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
T, M, A	The teacher presents a Google slide presentation introducing students to important Russian historical and government sites, statistics, and facts. Students complete a regional analysis of a Russian Federation.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
T, M, A	The teacher presents an overview of Russian today. Students will complete an analysis of the Russian government and economy.	Monitor student progress through various summative assessments which may include inquiry-based projects.
T, M, A	The teacher will lead a class discussion on the Chernobyl disaster. Students will respond to various questions and formulate their own questions about the disaster.	Score GRASPS via assignment rubric.
M, A	The teacher will provide primary and secondary sources. Students will use information from readings and class discussions to list the major issues and reforms.	
M, A	The teacher will provide video and reading on the rise of Vladimir Putin. Students will view a documentary and engage in a reading for information activity about Vladimir Putin.	
T, M, A	Teacher will present a Google slide presentation on the Annexation of Crimea and the war in Ukraine. Students will complete a summary and Venn Diagram of the Annexation of Crimea and the war in Ukraine.	

	<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>	
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ESTABLISHED GOALS		
<p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Assess how differing political ideologies affect the society and economy of a nation. Demonstrate how nations continually vie for power in an attempt to dominate economically. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The need for land and trade routes resulted in the conquering and domination by outside entities. Monarchs in Russia claimed the divine right to rule and established absolutism. Fear and uncertainty lead to changes in a government. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? How do we make history? Whose story are we telling when we study history?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Economic, political, and social structure of Kiev, Russia. The advancement of Russia under Ivan the Great. The Reign of Ivan the Terrible. The advancement of Russia under Peter the Great and Catherine the Great. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Defining Kiev Russia politically, economically, and socially. Explaining why the rule of Ivan the Great and Ivan the Terrible were vastly different. Describing how the policies of Peter the Great and Catherine the Great led to the advancement of Russian society.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The Russian identity is multifaceted. Students are going to explore what it really means to be Russian. Globally we learn so much about the government of Russia, but it is important to learn about its citizenry. The students will combine what they have learned about Russia's past and see how that has evolved throughout Russia's history.</p> <p>Goals/challenges - Students will produce an infographic trying to define what it truly means to be Russian.</p> <p>Role for student - Researcher and producer of the infographic.</p> <p>Audience - Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions to get at the heart of the Russian identity. This critical thinking exercise will allow students to analyze Russian Heritage to see how that history has defined who its people really are. Students will be required to gather evidence from various sources to support their definition of what it means to be Russian.</p> <p>Product and Performance generated by Students - The creation of an infographic combining text and visual representation of Russian citizenry. The completed project will show their understanding of Russian Heritage, the role of the Orthodox Church, and how that history impacts Russia today.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>
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Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Students will be asked how we in the United States view monarchy. What are some pros of having a monarchy and what are some cons of having a monarch? Lastly, students will be asked to share what monarch in history they think was the most popular and explain why.</p>	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	The teacher previews the unit with an overview of topics to be examined. Students complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
M, A	The teacher presents a Google slide presentation on Russian medieval rulers. Students will work in cooperative groups to create a chronology of Russian medieval rulers and their contributions to Russia's development.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher provides readings to students on the adoption of Orthodox Christianity. Students will view a documentary on the practices of the Orthodox Church. Students engage in class discussions and review of material.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will lead a class discussion on the various monarchs. Students will complete a question sheet from stations activity and present their own questions for review.	Score GRAPHS via assignment rubric.
T, M, A	The teacher provides students with readings and discussion questions on Peter the Great and Catherine the Great. Students will complete a summary of the successes and failures of each monarch presented by the teacher.	
	<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.	

ESTABLISHED GOALS		
<p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Evaluate how individuals and groups influence or change communities (local, national, global) over time Evaluate the argument used by those in power to exert political and economic control over others. Apply the lessons of the past to better understand other historical/current events and issues and then be able to anticipate and prepare for the future. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Unequal distribution of power sparked a revolution in Russia. The revolution was followed by tremendous social and economic upheaval. Communism can take different forms depending on the needs of the leader. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? How do we make history? Whose story are we telling when we study history? What factors contribute to the collapse of an empire?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Fall of the Romanov Dynasty Ideology of Marxism Vladimir Lenin and the Bolsheviks Rise to Power Causes and Effects of the Russian Revolution Economic, political, and social implications of Communism in Russia. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Describing how the people of Russia contributed to and applauded the fall of the Romanov Dynasty. Describing the causes and effects of the Russian Revolution. Explaining how Vladimir Lenin applied the ideology of Marxism to Russia and evaluate its effectiveness.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The formation of a communist government in Russia was a startling change. Students will gather primary and secondary sources describing the conditions of Russia that led to the Revolution. Students will be trying to figure out how conditions became so desperate as to lead to this change.</p> <p>Goal/challenge - Students will collaborate to create a WebQuest exploring the causes of the Russian Revolution. In doing so, they will be asked to determine if anything different could have been done to avoid revolution.</p> <p>Role of Student - Each group will consist of 4 students and each student will be assigned one of the following major causes; (1) Actions of the Romanov Monarchy, (2) Economic problems, (3) Social division, (4) Political inequality.</p> <p>Audience - The audience will be given time to engage in one aspect of classmates' WebQuest of their choosing.</p> <p>Situation - Students will research their assigned cause using credible sources. From those sources, they will synthesize information and produce a WebQuest. In addition, students will be asked to determine what, if anything, could have been done differently by the monarchs to avoid revolution.</p> <p>Product and performance generated by student - WebQuest using parameters set by the teacher.</p> <p>Standard/criteria for judging success - A rubric will be provided for the project.</p>

A		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A, M		Guided reading and note-taking from primary and secondary sources.
T, A		Answering questions based on various levels of Bloom's Taxonomy in class discussions.
T, M, A		Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.
T, M, A		Multiple Choice and short-answer quizzes.
T, M, A		Comparison of various topics.

Code	Pre-Assessment	
	Students will view political cartoons relating to the topic of communism. Students will be asked to determine the author's point of view and what is the message of the political cartoon.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Monitor student progress through class discussions, and exit tickets.
T, M	The teacher presents a Google slide presentation on the Romanov Dynasty. Students engage in class discussions and review of material.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher will provide a Google slide presentation, and lead a class discussion on the causes and effects of the Russian Revolution. Students will complete a station activity on peasant life in Russia before the revolution.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will provide reading to the class on the Russian Revolution. Students will complete reading for information activity.	Score GRAPHS via assignment rubric.
M, A	The teacher will provide background information in class discussion. Students will complete a summary of the Rise of Vladimir Lenin.	
T, M, A	The teacher will provide a graphic organizer with an introduction to the various forms of communism. Students will complete a comparison of Marxism and Leninism.	
T, M, A	The teacher will present a google slide presentation. Students will analyze the decrees passed by the Bolsheviks and provide examples of how they changed Russian society and the economy.	
M, A	The teacher will provide credible sources to students. Students will	

	<p>create a timeline of the defining events for the period of 1917-1924.</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>	
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UbD Template 2.0

