

**VERNON PUBLIC SCHOOLS**  
**Vernon, Connecticut 06066**  
**BOARD OF EDUCATION MEETING**

DATE: Monday, April 22, 2024  
 TIME: 7:00 p.m.  
 PLACE: Vernon Board of Education, Administration Building, 30 Park Street, Vernon – 3rd Floor Board Conference Room  
 ZOOM MEETING: zoom.us US: +1 646 558 8656 Webinar ID: 922 0374 0218 Passcode: 909828

**Mission Statement**

*The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.*

**Goals**

1. *Build and improve relationships and partnerships with family and community.*
2. *Increase the achievement of every student through high quality curriculum, instruction and assessment.*
3. *Promote safe environments that are socially, emotionally, and physically conducive to learning.*

**Civility Statement**

*The Board of Education expects mutual respect, civility and orderly conduct among all individuals on school property or at school-sponsored events. District staff will treat parents and other members of the public with respect and have the right to expect the same in return. The Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.*

AGENDA	NOTES
<p><b>1.0 Establish Quorum</b></p> <p><b>2.0 Call to Order</b></p> <p><b>3.0 Pledge of Allegiance</b></p> <p><b>4.0 Recognitions &amp; Presentations</b>            4.1 Presentation by MSS Students (BOE Goal #1, #2)            4.2 Vision to Learn Presentation (BOE Goal #1, #3)</p> <p><b>5.0 Secretary's Report</b>            5.1 Opportunity for Board of Education to add/delete urgent agenda items            5.2 Rockville High School Student Representative Report</p> <p><b>6.0 Community Forum</b>            Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.)</p> <p><b>7.0 Consent Agenda</b>            7.1            (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on March 11, 2024            (b) Approval of the Minutes of the Regular Board of Education Meeting held on March 11, 2024            (c) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on March 18, 2024            (d) Approval of the Minutes of the Board of Education Communications Committee Meeting held on April 1, 2024</p>	

**VERNON PUBLIC SCHOOLS**

**Vernon, Connecticut 06066**

**BOARD OF EDUCATION MEETING**

**Page 2**

**DATE: Monday, April 22, 2024**

**TIME: 7:00 p.m.**

**PLACE: Vernon Board of Education, Administration  
Building, 30 Park Street, Vernon – 3rd Floor  
Board Conference Room**

**8.0 Personnel**

8.1 Results of the March 19<sup>th</sup> UCONN Neag  
Education Recruitment Career Fair (BOE Goal #1,  
#2, #3)

8.2 Leave of Absence Request (BOE Goal #2)  
(Executive Session Anticipated)

**9.0 Teaching and Learning**

9.1 Results of April 2<sup>nd</sup> PD Day (BOE Goal #2)

9.2 Approval of the Agricultural Education 2-  
Leadership, Clayworks 1, Creative Writing 1,  
Software Applications and Grades 2-5 PE/Health  
Curriculum (BOE Goal #2, #3)

**10.0 General Business**

10.1 Approval of June 12, 2024 as the Graduation  
date for Rockville High School (BOE Goal #1)

10.2 Approval of the Application for the Program  
Enhancement Projects (PEP) Grant (BOE Goal  
#1, #2, #3)

10.3 Vernon Public Schools 10-Year Facility Study and  
Master Plan (BOE Goal #3)

10.4 Creation of an Ad Hoc Committee to address the  
10-Year Facility Study and Master Plan (BOE  
Goal #3)

10.5 Board of Education Finance Committee Report  
(BOE Goal #1, #2, #3)

(a) Healthy Food Certification 2024-2025

(b) Proposed Meal Price Increase for the 2024-  
2025 School Year

(c) Budget Amendment

(d) Adopt-A-Classroom Donation from Subaru

10.6 Letter of Engagement - Shipman & Goodwin, LLP

10.7 Reports from Board of Education Liaisons  
Regarding Attendance at Organization /  
Committee Meetings (BOE Goal #1)

**11.0 Review and Update Board of Education Calendar**

[https://www.vernonpublicschools.org/district-  
information/district-calendar](https://www.vernonpublicschools.org/district-information/district-calendar)

**12.0 Opportunity for Questions from the Press  
Regarding Agenda Items**

**13.0 Adjournment**

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>    X    </u>	Agenda Item	<u>    4.1    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u> Date


AGENDA REPORTING FORM

Subject: Presentation by Maple Street School Students (BOE Goal #1, #2)

Background: This year, Student Council was launched at Maple Street School. Students worked under the facilitation of Kristen Wood and Cassidy Ricciardone to make improvements to the school's community. Students in Grades 3-5 were part of this group. They hope to open Student Council up to all grades next school year.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



*Every student matters. Every Moment Counts.*

Maple Street School Presents  
**The Student Council**

Launch Year

---

2023- 2024



# Introductions

## Meet the Student Council

---

Ahmad, Amelia, Katheleen, Ethan,  
Jocelyn, and Colby



# Who are We? What is Student Council?

---

- We are students from grades 3 through 5.
- We were nominated by our classroom teachers because we make excellent choices and have kind hearts.

# Who are We? What is Student Council?

---

- We meet once or twice a month after school.
- We think of different ways we could improve Maple Street School and our community.
- This first year we started small with 6 students.
- Although we have two teachers helping us, us students are the ones who make the decisions.

# First Meeting

---

- We brainstormed problems in our school and community.
- We came up with some great ideas. We then took a vote and chose our first project.
- We were concerned that some students at school do not have snacks. We realized that families do not have money for food and felt that it was important to provide them with something. They may feel left out and hungry during snack time.



# The Maple Menu

---

- We worked together to make bins for each class.
- We made flyers and we visited classrooms to inform students and staff about the Maple Menu.
- We sent the flyers that we made home with students
- We began collecting snacks.

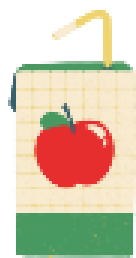
STUDENT COUNCIL  
INTRODUCES...

## The Maple Menu

Student council is accepting snack donations to help hungry students. If you are able to, please send in healthy, nut-free, *individually* wrapped snacks.

All snack donations are greatly appreciated!

Snack donations can be dropped off at MSS, or collected by your child's MSS teacher.



## Maple Menu!

Student council  
is accepting snack donations for  
hungry students! If you are able,  
please send in healthy, not free,  
and individually wrapped snacks,

Thank you!

Thank you for

Donations To the Maple  
Menu!

# The Maple Menu

---

- We started to see donations coming in from all grade levels and the community.
- We filled the four cabinets with snacks.
- We had adults help us with sharing the news on social media.
- Now, no student at Maple Street School has to go the day without a snack.





# Donations

---

We would LOVE for you to donate to Maple Menu too! Our hope is that even if we get extra food, we could give it to others in need in the community. Feel free to take a flyer!



# Wrap-A-Staff Fundraiser

---

- We helped raise money for the Student Activity Fund.
- This helps pay for when students go on field trips or extra fun activities!
- The teacher with the most money collected, was wrapped at a whole-school assembly to look like a snowman!
- We did this by putting together over 20 cartons to collect spare change and donations. And we raised...