UNIT 4: Stalin's Russia

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Evaluate how individuals and groups influence or change communities (local, national, global) over time Evaluate the argument used by those in power to exert political and economic control over others. Apply the lessons of the past to better understand other historical/current events and issues and then be able to anticipate and prepare for the future. 	
	<i>Meaning</i>	
M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence,	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its

<p>relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	<ul style="list-style-type: none"> • Communism can take different forms depending on the needs of the leader. • Fear, mistrust, and the desire for world domination resulted in the Cold War. 	<p>citizens?</p> <ul style="list-style-type: none"> • How do we make history? • Whose story are we telling when we study history?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Joseph Stalin's Rise to Power • Communist policies implemented by Joseph Stalin. • Relationship between the United States and the Soviet Union at the end of World War 2. • Causes and Effects of the Berlin Airlift. • Formation of the "Iron Curtain" over Eastern Europe • Causes of the Cold War 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Describing how Joseph Stalin came to power and what economic and social policies he implemented. • Explaining the tensions at the Potsdam conference between the Allies and the Soviet Union. • Describing how the Iron Curtain descended over Eastern Europe both ideologically and realistically. • Describing the causes of the Cold War.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The application of communist ideas can be different depending on the needs or vision of the dictator. When Stalin took over the Soviet Union, he made political, economic, and social changes. Even though Lenin and Stalin both believed in communism, how they sought to apply the philosophy affected Russia in different ways.</p> <p>Goals/challenge - Students will create an argumentative piece of their choosing to determine if the domestic and international policies implemented by Joseph Stalin benefited the advancement of Russia.</p> <p>Role for student - Investigator and evaluator.</p> <p>Audience - Classmates.</p> <p>Situation - Using a variety of primary and secondary source documents, students will evaluate the effectiveness of the policies implemented by Joseph Stalin and decide if they benefited Russia economically, politically, and socially. Students will have to read the sources for information, synthesize what they have learned, and produce an argumentative piece. Students will be required to have a claim and evidence to support their claim.</p> <p>Product and Performance generated by students - Students can produce a written piece or a digital piece. They will be required to address all aspects of the assignments as directed by the teacher.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

A A, M T, A T, M, A T, M, A T, M, A		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	Pre-Assessment	
	Students will be asked what they have previously learned about Joseph Stalin. Students will also be asked why history almost ignores the mass killings that were orchestrated by Stalin.	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Progress Monitoring Monitor student progress through class discussions, and exit tickets.
T, M, A	The teacher presents a Google slide presentation on the economic, political, and social policies of Joseph Stalin. Students complete a graphic organizer evaluating the effectiveness of Joseph Stalin's policies.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher provides background reading on Stalin and the Great Terror. Students will view a documentary on the Gulags.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will show a documentary on Soviet propaganda. Students will analyze examples of Soviet propaganda using guided questions.	Score GRAPHS via assignment rubric.
T, M, A	The teacher leads a discussion on the Soviet Union's role in World War II. Students will complete a WebQuest on the Battle of Stalingrad.	
M, A	The teacher will introduce the Potsdam Conference. Students engage in class discussions and review of material.	
T, M, A	The teacher provides primary source documents. Students will complete a comparison between the Truman Doctrine and the Marshall Plan.	

	<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>	
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UbD Template 2.0

UNIT 5: The Cold War

<p>ESTABLISHED GOALS</p> <p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Determine how differing political ideologies can lead to lasting international conflict. • Evaluate the decision-making process that leads up to war. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fear, mistrust, and the desire for world domination resulted in lasting conflict. • Ideological differences and the fear of expansion of political structures led to the Korean War, the Cuban Missile Crisis, and the Vietnam War. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the connection between a country's form of government and the prosperity of its citizens? • How do we make history? • Whose story are we telling when we study history?

ongoing global problems both past and present using a multidisciplinary lens.	<ul style="list-style-type: none"> Poverty, famine, and social unrest led to the collapse of the Soviet Union. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Space Race between the United States and the Soviet Union Communist support in the Korean War Cuban Missile Crisis Communist support in the Vietnam War Arms Race between the United States and the Soviet Union The Fall of the Soviet Union 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Describing the implications of the United States and the Soviet Union engaging in the space race. Evaluating the significance of communist backing in both the Korean War and the Vietnam War. Describing how the world was on the brink of nuclear war during the Cuban Missile Crisis. Determining the implications of the United States and the Soviet Union continually being in an arms race. Explaining the reasons that led to the Fall of the Soviet Union.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Historians tell the story of the Cold War mainly through the lens of the political and/or military leaders of the time. We do not give much attention to how the struggles of the Cold War affected citizens.</p> <p>Goal/challenge - Students will create podcasts with the intent on answering whose story we are telling when we study history. The events of the Cold War usually focus on the arms race or military actions throughout the world. Students will be determining the effects on the citizens of the Soviet Union as the Cold War progressed. Students will be allowed to complete this project with a partner.</p> <p>Role for student - Researcher and producer of the podcast.</p> <p>Audience - Classmates will listen to and critique podcasts of classmates.</p> <p>Situation - Using a variety of primary and secondary source documents. students will evaluate the effects of Cold War events through the eyes of its citizens. They will gather credible sources, and synthesize information to produce their podcast.</p> <p>Product and performance generated by students - Podcasts should consist of a claim and evidence to support that claim. Students will be required to have all aspects of the project as directed by the teacher.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	Pre-Assessment	
	Students will complete a Kahoot to assess their knowledge about various events during the Cold War.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Monitor student progress through class discussions, and exit tickets.
M, A	The teacher presents a Google slide presentation on major aspects of the Cold War. Students engage in class discussions and review of material.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
T, M, A	The teacher introduces the Vietnam War and Korean War. Students complete a WebQuest on the Korean War and Vietnam War.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher provides readings on Soviet Leaders Khrushchev through Gorbachev and students will answer guided questions.	Score GRAPHS via assignment rubric.
M, A	The teacher provides background on the Space Race between the U.S. and Soviet Union. Students will view a documentary about the Space Race and answer viewing questions.	
T, M, A	The teacher provides primary source documents on the Cuban Missile Crisis. Students will analyze primary source documents on the Cuban Missile Crisis using guiding questions.	
T, M, A	The teacher will lead discussion of what it means to have an arms race. Students will complete a stations activity on the arms race throughout the Cold War.	
T, M, A	The teacher provides credible sources. Students will create an annotative timeline of the events leading up to the fall of the Soviet Union.	

	<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>	
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Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: **Basic Life Support in CPR/AED/First Aid**

Person Submitting Proposal: **Christine Benson**

Curriculum Area: **Health**

Number of Credits/Level (if applicable): **½ Credit**

Prerequisite Courses (if applicable): **Health 1**

Grade(s): **10-12**

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Basic Life Support in CPR/First Aid/AED would give students in grades 10-12 the opportunity to learn life-saving skills and gain knowledge in first responder careers such as, EMT/Paramedics, Law Enforcement Officers, Firefighters and the Military.

Students will learn basic anatomy and physiology relating to the cardiovascular and respiratory systems in addition to learning about illness and injury that result in cardiac arrest, respiratory distress/arrest, and other types of illnesses and injuries.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This course would allow students to learn in depth knowledge and skills relating to emergency response and apply learned skills to real life scenarios. The American Red Cross's Basic Life Support course includes lifesaving skills for infants, children, and adults in breathing and cardiac emergencies relating to illness and injury. This course would give students the opportunity to learn from guest speakers in the emergency response field including: EMTs/Paramedics, Police Officers, Firefighters and Military First Responders. Students would gain life-saving knowledge and skills while also learning about first responder career pathways.

3. Forecasted impact of change (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

- B. Will it have an impact on other students, if so how?

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

- D. What is the impact of this proposal on staffing?

PE/Health teachers who are not certified by the American Red Cross would need to attend instructor training and maintain certification.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Possibly. If there was more than one section per semester, the classes would work best back to back to accommodate guest speaker scheduling.

- F. Are there space implications associated with the program/course?

Due to the size of the classroom, the max number of students per class would be set at 20.

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

I don't think it would impact the classes currently offered.

4. What resources are required for the program?

A. Is there a need for new technology? Is so, please explain.

Update CPR equipment (feedback mannequins and new trainer AEDs)

B. What current materials will need replacement?

CPR/AED/First Aid Equipment

C. Are there staffing needs required because of the resources?

Maintain certification requirements

D. Would there be specific needs for materials for SPED or ELL?

E. Is specialized training required for staff?

American Red Cross Instructor Certifications (CPR/First Aid/AED and Basic Life Support)

5. Who will be involved in curriculum writing and when does one envision it will occur?

Christine Benson and Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

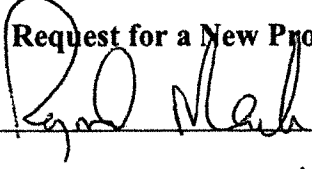
Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$700			
Professional Development				
Curriculum Writing	\$745			
Staffing				

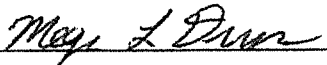
Other (identify)				
Total	\$1445			<i>\$ 1445</i>

Additional explanation of budget impact (if needed):

We recently purchased 4 new manikins so we can start with no additional costs if needed.

Request for a New Program or Course

Signature of Principal:  Date: 10/3/23

Signature of Dept. Chair (if applicable):  Date: 10/4/23

Title of Proposal: Concert Chorus

Person Submitting Proposal: Rebekka Rosen

Curriculum Area: Music

Number of Credits/Level (if applicable): 1

Prerequisite Courses (if applicable): -

Grade(s): 9-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child. As music educators, we aim to foster our students into artistically-literate citizens who are well equipped with the creativity, communication, and critical thinking skills. An artistically-literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self, but all people. Through participation in a performing group, students become aware of the impact of human response and emotions in addition to gaining a great deal of knowledge of music literacy.

The choral music program at New Milford High School aims to provide students with the fundamentals of healthy vocal technique in addition to improving their ear-training skills, sight-singing ability, ensemble skills, communication skills, and overall musicianship.

Currently the NMHS chorus program is made up of Chorus HC (half credit) and Advanced Chorus. This proposal aims to create a full year alternative to Chorus HC so students can engage with their learning and thus grow their skills at a significantly greater extent than what is possible with the half year experience. The full year Concert Chorus class will be the equivalent to the Concert Band class currently offered in our instrumental music program. It will be a class open to all students, grades 9-12, with a passion for singing. Throughout their year in this standards based course, students will have the opportunity to develop technical and expressive skills as they create, connect, respond, and perform a wide variety of music.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Rationale for adding a full-year class:

The chorus program has changed a great deal since I began teaching here in February 2021. In February 2021 my smallest concert chorus class had three students in it, as of the submission of this proposal the smallest concert chorus class has twenty-five enrollments. From last year to this year alone the program has increased by 27%. This is largely due to the new experiences that have been able to be offered to students with the majority of Chorus HC students registering to take the class for two semesters.

I have engaged in many conversations about the pros and cons of offering students a full or half year of chorus. While I believe the best musical experience for students would be only to offer a full year class (as is the only option with instrumental music), through collaboration with Dr. Meg Dwyer, I understand the scheduling constraints that only having a full year class offered would have on a population of our students. For this reason, I believe that offering *both* a half and full year option of Concert Chorus will best serve the needs of our students and school community at this time.

Current issues within the scheduling on PowerSchool:

As of now, the vast majority of chorus students opt to take chorus for a full year, they accomplish this by asking for a half year of chorus and then Meg Dwyer, the guidance department, and I manually work to add students to a second semester of chorus as able. Following up from conversations with Assistant Superintendent Holly Hollander, submitting this proposal is the best way to begin working towards a solution that will streamline the course selection process logistically while also clarifying the differences in engagement and learning goals.

NMHS's instrumental music program thrives for many reasons, one being the year long commitment students make to their craft. This proposal would create more equity in our department and within our music course offerings in general.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

There are many students who take Chorus HC for two semesters. Registering for a full year of Concert Chorus will formalize this choice and make it easier for students to select this class at registration. This will greatly increase the chances of students being able to register for a full year of chorus before PowerSchool creates the master schedule, eliminating as many scheduling issues as possible.

B. Will it have an impact on other students, if so how?

We offer several musical electives at NMHS. Some are performance based while others are not. Creating this change will help students understand the commitment of being part of the choral program as they understand about the instrumental music program.

At the time of this proposal submission, the intention remains for students to be able to register for Chorus HC as well.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

N/A

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There is limited availability for electives within the high school. Additional graduation requirements are added, students have to choose which classes best fit their needs. This plan is meant to help music students wishing to take a full year of chorus do so. The music department will continue to work with guidance and our admin team to come up with the best solutions for our students as was done before formalizing this proposal.

F. Are there space implications associated with the program/course?

N/A

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Students are able to take electives based on what courses they need to graduate. In that way students must choose the electives that best fit their needs from each department.

4. What resources are required for the program?

A. Is there a need for new technology? Is so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

Modifications would be the same as for Chorus HC and Advanced Chorus Honors.

E. Is specialized training required for staff?

No.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Rebekka Rosen will write curriculum this year to be implemented in the 2024-2025 school year.

6. Develop a projected budget of impact costs for three years and show below.

There is no projected budget impact.

Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Exercise Physiology

Person Submitting Proposal: Mason Flynn

Curriculum Area: Health/PE

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): Anatomy I

Grade(s): 10-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This is a course that addresses the science of exercise physiology. The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs and will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Conditioning, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The field of Sports Medicine is growing at a rapid rate with potential for future career paths for our students. This gives students the opportunity to learn and apply skills they can use for the duration of their life.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will learn and be able to apply information and skills related to exercise science. This will benefit their health and will give an opportunity to learn critical information for Sports Medicine careers.

B. Will it have an impact on other students, if so how?

N/A

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students who are currently taking Sports Medicine classes will be enriched with more information and skills that will help in a career of Sports Medicine.

D. What is the impact of this proposal on staffing?

This will not have a significant impact on staffing.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This class cannot be scheduled during the same time as the Boot Camp class being proposed by Sean Murray.