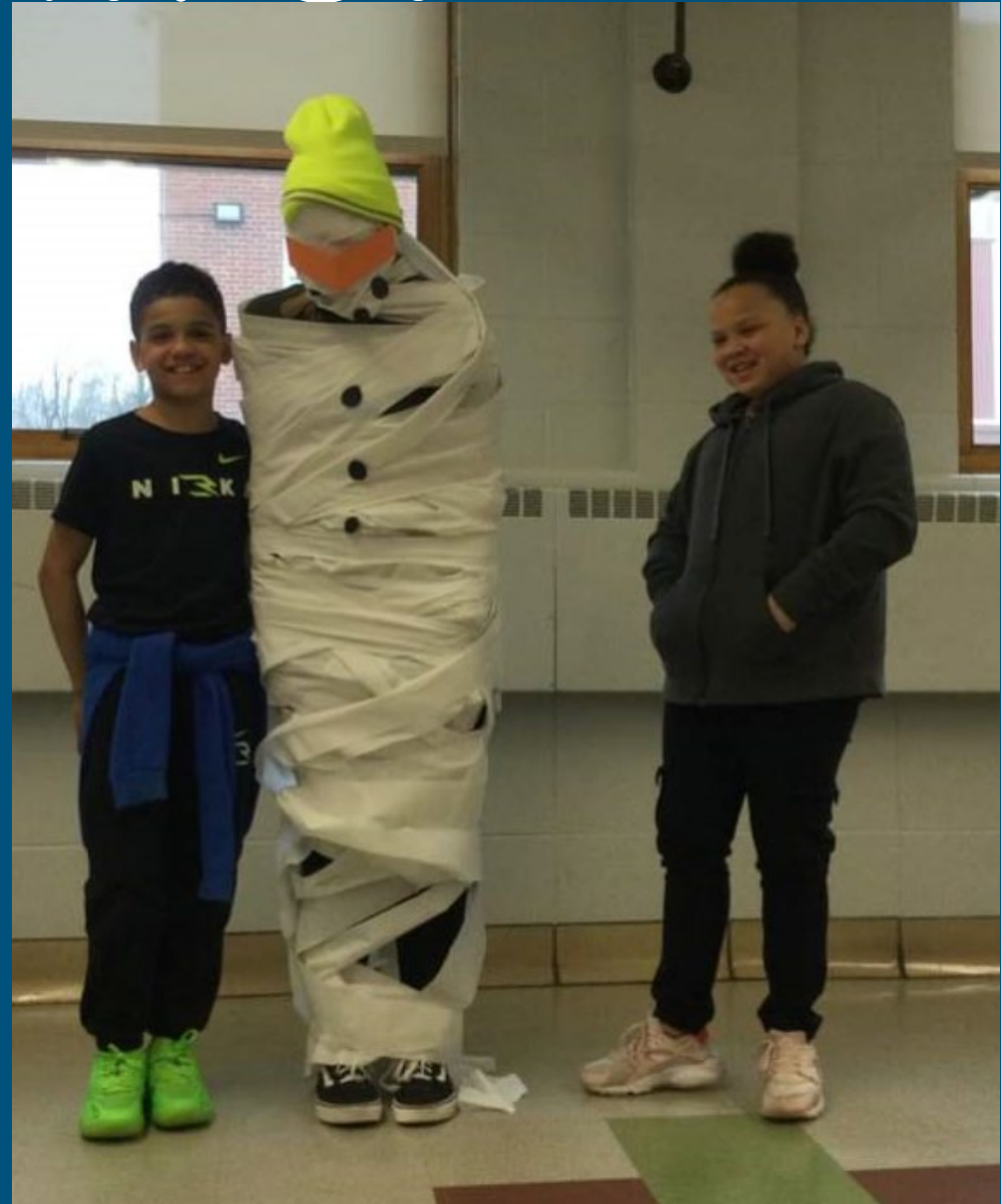


# \$874.73!

Wrap a Staff has ended and...

**Mrs.  
Artzerounian  
is going to get  
wrapped!**

Thank you for your donations!  
Together we raised \$874.73 for  
Maple Street School's Student  
Activity Account.



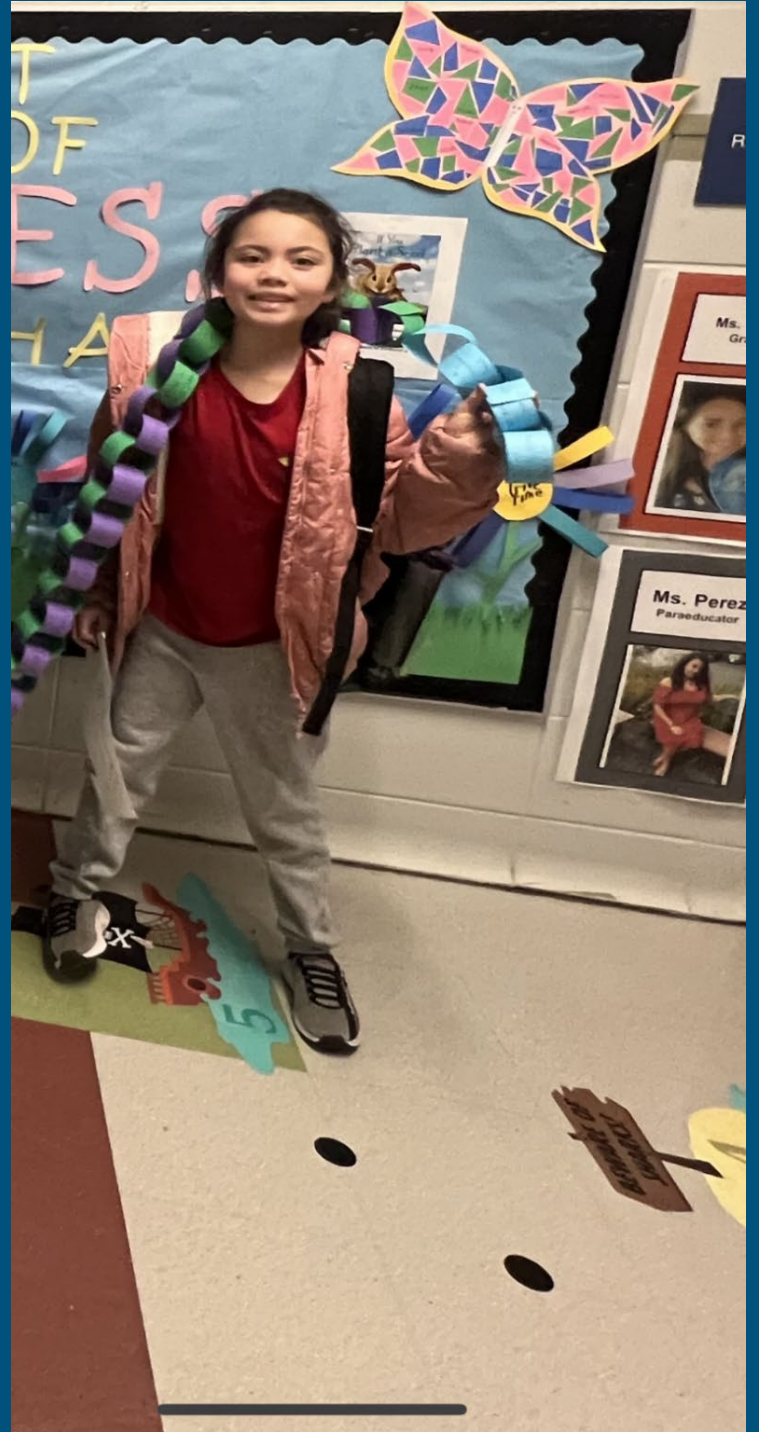
# Read Across America Reading Challenge

---

- We wanted to encourage everyone to read as a school community!
- The student council put together packets of reading strips and information where students and staff could jot down books they read.
- We collected the strips and turned them into chains to hang around the school and celebrate all of the reading!
- One class alone read over 100 books all together!
- These decorative links also greeted guest readers on March 1st.





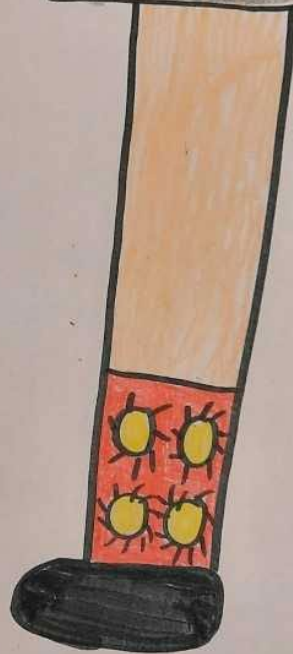
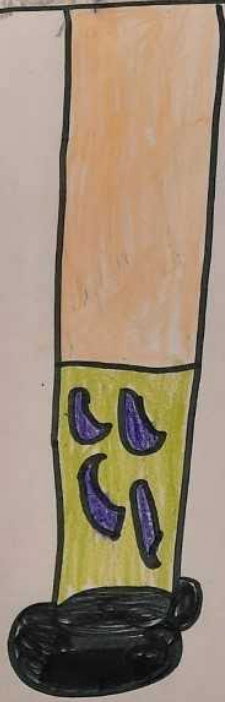