F. Are there space implications associated with the program/course?

This class will be taught in the weight room.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will also increase enrollment for Anatomy and Physiology classes.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

New Technology is not required.

B. What current materials will need replacement?

Equipment will need to be maintained but not replaced.

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

Staff should have certifications and/or experience in Strength and Conditioning.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Curriculum writing will be completed by current Health and PE staff as soon as possible.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development				
Curriculum Writing	\$ 745			
Staffing				
Other (identify)				
Total	\$ 745			\$ 745

Additional explanation of budget impact (if needed):

NO ADDITIONAL SUPPLIES NEEDED.

The exercise physiology course would differ from the sports med course in the following way.

Sports Medicine focuses more on injury diagnosis and treatments to such injuries.

The Exercise Physiology course would be focusing on the body's functioning, kinesiology and sport performance. This course would also utilize the weight room and outdoor facilities to have a more hands on approach for student application in the learning process.

Request for a New Program or Course

Signature of Principal: [Signature] Date: 9/28/23

Signature of Dept. Chair (if applicable): [Signature] Date: 9/29/23

Title of Proposal: Explorations in Science

Person Submitting Proposal: Nick Lauzon and Sara Del Mastro

Curriculum Area: Science

Number of Credits/Level (if applicable): 0.5/CP

Prerequisite Courses (if applicable): Integrated Science and Biology

Grade(s): Senior

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Explorations in Science course will provide seniors who need additional credits in STEM a chance to learn about a range of science topics across the three major disciplines of the NGSS, life, physical, and earth science. Course content will be tailored to students' interests to foster maximum engagement. The course will be student centered and focus on providing hands-on learning activities that reinforce NGSS science skills to meet the needs of the non-traditional student. This course will also serve as a way to support science inquiry and literacy skills for students who have struggled in the past in science courses.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

NMHS offers many Honors/AP level science electives but in order to meet the needs of all of our learners additional CP science elective classes are needed to provide more opportunities for students to earn the required STEM credits needed to graduate.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students taking the Explorations in Science class will benefit from having a class tailored to what they are interested in as many of these students have not seen success in science courses in the past. This course will also expose students to and encourage the exploration of different career paths.

B. Will it have an impact on other students, if so how?

Other CP science elective courses may experience class sizes being slightly smaller which only

promotes stronger teacher-student relationships.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This will be an additional science class for upperclassmen who are looking to earn more STEM credits. It should not negatively affect current students in any way.

D. What is the impact of this proposal on staffing?

No additional staffing would be needed at this time. It will most likely replace a section of a different science elective.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No, but ideally should be taught in a lab room

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Other CP class sizes may decrease

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No, the current science lab equipment will be shared within the department.

B. What current materials will need replacement?

No, replacement materials are necessary and open source textbook resources will be utilized. OpenStax has a variety of science texts available to meet the potential content areas being studied.

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Nick Lauzon and Sara Del Mastro, early 2024

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development				
Curriculum Writing	Cost of writing a semester course			
Staffing				
Other (identify)				
Total				

Additional explanation of budget impact (if needed):

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Request for a New Program or Course

Signature of Principal: _____

Date: 10/2/23

Signature of Dept. Chair (if applicable): _____

Date: 10/2/23

Title of Proposal: French IV/V CP

Person submitting Proposal: Stephanie Acheson

Curriculum Area: French

Number of Credits/Level (if applicable): Click or tap here to enter text.

Prerequisite Courses (if applicable): French III CP/French IV CP

Grade(s): 11-12

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The course is a combined French IV-CP and French V-CP course with a two-year rotating curriculum. Two distinct curriculums will be written. One curriculum will be offered each year with a proficiency objective of Intermediate-Low+ for the French IV-CP students and Intermediate-Mid for the French V-CP students. Classes will meet together but transcript and PowerSchool will list class as either French IV-CP or French V-CP.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course resolves several issues while not requiring additional FTE. Senior French students not prepared to continue at the AP level are unable to continue with French their Senior year. Many students would like to continue for their enjoyment of the subject. In addition, universities look more favorably on students the more years of World Language they take in High School. It would also allow our CP students an additional year of practice for the Seal of Biliteracy, possibly adding to the number of NMHS students graduating with the Seal. In a survey sent to current and past IV-CP students, 7/10 responded and 7/7 responded that they would have taken French as Seniors had a V-CP course been offered.

This course would also resolve the issue of what to do with the 4-CP students the years there are not enough students to warrant their own class. These students have historically been put with the 4-H students. There is some benefit in continuous integration starting at level 1 however this has not been the case in the French program at NMHS. The CP and H classes have been separate in levels 2 and 3. By the time they reach level 4, the difference is quite significant. Continuing with separate sections would allow the 4H students to really be challenged in preparation for AP, while being able to better support our CP students. Our experience and evidence shows combined CP with H in year 4 can lead to demoralization or drop out for less advanced students. The opposite seems to be true when IV and V CP are together. Having taught a combined IV/V-CP course for many years, the experience showed that these two (fairly similar) levels work wonderfully together. Being with the V-CP students challenges the IV-CP students, while not intimidating them or lowering their self-esteem. Being with the IV-CP students gives the V-CP students confidence (which many don't often feel in their classes) while preventing some "senioritis", as the Juniors are often in a different mind-set.

This course will allow our CP students to be more competitive in their college applications while also allowing them to pursue their interests and improve their self-esteem.

3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course will allow our CP students to be more competitive in their college applications while also allowing them to pursue their interests and improve their self-esteem.

- B. Will it have impact on other students, if so how?

This course will also positively impact the IV-H students as they will be exposed to a more rigorous curriculum when they are not combined with the IV-CP students.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

The course will build upon the precedent of offering two separate courses within the same class when the student population cannot support each course individually. For example, German IV and German AP being taught together.

- D. What is the impact of this proposal on staffing?

Since the district is prepared every year to offer a 4-CP course when there are enough students to populate a separate class, the addition of the V-CP into an existing course will not add any FTE.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This course offers greater access to more and level-appropriate French courses in the district. Students currently in 3CP, 4CP and 4H can select this course, as appropriate.

- F. Are there space implications associated with the program/course?

N/A

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

I don't believe this would affect other programs, as we are talking about a fairly small number of students.

4. **What resources are required for the program?**

- A. Is there a need for new technology? If so, please explain. N/A
- B. What current materials will need replacement? N/A
- C. Are there staffing needs required because of the resources? N/A
- D. Would there be specific needs for materials for SPED or ELL? N/A
- E. Is specialized training required for staff? N/A

Who will be involved in curriculum writing and when does one envision it will occur?

The year 1 curriculum of the course has already been written. Year 2 could be done in the Spring or Summer of 2024 in preparation for the 2024-2025 school year.

5. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$500	\$500	Click or tap here to enter text.	Click or tap here to enter text.
Supplies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professional Development	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Curriculum Writing	\$1200	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Staffing	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Other (identify)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Total	\$1700	\$500	\$0	\$0

Additional explanation of budget impact (if needed): N/A

Request for a New Program or Course

Signature of Principal: [Signature] Date: 10/3/23

Signature of Dept. Chair (if applicable): [Signature] Date: 10/3/23

Title of Proposal: **Nutrition and Wellness**

Person Submitting Proposal: **Christine Benson**

Curriculum Area: **Health**

Number of Credits/Level (if applicable): **.5**

Prerequisite Courses (if applicable): **Health 1**

Grade(s): **10-12**

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Nutrition and Wellness is a course that includes a holistic approach to wellness which recognizes that the foundation for optimal health begins with a health promoting diet. Students will learn how nutrition affects the whole person, including one's physical, mental, emotional, social, intellectual, and occupational wellness.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Nutrition impacts overall health and wellness. At the moment, students only receive a couple weeks of content and skills in nutrition in Health 1 class. However, to truly understand how nutrition can impact overall health, including mental and physical health, it requires in depth knowledge.

This course would give students the opportunity to learn the following: history of industrial agriculture and food industry, creating a healthy mindset with food, mindful eating, macro and micro nutrients, metabolism, blood sugar balance, quality of food, and dimensions of wellness.

Students would also be given the opportunity to create a Nutrition and Wellness campaign to our school community which they can collaborate with another class from another department.

Also, this course would welcome local community members and professionals to guest speak in

order to enhance the knowledge of our students about nutrition and wellness.

3. Forecasted impact of change (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

- B. Will it have an impact on other students, if so how?

No

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

- D. What is the impact of this proposal on staffing?

If approved, an additional Health teacher to cover teaching Health 1 or Health 2

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

- F. Are there space implications associated with the program/course?

No

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

I don't foresee this affecting any other courses offered

4. What resources are required for the program?

A. Is there a need for new technology? Is so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

Professional development in nutrition and wellness

5. Who will be involved in curriculum writing and when does one envision it will occur?

Christine Benson and Sarah Swann

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development	\$150	\$150		
Curriculum Writing			\$745	
Staffing				
Other (identify)				
Total	\$150	\$150	\$745	\$1045

Additional explanation of budget impact (if needed):

No costs needed to run the program. PD if available to have a staff member network and research other Nutrition Programs/Seminars.

Request for a New Program or Course

Signature of Principal:  Date: 10/3/23

Signature of Dept. Chair (if applicable):  Date: 10/3/23

Title of Proposal: PE Boot Camp

Person Submitting Proposal: Jason Arnauckas

Curriculum Area: Physical Education

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): .5

Grade(s): 11/12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is for the student looking to take a career path in the military, police or fire professions. It will also be great for the fitness enthusiast that wants to have a challenging workout. The semester will be divided into thirds and students will train and prepare to take a version of the police and fire tests, as well as, go through a mock boot camp. Guest speakers from Police, Fire and Army will be invited to speak to the students.

This course will relate to standards 1 through 5.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This will give upperclassmen an opportunity to earn PE credit in a different PE setting from traditional team sport, recreation and lifetime activities that are offered for the the whole school and base course to earn pe requirement.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Great opportunity for students looking to have a more intense workout program and prepare for future in police, fire and military.

B. Will it have an impact on other students, if so how?

This course will not impact the other students/pe classes.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

No impact

D. What is the impact of this proposal on staffing?

No impact.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No conflicts as this program will utilize a variety of areas to fulfill training requirements.

F. Are there space implications associated with the program/course?

No. Use of weight room, dance room, both gyms and outdoors

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will help reduce class sizes in some of the larger classes. It will also eliminate 4 PE classes on at the same time

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

none

B. What current materials will need replacement?

none

C. Are there staffing needs required because of the resources?

no

D. Would there be specific needs for materials for SPED or ELL?

no

E. Is specialized training required for staff?

no

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas and Sean Murray - Year 2

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development				
Curriculum Writing		\$745		
Staffing				
Other (identify)				
Total	0	\$745	0	\$745

Additional explanation of budget impact (if needed):

No supplies or equipment needed to run this program. Use of our weight room and outdoor facilities are sufficient.

Note from Shipman & Goodwin:

Homeless Children and Youth (December 2023 Revision)

The U.S. Department of Education Office for Civil Rights recently released two fact sheets regarding protecting access to education for unaccompanied children and migratory children. In light of these fact sheets, we have revised our model administrative regulations to specifically address students who are English learners/multilingual learners and families who have limited English proficiency. We also made technical revisions for clarity.

**Series 5000
Students**

5118.1 R

**ADMINISTRATIVE REGULATIONS REGARDING
HOMELESS CHILDREN AND YOUTH**

In accordance with federal law, the New Milford Board of Education (the “Board”) and the New Milford Public Schools (the “District”) does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. Definitions:

- A. Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. Homeless Children and Youth:** means children and youth twenty-one years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
 - 3. Are living in emergency or transitional shelters.
 - 4. Are abandoned in hospitals.
 - 5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

7. Are migratory children living in the above described circumstances.

- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.
- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

- A. The District's Homeless Liaison is Holly Hollander, Assistant Superintendent of Schools.
- B. The duties of the District's Homeless Liaison include:
1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
 2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging state academic standards as other children and youths.
 3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
 4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
 5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.

6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Ensuring that students who are English learners/multilingual learners are not deterred or discouraged from applying and/or accessing special academic programs and offerings, including advanced courses and programs, because they are English learners/multilingual learners or because they have interrupted formal schooling due to work-related mobility.
11. Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such students.
12. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
13. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
14. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).

15. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.
16. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
17. Ensuring that school personnel providing services to homeless children and youth receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
18. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.
19. Ensuring that information about enrollment, classes, and other educational programs and activities is made accessible to parents and guardians who have limited English proficiency.
20. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.
 2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
 3. Shall refer parent/guardian/unaccompanied youth to the District's Homeless Liaison who will assist in obtaining immunizations.

4. Shall contact previous schools for records and assistance with placement decisions.
5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. School Selection:

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in the child's or youth's school of origin for the duration of homelessness when a homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian or unaccompanied youth. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or designee of the school in which enrollment is sought shall review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal's or designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or designee shall refer the matter to the Superintendent or designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.

2. The Superintendent or designee shall review the matter and consult with the District's Homeless Liaison concerning same. If the Superintendent or designee agrees with the recommendation of the Principal or designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District's Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Connecticut General Statutes Section 10-186(b).
4. Not later than ten (10) days after receipt of an appeal to the Board by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board concerning such appeal, and such hearing shall be conducted in accordance with Connecticut General Statutes Section 10-186(b).
5. If the Board finds in favor of the Superintendent or designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board's decision to the State Board of Education within twenty (20) days of receipt of the Board's written decision, in accordance with Connecticut General Statutes Section 10-186(b). If necessary, the District's Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board

of Education. The homeless child or youth or unaccompanied youth shall remain in the child's or youth's school of origin pending resolution of the dispute, including all available appeals.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
 - 1. Title I services or similar state or local programs, educational programs for students with disabilities, and preschool programs.
 - 2. Language assistance services for students who have limited English proficiency to enable students who are English learners/multilingual learners to meaningfully participate in the educational programs.
 - 3. Transportation services.
 - 4. Vocational and technical education.
 - 5. Programs for gifted and talented students.
 - 6. School nutrition programs.
 - 7. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The District's Homeless Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:

1. Parents/guardians, schools, and the District's Homeless Liaison shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records:

An unaccompanied youth, as defined in section I.D, above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

VIII. Contact Information:

- A. Local Contact: for further information, contact:

[Name of Liaison]
[Title]
[Telephone No.]