# Rock Your Socks

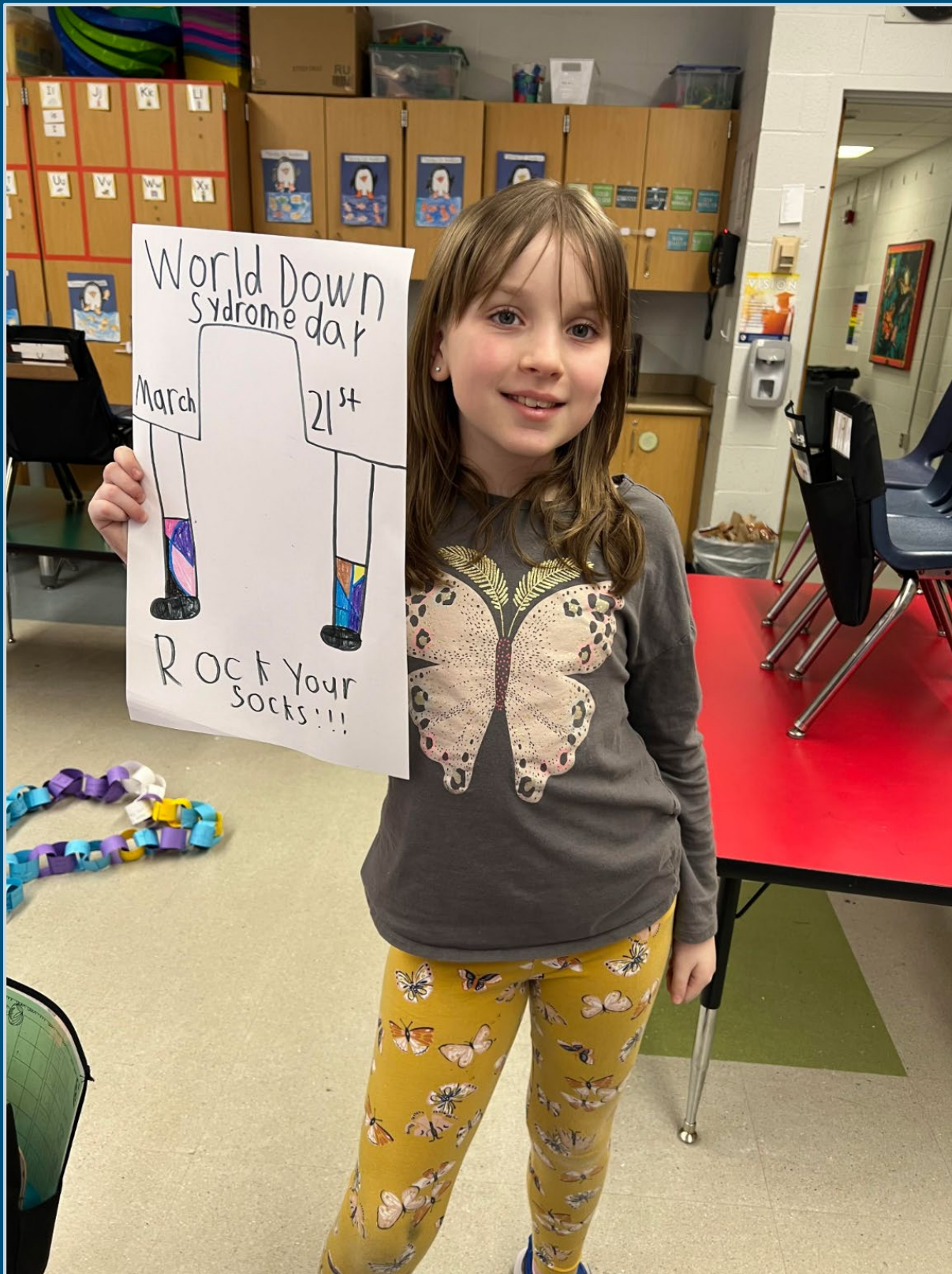
---

- We wanted to celebrate and embrace those who have Down Syndrome
- We wanted to educate students and staff members about Down Syndrome
- We made posters, shared video resources, and encouraged everyone to wear mismatched socks to start a conversation about Down Syndrome and how to bring awareness to Down Syndrome.
- We rocked our socks on World Down Syndrome Day on March 21st!

World Down Syndrome  
Day on March  
21<sup>st</sup>

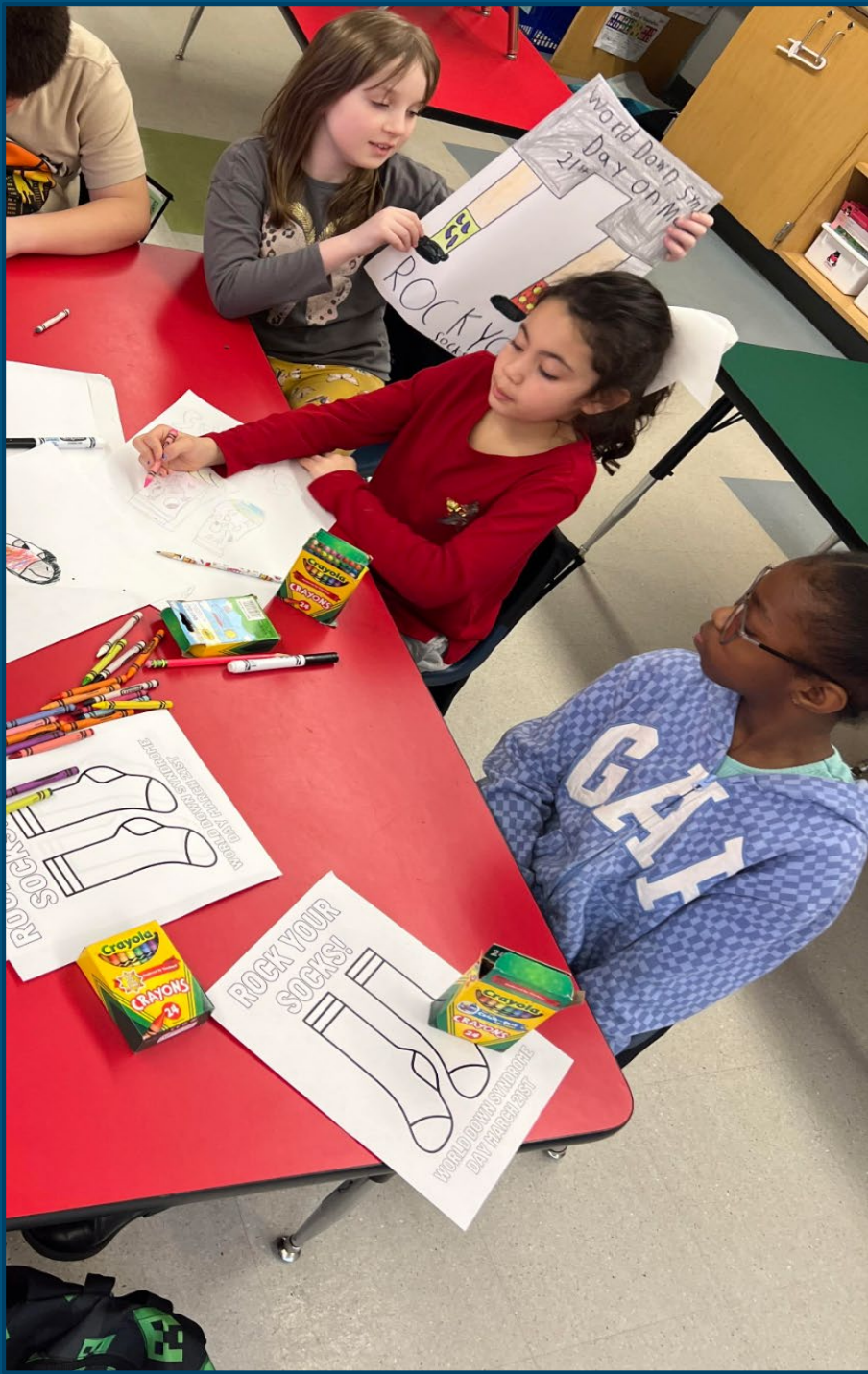


ROCK YOUR  
SOCKS!!!



World Down  
Syndrome Day  
March 21<sup>st</sup>  
Rock Your  
Socks!!!





World Down Syndrome Day 21st

ROCK YOUR SOCKS!