- B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator
Connecticut Department of Education
450 Columbus Boulevard

Hartford, CT 06103
(860) 807-2058
Louis.Tallarita@ct.gov

Legal References:

State Law:

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

United States Department of Education, Office for Civil Rights, *Protecting Access to Education for Unaccompanied Children* (June 2023).

United States Department of Education, Office for Civil Rights, *Protecting Access to Education for Migratory Children* (June 2023).

Regulation approved:
Revised

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**DISPUTE RESOLUTION PROCESS
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

(1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor, a pupil eighteen years of age or older or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may

- (A) conduct the hearing,
- (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
- (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing not later than ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding not later than ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor, pupil eighteen years of age or older or unaccompanied youth who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor, pupil eighteen years of age or older or unaccompanied youth, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence, unless the party denied schooling is claiming that he or she is a homeless child or youth, as defined in 42 USC 11434a, as amended from time to time, in which case, the party claiming ineligibility based on residency shall have the burden of proving that the party denied schooling is not a homeless child or youth by a preponderance of the evidence in accordance with the provisions of 42 USC 11431, et seq., as amended from time to time.

(2) Any homeless child or youth who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not entitled to school accommodations in the district, shall continue in attendance or be immediately enrolled in the school selected by the child in the school district pursuant to 42 USC 11432(g)(3), as amended from time to time. The board of education for such school district shall (A) provide, in accordance with the provisions of 42 USC 11432(g)(3)(E)(ii), as amended from time to time, the homeless child or youth or the parent or guardian of such homeless child or youth with (i) a written explanation of the reasons for the denial of accommodations that is in a manner and form understandable to such homeless child or youth or parent or guardian, and (ii) information regarding the right to appeal the decision of the denial of accommodations pursuant to subdivision (3) of this subsection, and (B) refer, in accordance with the provisions of 42

USC 11432(g)(3)(E)(iii), as amended from time to time, the homeless child or youth or the parent or guardian of such homeless child or youth to the liaison, designated pursuant to 42 USC 11432(g)(1)(J)(ii), as amended from time to time, who is responsible for carrying out the duties described in 42 USC 11432(g)(6)(A), as amended from time to time.

(3) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, unaccompanied youth, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older or unaccompanied youth who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal, except any homeless child or youth shall be entitled to continue in attendance in the school district during all available appeals pursuant to 42 USC 11432(g)(2)(E). If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department. No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor, pupil eighteen years of age or older or unaccompanied youth where residency is at issue.

(4) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.

(5) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

APPENDIX B

SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent or Unaccompanied Youth]

[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian or Unaccompanied Youth]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison:

[Name of Liaison]

[Title]

[Telephone No.]

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320. You may also contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator
State Department of Education
450 Columbus Boulevard
Hartford, CT 06103
(860) 807-2058
Louis.Tallarita@ct.gov

A copy of the dispute resolution process under Connecticut General Statutes Section 10-186 is attached to this notice.

Please contact the District's Homeless Liaison listed above if you have any questions.

Sincerely,

[Name]
Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

**SAMPLE NOTIFICATION OF DECISION
TO APPEAL EDUCATIONAL PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District’s Homeless Liaison, _____, who can be reached at _____.

Person completing form: _____

Relation to Student: _____

Contact Information: _____

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by [Name of District], [Name of School]. I have been provided with a written explanation of the District’s decision, contact information for the District’s homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

Name

Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District’s Homeless Liaison.

**SAMPLE NOTIFICATION OF HEARING
REGARDING ENROLLMENT DISPUTE**

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent or Unaccompanied Youth]

[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent or Unaccompanied Youth]:

You have requested a hearing before the [local or regional] Board of Education (the “Board”) regarding the educational placement of [insert name(s) of student(s)] at [name of school]. The Board will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the Board, which are located at [insert address].

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320.

Please contact the District’s Homeless Liaison, [insert name], if you have any questions.

Sincerely,

[Name]

Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

STUDENT RESIDENCY AFFIDAVIT
[PARENT/GUARDIAN FORM]

[Name of District]

Name of student: _____

Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of _____ (name of student) who is of school age and is seeking admission to [School District].

Since _____ (date), _____ (name of student) has not had a permanent home. The student is currently staying at _____ (may list multiple addresses, if applicable). The student has been staying there since _____ (date).

This location is:

- _____ a shelter
- _____ a motel/hotel
- _____ a campsite
- _____ shared housing with other persons
- _____ other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

_____.

Prior to staying at this location, the student was staying at _____
From _____ (date) to _____ (date).

I regularly receive my mail at: _____.
I am currently staying at the following address(es): _____,
_____. I plan to stay at this/these
location(s) until: _____ (date). I can be reached at the following telephone number:
_____. I can be reached for emergencies at: _____.

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for the student.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

**STUDENT RESIDENCY AFFIDAVIT
[UNACCOMPANIED YOUTH FORM]**

[Name of District]

Name of student: _____

Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I, _____ am of school age and is seeking admission to [School District].

Since _____ (date), I, _____ have not had a permanent home. I am currently staying at _____ (may list multiple addresses, if applicable). I have been staying there since _____ (date).

This location is:

- _____ a shelter
- _____ a motel/hotel
- _____ a campsite
- _____ shared housing with other persons
- _____ other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

_____.

Prior to staying at this location, I was staying at _____
From _____ (date) to _____ (date).

I regularly receive my mail at: _____.
I am currently staying at the following address(es): _____,
_____. I plan to stay at this/these
location(s) until: _____ (date). I can be reached at the following telephone number:
_____. I can be reached for emergencies at: _____.

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for me.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or

otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION
[PARENT FORM]

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

_____ Proof of residency	_____ Immunization Record
_____ Proof of guardianship	_____ School Health Record
_____ Proof of identity	_____ School Records
_____ Birth Certificate	

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school the student attended is

_____.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION
[UNACCOMPANIED YOUTH FORM]

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding my missing enrollment documentation for the following:

_____ Proof of residency	_____ Immunization Record
_____ Proof of guardianship	_____ School Health Record
_____ Proof of identity	_____ School Records
_____ Birth Certificate	

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school I attended is

_____.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education
New Milford, Connecticut
February 20, 2023

A. Personnel

1. Certified Staff – Appointments

1. **Jeffery Bradbury**, Computer Technology Teacher at Schaghticoke Middle School. Effective January 16th, 2024. Salary: \$100,372. Replacing Meredith Powers who took a position in another district.
2. **Amanda Pergar**, Humanities Teacher at Schaghticoke Middle School. Effective January 8th, 2024. Salary: \$55,434. Replacing Isabela Stasko who took a position in another district.