ROCK YOUR SOCKS!  
WORLD DOWN SYNDROME DAY 21ST

ROCK YOUR SOCKS!  
WORLD DOWN SYNDROME DAY 21ST

GAT



# Wear Red for Autism Awareness and Acceptance

---

- We encouraged ALL of Maple Street School to wear the color red on April 3rd for autism awareness and acceptance.
- Posters were hung throughout the building.
- We had Mr. Egan help us out and make announcements to wear red.
- Mr. Egan also helped us by sharing the information on Parent Square!

light it up



red

# Hopes for Next Year

---

- We want to continue with Student Council and take it to the next level.
- We would like to open it up for have more students participate and all the grade levels K-5.
- We would like to create more events, fundraisers, and support our school and community even more than we did this year.
- Ahmad would like to continue student council at VCMS next year. He plans to look into if it already exists, or create it and be the founding member.

# Questions or Comments?



*Every student matters. Every Moment Counts.*

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>    X    </u>	Agenda Item	<u>    4.2    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u>
			<u>            Date            </u>

AGENDA REPORTING FORM

Subject: Vision to Learn Presentation (BOE Goal #1, #3)

Background: Vision to Learn Connecticut Program Manager Sabrina Davis will share a presentation on the Vision to Learn Program with the Board.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



# Vision To Learn at Vernon Public Schools





# What is Vision To Learn?

---



- Vision To Learn is a national nonprofit providing mobile vision care services to children, at no-cost to families
- Founded in 2012 in Los Angeles
- Operates in 14 states
- Operating in Connecticut for 3 years

# Vision To Learn Process

- **Vision Screening:** Vision To Learn staff walks to each class and screens each student using Welch Allyn Spot Screener.
- **Eye Exam and Glasses Selection:** Students who fail vision screening or already wear glasses are examined by a licensed optometrist on mobile clinic. Students who need glasses choose their frames from a wide selection.
- **Glasses Dispensing:** Licensed optician returns to provide glasses with brief glasses fitting. Lost/broken glasses are under one-year, one-time warranty for a free replacement.



# Vision To Learn at Vernon Public Schools

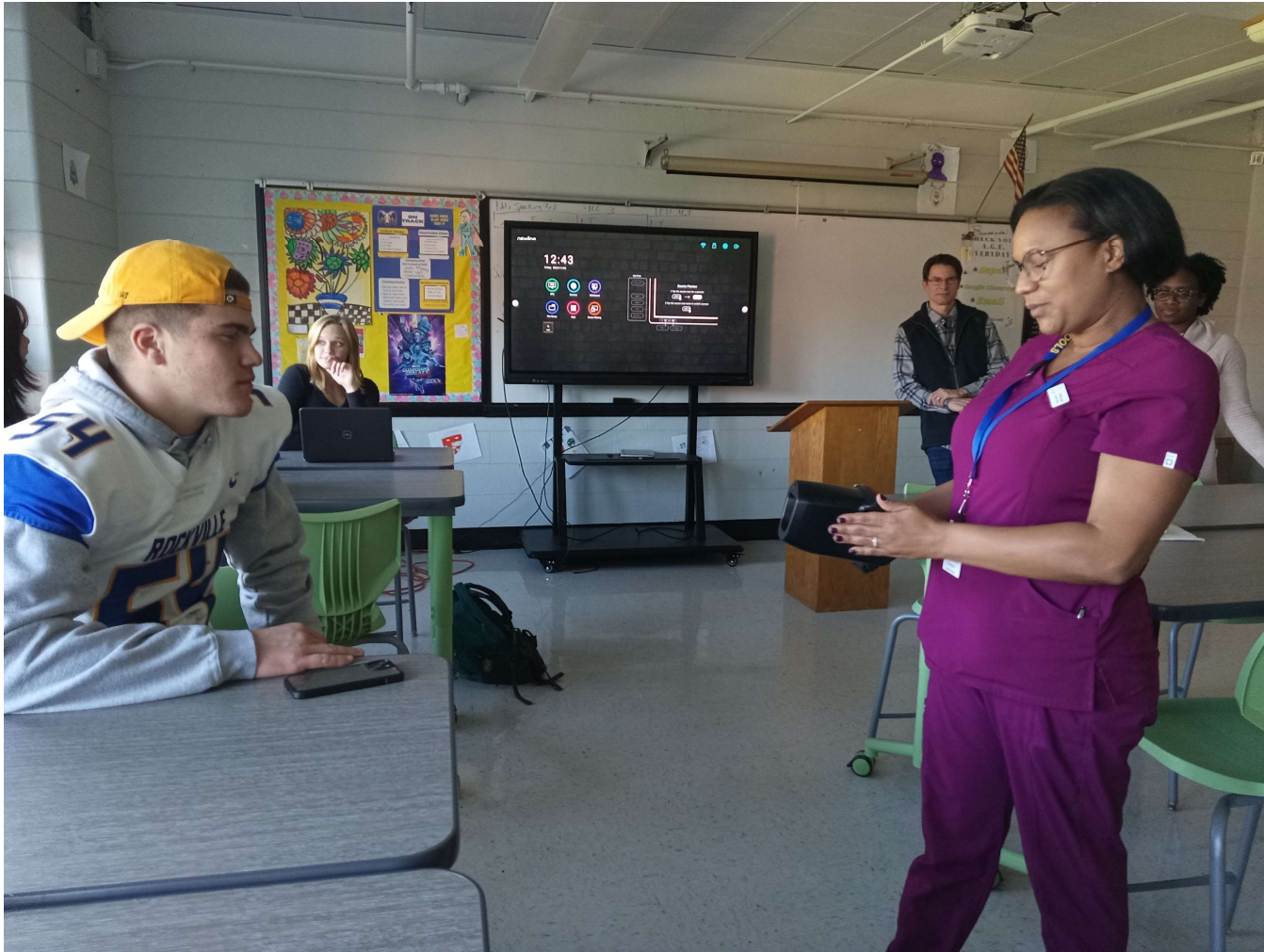


- Served all schools, K-12<sup>th</sup> grade students
  - 2,706 screened
  - 856 examined
  - 802 prescribed glasses

*See final slide for number of students served per school.*



# Vision Screening



Rockville High

# Eye Exams on Mobile Clinic



# Eye Exams on Mobile Clinic

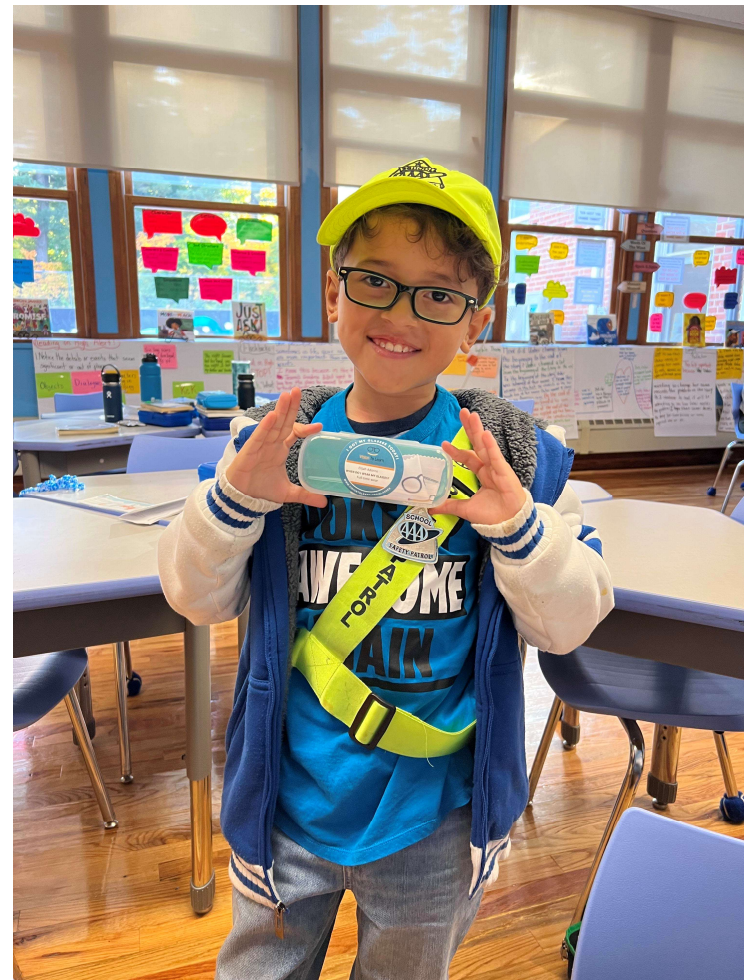


# Glasses Dispensing



Maple Street

# Glasses Dispensing



Maple Street



# Event at Lake Street School



March 8<sup>th</sup>, 2024

# Vision To Learn at Vernon Public Schools - Data



School	# of students screened	# of students examined	# of students prescribed glasses (includes external prescriptions)	% of school received glasses (# students prescribed glasses/# screened)
Maple Street School	218	51	49	22%
Vernon Center Middle School	637	200	188	30%
Skinner Road School	254	70	60	24%
Rockville High School	818	360	343	42%
Northeast School	184	43	39	21%
Center Road School	348	72	70	20%
Lake Street School	247	60	53	21%
<b>TOTAL</b>	2,706	856	802	N/A

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 7.1

Decision Requested

X

April 22, 2024

Date

AGENDA REPORTING FORM

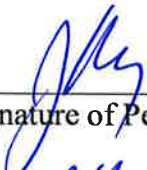
Subject: Consent Agenda

Background: The Board is requested to approve the items listed on the Consent Agenda for April 22, 2024:

7.1

- (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on March 11, 2024
- (b) Approval of the Minutes of the Regular Board of Education Meeting held on March 11, 2024
- (c) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on March 18, 2024
- (d) Approval of the Minutes of the Board of Education Communications Committee Meeting held on April 1, 2024

Recommendation: Motion: That the Vernon Board of Education approve the items listed on the Consent Agenda for April 22, 2024.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

## DRAFT MINUTES

### BOARD OF EDUCATION FINANCE COMMITTEE MEETING

A Finance Committee meeting of the Vernon Board of Education was held at the Administration Building on Monday, March 11, 2024.

Attendees: Paul Grabowski, Chair; Kriste Nucci, Kristiana Wintress and Patricia Buxton

Administration Present: Superintendent Dr. Joseph Macary, Assistant Superintendent Mr. Robert Testa and Director of Business and Finance Mr. William Meier.

Director of Food & Nutrition Elizabeth Fisher was also present.

The meeting was called to order at 6:02 p.m.

Mr. Meier reviewed the Finance Report and Year-to-Date Budget with the committee.

The meeting adjourned at 6:50 p.m.

Respectfully submitted,

Karen Colt, Board Secretary

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

## **DRAFT MINUTES**

### BOARD OF EDUCATION MEETING

A meeting of the Vernon Board of Education was held in-person and via Zoom Webinar at the Administration Building on Monday, March 11, 2024.

Roll call was taken at 7:00 p.m.

There was a quorum. Board members present: Mr. Grabowski, Ms. Wintress, Mr. Bedlack, Dr. Buxton, Mrs. Jablonecki, Ms. Nucci, Ms. Sewell and Mr. Thrall. Ms. Colt was absent.

Student Representatives present: My-Ngoc Lai-Huyen and Aedan Ruddock.

Administration present: Superintendent Dr. Joseph Macary, Assistant Superintendent Mr. Robert Testa and Director of Business and Finance Mr. William Meier III.

#### **2.0 Call to Order**

Board Chair Mr. Grabowski called the meeting to order at 7:01 p.m.

#### **3.0 Pledge of Allegiance**

#### **4.0 Recognitions and Presentations**

##### **4.1 Presentation by Northeast School Students (BOE Goal #1, #2)**

Dr. Brenda Greene, Principal of Northeast School, introduced teachers Mrs. Larochelle and Mrs. Leslie along with their Second-Grade students, who were here tonight to tell us about the different types of poems they have learned about in their Poetry Unit. They include the following:

- Haiku – a poem with three lines; line 1 has 5 syllables, line 2 has 7 syllables; line 3 has 5 syllables
- Cinquain Poem – a 5-line poem that describes a person, place or thing

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

- Diamante Poem – a 5-line poem that has a noun in line 1, 2 adjectives in line 2, 3 verbs in line 3, 2 adjectives in line 4 and 1 noun in line 5.
- Couplet Poem – 2 lines that rhyme and have the same amount of syllables
- Acrostic Poem – uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the poem.

The students then shared some creative examples of poems they wrote in each of the styles they learned about.

#### 4.2 Recognition of VCMS Art Students (BOE Goal #1, #2)

Dr. Macary took a moment to thank the Art students from VCMS for their beautiful displays in our lobby. The talent shown is incredible and parents should be proud of their child's work. Sherri Nevins, Art Teacher at VCMS, thanked the Board for the opportunity to showcase her students' work at Central Office. She also mentioned that there is an Art exhibition at Arts Center East on March 21<sup>st</sup> and another Art exhibition at VCMS in early May. The following students were honored for their art displays in Central Office:

- Milan Ashmeade
- Samerah Beason
- Jazlynn Brown
- Molly Cook
- Madison Gordon
- Becky Liu
- Brianna Maury
- Xaevianna Nieves
- Kerri Reed
- Sarah Rizzo
- Adrianna Sanchez-Hernandez
- Alexis Ufongene

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

#### 4.3 Recognition of the Senior Athletes of the RHS Football Team (BOE Goal #1)

Athletic Director Jeffrey Farrell and Head Football Coach Erick Knickerbocker recognized the following Senior Athletes of the RHS Football Team for their participation in the “Class M Championships”:

- Jason Acheampong
- Jonathon Adcock
- Jatavien Bolton
- Makai Gillespie
- Lexington Hunter
- Dominic Minella
- Carson Morgan
- Jevon Osborne
- Garrett Paul
- Malakye Pinckney
- Aedan Ruddock
- Jayden Spaulding
- Shawn Spicer
- Ross Sutherland
- Cale Wilson

The Board then presented each team member with a commemorative football honoring their participation in the championship.

#### 4.4 Presentation by Athletic Director Jeff Farrell; Recap of Winer Sports Season (BOE Goal #1, #2)

Athletic Director Jeff Farrell provided the Board with a recap of the Winter Sports Season. At VCMS, there were 33 participants in Boys’ and Girls’ Basketball and there were 20 participants in Cheerleading. At RHS, there were 207 total participants in the Fall season. Sports included Basketball, Unified Sports Hockey, Cheerleading, Wrestling, Indoor track, Ice Hockey and Dance. Overall GPA for participants was 86.6. Girls’ Basketball had a

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

team average of 90.94. Spring Sports are now underway. Mr. Farrell estimates that 50% of the student body participates in at least one sport.

#### 4.5 Board of Education Member Appreciation Month (BOE Goal #1, #2, #3)

Dr. Macary noted that March is CAFE Board Member Appreciation month. On behalf of the students, parents, staff and administrators, he thanked the Board members for the time dedicated to Vernon Public Schools. He said that combined, the Board puts in about 220 hours per year. He thanked them again for their efforts and presented a few gifts of appreciation in recognition of their service to the students of Vernon Public Schools.

#### 4.6 CABE's Bonnie B. Carney Award of Excellence for Educational Communications (BOE Goal #1)

Dr. Macary noted that the Board of Education was recently awarded the “*Bonnie B. Carney Award of Excellence for Educational Communications*” for their Board of Education Member Handbook”. He wanted to recognize the Board this evening for also receiving two Honorable Mention Certificates; one for their “Billboards” and another for their “School Brochures”. The two Honorable Mention Certificates were included in the Board packet.

### 5.0 Secretary's Report

#### 5.1 Opportunity for Board of Education to add/delete urgent agenda items

No agenda items were added.

#### 5.2 Rockville High School Student Representative Report

My-Ngoc Lai-Huyen reported the following:

- Most RHS-only local scholarships were due at the end of February. Last year, almost \$400,000.00 was awarded to members of the Class of 2023.
- RHS has been hosting FAFSA support during the school day to help students and families to complete/troubleshoot the FAFSA.



# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

- School Counselors are wrapping-up individual scheduling meetings with students in grades 9-11.
- The Volleyball lock-in was on Friday and Saturday this past weekend and many students and teachers were able to connect after school hours for the event.
- RHS showcased Mama Mia! The Musical at the school, with four performances over the days of March 1<sup>st</sup> to March 3<sup>rd</sup>.