2. Certified Staff – Resignations/Retirements

1. **Paul Laedke**, School Counselor at Hill and Plain Elementary School and Northville Elementary School. Effective February 20th, 2024. Taking a position in another Connecticut school district.
2. **Joe Neff**, Business Technology Teacher at New Milford High School. Effective March 1st, 2023. Retiring after 43 years of service with New Milford Public Schools.
3. **Nelva Sari**, Spanish teacher at Schaghticoke Middle School. Effective February 29th, 2024. Resigning for personal reasons.

3. Non-Certified Staff and Licensed Staff – Appointments

1. **Michael Forge**, Assistant Head Cook at New Milford High School. Effective February 5th, 2024. Salary: \$21.63 hourly. Replacing D.Mimms.
2. **Hady Medeiros**, Career Center Secretary at New Milford High School. Effective January 8th 2024. Salary: \$20.31 hourly. Replacing A. del Real.
3. **Edward F Murphy**, Maintainer II – Plumber Journeyman at New Milford High School. Effective January 24th, 2024. Salary \$30.85 hourly. Replacing J.Cole.

4. **Olga Rella**, Secretary to Director of PPS at Central Office. Effective 2/13/2024. Salary: \$22.33 hourly. Replacing S. Brown.
5. **Sydney Rubino**, ParaEducator at Schaghticoke Middle School. Effective January 2nd, 2024. Salary 17.48 Hourly. Replacing J. Grossenbacher.

4. Non-Certified Staff and Licensed Staff – Resignations/Retirements

1. **Jean Wiltshire**, Nurse Para at New Milford High School. Effective June 5th, 2024. Jean will be retiring after 12 years of service with New Milford Public Schools.
2. **Susan Brown**, Secretary to Director of PPS at Central Office. Effective January 26th, 2024. Susan relocated to another state.
3. **Donna Urban**, Account & Data Specialist at Central Office. Effective May 31st, 2024. Donna will be retiring after 8 years with New Milford Public Schools.

5. Adult Education Staff – Appointments

None

6. Adult Education Staff – Resignations/Retirements

None

7. Coaching Staff – Appointments

None

8. Coaching Staff – Resignations/ Retirements

None



New Milford Enrollment Matrix By School

Date: 02/01/2024

NES	Actual 6/1/23		Proj 23-24	Actual 02/01/24	Proj Variance
PK	56		53	51	-2
K	139		140	132	-8
1	134		135	134	-1
2	128		134	133	-1
Totals	457		462	450	-12

HPS	Actual 6/1/23		Proj 23-24	Actual 02/01/24	Proj Variance
PK	48		55	36	-19
K	117		117	123	6
1	120		112	119	7
2	105		120	120	0
Totals	390		404	398	-6

Actual 6/1/23		Tot Proj 23-24	Actual 02/01/24	Proj Variance
104		108	87	-21
256		257	255	-2
254		247	253	6
233		254	253	-1
847		866	848	-18

SNIS	Actual 6/1/23		Proj 23-24	Actual 02/01/24	Proj Variance
3	252		254	235	-19
4	262		257	257	0
5	250		260	263	3
Totals	764		771	755	-16

SMS	Actual 6/1/23		Proj 23-24	Actual 02/01/24	Proj Variance
6	281		250	239	-11
7	255		278	280	2
8	286		252	255	3
Totals	822		780	774	-6

NMHS	Actual 6/1/23		Proj 23-24	Actual 02/01/24	Proj Variance
9	293		296	309	13
10	334		299	299	0
11	302		339	323	-16
12	308		304	280	-24
Totals	1237		1238	1211	-27

	Actual 6/1/23	Actual 02/01/23	Proj 23-24	Actual 02/01/24	Proj Variance	Actual Variance
PK-2	847	840	866	848	-18	1
SNIS	764	759	771	755	-16	-9
SMS	822	822	780	774	-6	-48
NMHS	1237	1246	1238	1211	-27	-26
Totals	3670	3667	3655	3588	-67	-82

LHTC total = 19



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

Item of Information 4-D
Operations Sub-Committee
February 2024

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: February 1, 2024
RE: Town of New Milford Audit Report dated June 30, 2023

On Wednesday, January 24, 2024, the independent Auditor's report was presented by Mahoney Sabol during the Board of Finance meeting. The important highlights are below.

Weakness / Deficiency:

- There were zero (0) material weaknesses or deficiencies identified.

Fund Balance at 22/23 Fiscal Year End:

- The unspent operating fund balance at the end of 22/23 for the Board of Education was \$1,668,696 or 2.46% of the original budget which was \$67,767,289:
 - \$100,000 of this was approved and will be transferred into the account for Turf Field Replacement.
 - \$1,568,696 of this, which is the remainder, was approved and will be transferred into Board of Education Capital Reserve Account.

The entire report is available on the Town website at the following address:

<https://www.newmilford.org/filestorage/7526/7528/7713/49615/>

New_Milford_FY23_Financials_-_Final_12-22-23.pdf

The second page of this memo provides a snippet of the minutes from the June 28, 2023 Board of Finance meeting where the motions concerning the above were approved.

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



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

Item of Information 4-D
Operations Sub-Committee
February 2024

**REGULAR MEETING MINUTES
NEW MILFORD BOARD OF FINANCE
June 28, 2023**

RECEIVED
TOWN CLERK
2023 JUL -5 P 4: 25
NEW MILFORD, CT

Present: Walter O'Connor, Chair
Joe Troiano
Walter Bayer
Diane Klaif
Larry Tripp
Barbara Wolf (via telephone, arrived 7:10 pm)

Absent: Joe DeGregorio

Also Present: Mayor Pete Bass
Greg Osipow, Director of Finance

The meeting was called to order at 7:02 pm by Mr. O'Connor

5.) Discussion and possible action on the BOE request to move \$100,000 to the Turf Field replacement fund and the balance to Capital Reserve pending audit.

Members discussed the Board of Education request to move \$100,000 to the turf replacement fund and the balance to the capital reserve pending the audit. In time, turf replacement will be necessary and this is an effort to plan ahead with surplus funds.

Mr. O'Connor motioned to approve the BOE request to move \$100,000 to the turf field replacement fund and the balance of the capital reserve pending the audit.

Ms. Klaif seconded the motion and the motion passed unanimously.

NEW MILFORD PUBLIC SCHOOLS



Facilities Subcommittee Report

February 13, 2024

Items for Information and Discussion

A. NMHS Updates

1. NMHS Woodshop HVAC

Hawley Construction has removed the old dust collector. Final design drawings and a change order were approved for a system that includes backdraft deflagration protection. No time frame has been given for this unit's arrival but we anticipate late spring.

2. Roof Project

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

3. Belfor Restorations

Belfor Restoration are still completing punch list items as of this writing.

4. Gym Floor

Dalene Flooring is under contract to perform the full refinishing of the High School gym floor this summer. A preliminary meeting was held with myself, Dalene, and Athletic Director Keith Lipinski to begin the layout process.

B. Central Offices

A Programming Study conducted by Silver Petrucelli & Associates for the development of a future stand alone Central office building. There has been discussion about the possibility of erecting the offices on the site of the old tennis courts at Sarah Noble. The next step would be to pursue the services of an A & E firm to conduct a feasibility study including site analysis.