Aedan Rudock reported the following:

- A number of regional scholarship deadlines have been pushed back to April 1 and April 15 due to FAFSA completion issues.
- School Day SAT is being held on March 27 as well as a Spring PSAT test date for students in grades 9 and 10.

## 6.0 Community Forum

Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.)

No one addressed the Board.

## 7.0 Consent Agenda

### 7.1 Consent Agenda

- (a) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on February 7, 2024
- (b) Approval of the Minutes of the Board of Education Finance Committee Meeting held on February 12, 2024
- (c) Approval of the Minutes of the Regular Board of Education Meeting held on February 12, 2024
- (d) Approval of the Minutes of the Special Board of Education Meeting (Expulsion

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

Hearing) held on February 21, 2024

(e) Approval of the Minutes of the Special Board of Education Meeting (Expulsion Hearing Continuance) held on February 27, 2024

(f) Approval of the Minutes of the Board of Education Policy Committee Meeting held on March 4, 2024

MOTION: Mr. Thrall moved to approve Consent Agenda Items 7.1(a), (b), (c), (d), (e) and (f)  
SECOND: Ms. Nucci  
VOTE: Unanimous

## 8.0 Personnel

### 8.1 Acceptance of Administrator Resignation (BOE Goal #1, #2, #3)

Superintendent Dr. Joseph Macary presented a letter of resignation to the Board from RHS Assistant Principal Katherine Howard-Bender, effective at the end of the 2023-2024 school year. He thanked her for her service to the students of Vernon and wished her success in her future endeavors.

MOTION: Ms. Nucci moved to accept, with regret, the resignation of RHS Assistant Principal Katherine Howard-Bender, effective at the end of the 2023-2024 school year.  
SECOND: Mrs. Jablonecki  
VOTE: Unanimous

### 8.2 Approval of Increasing Educator Diversity Plan (BOE Goal #1, #2, #3)

Assistant Superintendent Robert Testa presented the “Increasing Educator Diversity Plan” to the Board. Currently, we have 49% students of color and only 6% staff of color. The plan’s Theory of Action is to prioritize recruiting, hiring, supporting and retaining a diverse educator workforce who reflect and value the racial, ethnic, cultural and linguistic

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

diversity of Vernon Public Schools. By doing this, we will diversify our workforce, decrease opportunity gaps and improve outcomes for all students. He spoke of recruitment, hiring & selection and retention goals and the strategies to accomplish each of these goals. Mr. Testa will need to submit the plan to the State by March 15<sup>th</sup> and is asking the Board for their approval of the plan.

MOTION: Dr. Buxton moved to approve the Increasing Educator Diversity Plan as discussed and presented.

SECOND: Ms. Wintress

VOTE: Unanimous

## 8.3 Leave of Absence Request (BOE Goal #2) (Executive Session Anticipated)

This item was moved to the end of the meeting.

## 9.0 Teaching and Learning

### 9.1 April 2, 2024 PD Day Schedule for teachers and Paraprofessionals (BOE Goal #2)

Mr. Testa presented the PD Day schedules for Elementary, Middle and High School staff to the Board. Some of the sessions within each schedule are mandated and some work around diversity. He will follow-up with the results of the day at the April Board meeting.

### 9.1 2023 District Annual Performance Report and Determinations (BOE Goal #2)

Mr. Robert Nagashima, Director of Pupil Services, presented the 2023 District Annual Performance Report to the Board. The CSDE is required to report annually to the public on the performance of each district in relation to targets in the State Performance Plan (SPP) under the Individuals with Disabilities Education Act 2004 (IDEA) Section 616(b)(2)(C)(ii)(1). Mr. Nagashima announced that we met all of the requirements on the following indicators:

- Indicator 4B (Suspension/Expulsion – significant discrepancy by race/ethnicity)
- Indicator 9 (Disproportionate Representation)
- Indicator 10 (Disproportionate Representation – Disability Category)

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonceki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

- Indicator 11 (Evaluation Timelines)
- Indicator 12 (Preschool Transition)
- Indicator 13 (Secondary Transition)
- General Supervision (Noncompliance corrected within one year)
- Timely and Accurate Data
- Chronic Absenteeism Rate

Although we met all the targets on the listed indicators, areas of growth include:

- Percent of students with disabilities in district – Vernon increased 2.5% over 2 years whereas the State increased only 0.7%
- Dropout rate has increased 4.7% over 2 years
- Increase placement and time with non-disabled peers

In a letter included with the report, it was noted that the CSDE appreciates the district's continued efforts to improve results for students with disabilities.

## 10.0 General Business

### 10.1 Review of and Adjustment to the 2024-2025 Board of Education Budget (BOE Goal #1, #2, #3)

Dr. Macary presented to the Board a spreadsheet listing the February 5, 2024 approved Vernon Board of Education Budget Summary and the March 11, 2024 Recommended Vernon Board of Education Budget Summary. The bottom lines remain the same on each summary. With an expected increase in Alliance funding, we will be able to take 5 staff positions at RHS from the local budget and pay them from Alliance funds. This will allow us to transfer funds from the Salaries and Wages line of the budget to the Benefits line to offset increased medical claims.

MOTION: Dr. Buxton moved to approve the Adjustment to the 2024-2025 Board of Education Budget as discussed and presented.

SECOND: Mrs. Jablonceki

VOTE: Unanimous

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

## 10.2 Board of Education Finance Committee Report (BOE Goal #1, #2, #3)

Mr. William Meier III, Director of Business and Finance, announced that the Finance Committee met this evening and reviewed the Finance Report and the Year-to-Date Budget.

Mr. Meier also presented a Budget Amendment Request for the Board's consideration to fund the purchase of 6 Automated External Defibrillators and outdoor cases for installation at athletic fields used by Vernon Public Schools athletes. The installation locations include:

- Near the stadium field and track at RHS
- Near the softball fields at RHS
- Near the baseball and softball fields at VCMS
- At the Miracle Field located at NES
- Near the soccer fields at Windermere fields
- Henry Park

Mr. Meier noted that the Town of Vernon will help with maintenance costs of these units.

MOTION: Mrs. Jablonecki moved to approve the Budget Amendment Request as discussed and presented.

SECOND: Ms. Nucci

VOTE: Unanimous

## 10.3 Reports from Board of Education Liaisons Regarding Attendance at Organization / Committee Meetings (BOE Goal #1)

Mrs. Jablonecki attended the Lake Street School PTO meeting. They held a Little Caesar's Pizza fundraiser as well as a Butter Braids and Munson's Chocolates fundraiser. They also sold chocolate bars at a Bingo event.

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

Ms. Nucci attended the RHS production of Mamma Mia. She said it was fantastic; she was so impressed by the kids, the set and the sound. The auditorium was packed! She also mentioned that the “Project Graduation” bingo event was sold out. Over 200 tickets were sold at \$35.00 each. It was an amazing event with food and raffles.

Ms. Sewell announced that MSS has a new PTO President and their next meeting is on March 20<sup>th</sup>. She is very excited to see what changes will take place.

Mr. Grabowski announced that the CRS Spring Fair will take place on March 23 from 11:00 AM – 2:00 PM. There will be games and raffles at the event.

Dr. Macary announced that the Board of Education will be paying for the cost of all bus transportation for the Elementary and 8<sup>th</sup> Grade Boston Trips.

Board Chair Mr. Paul Grabowski asked for a motion to go into Executive Session at 8:28 PM to discuss agenda item 8.3, inviting Superintendent Dr. Joseph Macary.

MOTION: Ms. Wintress made a motion to go into Executive Session at 8:28 PM to discuss agenda item 8.3, inviting Superintendent Dr. Joseph Macary.  
SECOND: Mrs. Jablonecki  
VOTE: Unanimous

The Board returned from Executive Session at 8:32 PM.

## 8.3 Leave of Absence Request (BOE Goal #2) (Executive Session Anticipated)

MOTION: Mr. Thrall moved that the Board approve the request for an extended leave of absence, submitted by Nicole Guilmette, for the reasons discussed in Executive Session, and authorize the Superintendent to inform the employee of the Board’s decision and the reason therefore.  
SECOND: Ms. Sewell  
VOTE: Unanimous

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 11, 2024

Mr. Grabowski asked if any Board members would be interested in volunteering to review the many applications received for the Vernon BOE Scholarship and help select a recipient to be awarded. Ms. Nucci, Ms. Sewell and Ms. Colt volunteered to assist Mr. Grabowski with the review of applications and selection of a recipient.

## 11.0 Review and Update Board of Education Calendar

<https://www.vernonpublicschools.org/district-information/district-calendar>

No updates were made.

## 12.0 Opportunity for Questions from the Press Regarding Agenda Items

No one from the Press was in attendance.

## 13.0 Adjournment

MOTION: Ms. Wintress made a motion to adjourn at 8:35 PM  
SECOND: Mrs. Jablonecki  
VOTE: Unanimous

Respectfully submitted,

Karen Colt, Board Secretary

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

March 18, 2024

## DRAFT MINUTES

### BOARD OF EDUCATION FACILITIES COMMITTEE MEETING

A Facilities Committee meeting of the Vernon Board of Education was held at Maple Street School on March 18, 2024.

The meeting began at 6:00 p.m.

Attendees: Facilities Committee members Ms. Kristiana Wintress, Chairperson, Mr. Paul Grabowski, Ms. Karen Colt and Mr. Mason Thrall. Superintendent Dr. Joseph Macary, Director of Business and Finance William Meier, Director of Public Works Dwight Ryniewicz and Supervisor of School Facilities Mark Rizzo were also present.

1. Call to Order – Meeting was called to order at 6:00 pm.
2. Public Comment – None.
3. Review of the executive summary of the ten-year facilities study. A review and discussion were held of the districts ten-year facilities study and master plan.
4. Current Facilities Projects - Mark Rizzo gave an update on current and projected summer projects, CRS roof close out, RHS RM 126, ATSE Aquaponics Lab, Miracle Field concession building, Central Office retaining wall and pedestrian ramp.
5. Tour of Maple Street School - Dr. Macary conducted a tour for committee members of the Maple Street School facility. Areas observed were class rooms on all three floors, cafeteria, gymnasium, lack of auditorium, non-ADA compliance and overall condition of the building.
6. Adjournment – 7:25PM



**The Board of Education  
Town of Vernon**

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

**Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall**

March 18, 2024

Respectfully submitted,

Karen Colt, Board Secretary

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

April 1, 2024

## DRAFT MINUTES

### BOARD OF EDUCATION COMMUNICATIONS COMMITTEE MEETING

A Communications Committee Meeting of the Vernon Board of Education was held at the Administration Building, 30 Park Street on Monday, April 1, 2024.

Attendees:

Communications Committee members: Ms. Nucci, Ms. Sewell and Mr. Bedlack. Ms. Colt was absent.

Administration: Superintendent Dr. Joseph Macary

Board of Education Chair Mr. Paul Grabowski attended as an Ex Officio Member.

Mr. David Owens, Communications Specialist, was also in attendance.

The Meeting was called to order by Ms. Nucci at 6:05 PM.

There was no public comment.

**Introduction – Communications Specialist David Owens:** Dr. Macary introduced Mr. Dave Owens to the new Committee members. Dave gave a brief overview of his role with the Town and the Board of Education.

**Discussion of On-Going Billboard Messages:** Dr. Macary reviewed the billboard schedule set by the previous Committee members back in October 2023. The following is a list of the billboards set for the remainder of the year.

- a) 04/23/24 – 05/20/24 Miracle Field/Unified Sports  
“Vernon supports Unified Sports”
- b) 05/21/24 – 06/17/24 Diversity (Graphic of children standing on different size boxes)  
“Meeting Students Where They Are”
- c) 06/18/24 – 07/15/24 Colleges Seniors are Attending

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Paul Grabowski, Chair  
Kristiana Wintress, Vice Chair  
Karen Colt, Secretary  
Anthony Bedlack  
Patricia Buxton  
Susan Jablonecki  
Kriste Nucci  
Simone Sewell  
Mason Thrall

April 1, 2024

- d) 07/16/24 – 08/12/24 Scholarships received and College Credits earned
- e) 08/13/24 – 09/02/24 Welcome Back (shorten the length of time for this billboard)
- f) 09/03/24 – 10/07/24 Rockville High School Athletic Hall of Fame
- g) 10/08/24 – 11/04/24 Rockville High School Athletics  
Examples: % of Students Playing Sports, Average GPA, %  
Playing Sports in College
- h) 11/05/24 – 12/02/24 Veteran’s Day  
“Thank you for our Freedom”
- i) 12/03/24 – 12/30/24 Music and Arts Across the District

**OR**

Community Service performed by our Students

## **Social Media Presence – Possible New Website Platform and Outreach Program:**

Dr. Macary announced that we are looking to expand our social media presence and to improve our communication with Vernon Public Schools families. He spoke of a possible new website platform and outreach program with the Committee members.

## **Adjournment**

The meeting adjourned at 6:45 PM.

The next Communications Committee meeting will take place in September or October of 2024.

Respectfully submitted,

Karen Colt, Board Secretary

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>    X    </u>	Agenda Item	<u>    8.1    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u>
			<u>                    Date                    </u>


AGENDA REPORTING FORM

Subject: March 19, 2024 UCONN Neag Education Recruitment Career Fair Results  
(BOE Goal #1, #2, #3)

Background: Assistant Superintendent Robert Testa will speak about the results of the  
March 19, 2024 UCONN Neag Education Recruitment Career Fair.

Recommendation: No action required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



**VERNON  
PUBLIC  
SCHOOLS  
GOES TO  
UCONN**



# UCONN NEAG CAREER FAIR

## **A MESSAGE ABOUT THE CAREER FAIR**

On March 19, 2024, the Vernon Public Schools Recruitment Team went to the 2024 UConn Neag School of Education Career Fair. We met with eager future educators looking to find the right district in which to begin their careers.

## **PARTICIPATING IN DIALOGUES WITH STUDENTS**

We were thrilled to network with aspiring educators from UConn across various disciplines. At the fair, we interacted with representatives from elementary and secondary education, school counseling, music education, speech & language, Spanish education, and special education.

Engaging with each of these future educators, we extended invitations to join our team committed to educating the youth of Vernon.

## **IMPACT SNAPSHOT**

42

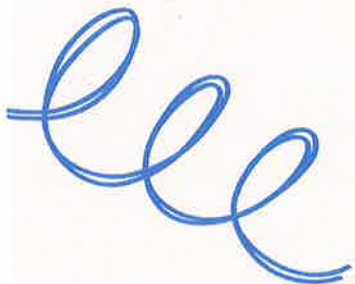
Total number of students that we met

11

Applied and/or interviewed for a position

2

HIRED!! (as of 4/17/2024)



VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 8.2

Decision Requested

X

April 22, 2024

Date

AGENDA REPORTING FORM

Subject:

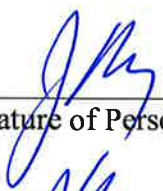
Leave of Absence Request (BOE Goal #2) (Executive Session Anticipated)

Background:

The Board will review and may take action on an employee's request for an unpaid extended child rearing leave of absence.

Recommendation:

Possible Motion: That the Board approve/deny the request for an unpaid extended child rearing leave of absence requested by Catrina Michonski for the reasons discussed in executive session and authorize the Superintendent to inform the employee of the Board's decision and the reasons therefore.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>    X    </u>	Agenda Item	<u>    9.1    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u>
			<u>                    Date                    </u>

AGENDA REPORTING FORM

Subject: Results of Sessions held on April 2, 2024 for Staff Professional Development Day (BOE Goal #2)

Background: Assistant Superintendent Mr. Robert Testa will give the Board the results of sessions held on April 2, 2024 for the Staff Professional Development Day.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