C. Sarah Noble Oil Tank

A memo addressing the Sarah Noble oil tank has been included in this packet.

D. Training

The Facilities Department grounds and maintenance crews recently completed OSHA 10 training in a two day course which took place at Central Offices. This is the first in a series of classroom and practical field training which will occur this year.

NEW MILFORD PUBLIC SCHOOLS

Facilities Department

50 East Street

New Milford, Connecticut 06776

(860) 354-6265 FAX (860) 210.2233



MEMO: Sarah Noble UST

To: Board of Education

From: Matt Cunningham, Director of Facilities

Re: Sarah Noble Oil Tank

Date: 2/13/24

Sarah Noble Oil Tank

The underground storage tank (UST) at Sarah Noble is beyond its life expectancy. While it no longer serves to fuel the school heating system, it still contains heating oil and must, by code, be removed or properly abandoned in place. Recently CT DEEP cited the New Milford Board of Education with a notice of violation (NOV), for a tank beyond life expectancy. This NOV's required action is to permanently close the UST. To address this matter NMPS Facilities contracted with Weston & Sampson to send a compliance statement to DEEP on the schools' behalf and to develop a proposed schedule of compliance.

The plan for addressing the Sarah Noble UST has gone through many iterations and when last looked at was under the purview of the Municipal Building Committee, since at that time it was being considered for removal and replacement. It was tabled some time ago as that plan developed into one of permanent closure. In recent correspondence between the Town and School District, it has been decided to maintain the current course of working with Weston & Sampson to handle a path of permanent closure. The Town still has monies encumbered to finance this project. Thank you.

FEBRUARY FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<u>NMHS</u>		
NHS	Jenga Tournament	Senior Scholarships
Asia Club	BOBA Fundraiser (Tea)	Cultural Field Trip
Girls Basketball	Snapraise	Senior Gifts/Team Banquet
Wrestling	Snapraise	Team Apparel/Senior Gifts
Class of 2025	Trivia Night at All Aboard	Offset cost of Prom/Senior Activities
Class of 2027	Lollipop Sales	Freshmen Events
GAPP	Selling Coffee	Offset cost of 2024 Germany Trip
Theater	Snapraise	Funds for Next Production
NHS	Flowers at Spring Musical	Scholarship for Graduating Senior
NHS	Valentines Day Rose Sale	Scholarship for Graduating Senior
<u>SMS</u>		
Student Council	Food for Camilla's Cupboard	Food Donation
Student Council	Animal Welfare Society Supplies	Supplies Donation
Student Council	Vietnam Veterans Clothing Collection	Clothing Donation
<u>HPS</u>		
PTO	Pie Sale Fundraiser	Field Trips/Classroom Needs
PTO	Holiday Store for Student Shopping	Restock Gifts in Store

Approved Field Trip February 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	NMHS	9-12	2/3/24	Saturday	10	1	Masuk HS (Winter Guard) School Bus	0	\$0.00
3	NMHS	12	2/7/2024	Wednesday	18	3	SNIS 5th Grade Social Studies Class	3	\$0.00
4	NMHS	9-12	2/10/24	Saturday	10	1	Westhill HS (Winter Guard) School Bus	0	\$0.00
5	NMHS	6-8	2/15/24	Thursday	35	1	String Reharsal (School Bus)	0	\$0.00
6	SNIS	4-5	2/15/24	Thursday	55	2	NMHS String Rehearsal (School Bus)	0	\$0.00
7	NMHS	9-12	2/24/24	Saturday	10	1	Naugatuck HS (Winter Guard) School Bus	0	\$0.00
8	NMHS	9-12	2/24/24	Saturday	29	5	Trumbull HS (Winter Percussion) School Bus	0	\$0.00
9	NMHS	9-12	3/2/23	Saturday	10	1	Newtown HS (Winter Guard) School Bus	0	\$0.00
10	SMS	6-8	3/8/24	Friday	13	3	Plainville HS (Band Regionals) Coach Bus	0	\$0.00
11	SMS	6-8	3/9/24	Saturday	13	3	Plainville HS (Band Regionals) Coach Bus	0	\$0.00
12	NMHS	9-12	3/12/2024	Tuesday	16	2	FBLA State Leadership Conference (coach bus)	1	\$50.00
13	SNIS	3-5	3/14/24	Thursday	750	26	NMHS "The Little Mermaid"	0	\$0.00
14	NMHS	9-12	3/15/24	Friday	10	1	Sarah Noble Intermediate School bus	0	\$0.00
15	NMHS	9-12	3/16/24	Saturday	10	1	Bunnell HS (Winter Guard) School Bus	0	\$0.00
16	NMHS	9-12	3/23/24	Saturday	10	1	Norwalk HS (Winter Guard) School Bus	0	\$0.00
17	NMHS	12	3/27/24	Wednesday	50	3	Basketball Hall of Fame (Sports Journalism class) Coach	3	\$52.00
18	SNIS	4-5	3/27/24	Wednesday	100	4	SMS Concert Rehearsal (School Bus)	0	\$0.00
19	NMHS	10-12	4/2/24	Friday	43	2	Total Mortgage Arena (Coach Bus)	2	\$10.00
20	NMHS	9-12	4/6/24	Saturday	10	1	Trumbull HS (Winter Guard) School Bus	0	\$0.00
21	SNIS	4-5	4/25/24	Wednesday	50	3	NMHS (Jazz Fest Reharsal) School Bus	0	\$0.00
22	SMS	6-8	4/25/24	Wednesday	50	2	NMHS (Jazz Fest) School Bus	0	\$0.00
23	NMHS	12	4/29/24	Monday	40	2	HPS- Child Literature Class	0	\$0.00
24	SNIS	5	5/15/24	Wednesday	50	3	SMS Chorus Concert Rehearsal (School Bus)	2	\$0.00
25	SNIS	4	05/20/24	Monday	129	54	Bronx Zoo (Coach Bus)	0	\$37.00
26	SNIS	4	5/21/24	Tuesday	129	54	Bronx Zoo (Coach Bus)	0	\$37.00
27	SNIS	3	5/21/24	Tuesday	84	14	The Institute for American Indian Studies (School Bus)	0	0.00 (PTO)
28	SMS	6	5/21/24	Tuesday	75	8	Camp Awasting (School Bus)	0	\$42.00
29	SMS	6	5/22/24	Wednesday	74	7	Camp Awasting (School Bus)	0	\$42.00
30	SNIS	3	5/23/2024	Thursday	84	14	The Institute for American Indian Studies (School Bus)	0	0.00 (PTO)
31	SMS	6	5/23/24	Thursday	82	8	Camp Awasting (School Bus)	0	\$42.00
32	SNIS	3	5/24/2024	Friday	94	14	The Institute for American Indian Studies (School Bus)	0	0.00 (PTO)
33	SMS	8	5/28/24	Tuesday	257	18	Holiday Hill (coach bus) Grade 8 trip	0	\$71.00
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Updated 2/12/2024

Approved Field Trip February 2024

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