Name of Session	Position	# of Responses	Overall, the session was of high quality.	Overall, the content will be useful to me.	Overall, the presenter(s) was knowledgeable and effective.	The presenter(s) used appropriate instructional techniques.	I can use the knowledge and skills gained during this session to support the well-being of my students.	A positive and supportive climate and professional community was present during this session.
DCF Child Trafficking	Paraprofessionals	45	3.47	3.40	3.60	3.53	3.51	3.62
DCF Sexual Harassment	Paraprofessionals	4	3.50	3.50	3.75	3.50	3.50	3.50
Vector Training	Paraprofessionals	33	3.30	3.33	3.42	3.48	3.39	3.55
Equity	Paraprofessionals	25	3.68	3.64	3.80	3.72	3.68	3.84
5th to 6th Grade Transition Meeting	Teachers	3	3.00	3.33	3.00	3.00	3.33	3.33
8th to 9th Grade Transition Meeting	Teachers	9	3.67	3.78	3.78	3.78	3.78	3.67
Child Safety Updates/Atlas	Teachers	3	3.67	3.67	3.67	3.67	4.00	3.67
Cognitive Demand Training #1	Teachers	29	3.90	3.76	3.97	3.93	3.83	3.93
Cognitive Demand Training #2	Teachers	28	3.86	3.82	3.96	3.93	3.86	3.96
Collaborative Planning	Teachers	11	3.91	4.00	3.82	3.82	3.91	4.00
Criteria for Incoming 9th Graders	Teachers	1	4.00	4.00	4.00	4.00	4.00	4.00
Curriculum Review	Teachers	1	4.00	4.00	4.00	4.00	4.00	4.00
DCF Child Trafficking	Teachers	26	3.15	3.27	3.35	3.04	3.27	3.38
Equity	Teachers	71	3.91	3.89	3.94	3.93	3.84	3.94
FIABs and Pacing Guides	Teachers	1	4.00	4.00	4.00	4.00	4.00	4.00
Increasing Awareness of SLD/Dyslexia	Teachers	6	3.83	3.83	3.83	3.83	3.83	3.83
Instructional Focus Areas - Science of R	Teachers	43	3.67	3.70	3.77	3.72	3.70	3.81
NEASC & PLC	Teachers	31	3.87	3.84	3.97	3.94	3.71	3.87
NGSX Training	Teachers	10	2.70	2.90	3.40	2.70	2.90	3.10
School-Based PD - Teacher Evaluation	Teachers	90	3.61	3.69	3.72	3.71	3.46	3.86
SLIFE and EL Topics	Teachers	2	4.00	4.00	4.00	4.00	4.00	4.00
VCMS 101	Teachers	1	4.00	4.00	4.00	4.00	4.00	4.00
<b>Weighted Average Based on Responses</b>	<b>All Responses</b>	<b>475</b>	<b>3.65</b>	<b>3.74</b>	<b>3.79</b>	<b>3.73</b>	<b>3.74</b>	<b>3.79</b>



VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 9.2

Decision Requested

X

April 22, 2024

Date

AGENDA REPORTING FORM

Subject:


Approval of Curriculum for Agricultural Education 2–Leadership, Clayworks 1, Creative Writing 1, Software Applications and Grades 2 – 5 Health (BOE Goal #2)

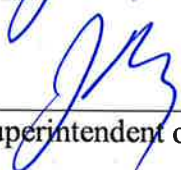
Background:

Assistant Superintendent Robert Testa will share with the Board the Agricultural Education 2 – Leadership, Clayworks 1, Creative Writing 1, Software Applications and Grades 2 – 5 Health Curriculum and ask for their approval

Recommendation:

Motion: That the Vernon Board of Education approve the Agricultural Education 2 – Leadership, Clayworks 1, Creative Writing 1, Software Applications and Grades 2 – 5 Health Curriculum as presented

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



## Ag Ed 2-Leadership

2 Curriculum Developers | Last Updated: Thursday, Jan 25, 2024 by Fox, Dominique

### Course Description

This year-long course is required for Grade 10 students enrolled in the Agricultural Science and Technology Education Program. Students will participate in units that include: Teamwork, Leadership, and Decision Making, Public Speaking, Employability Skills, and Financial Stewardship. Students will build upon the concepts and skills they learned in their four Freshmen Exploration courses (Animal Systems, Natural Resource Systems, Plant Systems, and Power Systems) to further their development in the FFA organization. The FFA motto, goals, and degree attainment are key components of the curriculum. Not only will students gain a deeper understanding of FFA Officer roles and committee structure, they will continue to develop their own leadership skills through various activities. In particular, they will further their public speaking skills in researching, preparing, and delivering presentations on current agricultural issues both independently and in cooperative teams. Students will also engage in other activities, e.g. resumes, cover letter, interview skills, etc., that will build their skills for Career Success, another pillar of the FFA organization. In the final unit, Financial Stewardship, students will evaluate and explore personal income and expenses as they apply to an Supervised Agricultural Experience (SAE).

### Unit Calendar by Year

Unit	Lessons	Au		Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40								
Unit 1 - Teamwork, Leadership, &...	0																																																
Unit 2 - Public Speaking	0																																																
Unit 3 - Employability Skills	0																																																
Unit 4 - Financial Stewardship	0																																																

4 Units found



## Unit Plan

### Unit 1 - Teamwork, Leadership, & Decision Making

District High School / Mixed-grade High / Other

[↗](#) Week 1 - Week 8 | 2 Curriculum Developers | Last Updated: Jan 25, 2024 by Fox, Dominique

#### Overview of Unit

In this unit, students will build upon the concepts and skills they learned in their Agricultural Education I Leadership courses to further their development in the FFA organization. Students will gain a deeper understanding of FFA Officer roles and committee structure. Students will develop their own leadership skills through various activities.

#### Background Information For The Teacher

##### Rationale

All students are members of the National FFA Association and this unit continues to develop their leadership and teamwork skills. In addition, students will also explore committees in greater detail.

##### Key Learning

Students have completed an introduction to FFA in their freshman Agricultural Education I Leadership course where they reviewed the history, mission, and creed of the FFA organization. This unit seeks to help students develop a sense of purpose as members of FFA and their community.

##### Essential Vocabulary for the Teacher and Student

Agricultural Experience Tracker (AET), attributes, chair, committee, consensus, goals, leadership, POA-1, qualities, skills, traits, trait leadership

##### Possible Teacher Misconceptions

- Students have previously utilized consensus building techniques in other courses or in their family environment.
- Quiet students may not possess a high level of leadership skills.

#### Content Standards

##### Curriculum Standards

###### Priority Standards/Bold

**CT: CTE: AFNR Career Clusters Content Standards (2015)**

**All Levels**

**Career Ready Practices**

CRP.05. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other

##### Vision of the Graduate

###### [Definition or Explanation](#)

- Collaborator
- Communicator
- Resilient Individual
- Responsible citizen

people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- P  S  O CRP.05.02. Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts. [Show Details](#)

CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- P  S  O CRP.09.01. Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.). [Show Details](#)

CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

- P  S  O CRP.12.01. Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community. [Show Details](#)

#### CCSS: English Language Arts 6-12

#### CCSS: Grades 9-10

#### Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- P  S  O SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

#### Supporting Standards/Regular

#### CT: CTE: AFNR Career Clusters Content Standards (2015)

#### All Levels

#### Career Ready Practices

CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their

interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.01.01. Model personal responsibility in the workplace and community. [Show Details](#)

CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community. [Show Details](#)

CRP.05. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.05.01. Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community. [Show Details](#)

CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.). [Show Details](#)

CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CRP.12.02. Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.). [Show Details](#)

[CCSS: English Language Arts 6-12](#)

[CCSS: Grades 9-10](#)

[Speaking & Listening](#)

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- P  S  O SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- P  S  O SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- P  S  O SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- P  S  O SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- Leadership
  - characteristics
    - integrity
    - behavior
    - efficient
  - workplace & community
    - ethical leadership
    - effective management
    - positive morale
    - positive culture
  - personal responsibility
    - contributing citizen in the community
    - opportunities for civic service in the community
- Teams
  - team oriented projects
    - strategies to engage team members
    - team and organizational goals
    - consensus
    - results
  - problem solving
    - strategic thinking
    - technical concepts

### Do

Students will be able to...

- identify and summarize the characteristics of ethical and effective leaders in workplace and community settings. (LS1)
- analyze workplace and community leaders and determine what ethical and effective leadership characteristics they demonstrate. (LS1)
- conduct a self-assessment of personal, ethical, and effective leadership characteristics and reflect upon the results to identify opportunities for improvement. (LS1)
- examine and describe the steps in the decision-making process used in the workplace and community. (LS2)
- apply a structured decision-making process to improve workplace and community situations. (LS2)
- identify and summarize techniques to build consensus in a team situation. (LS3)
- identify and summarize effective strategies used to engage team members to accomplish goals. (LS3)
- formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions. (LS3)
- evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations. (LS4)

- cultural/global competence
  - variety of workplace & community situations
- decision making
  - information & resources
  - potential impact
    - environmental
    - social
    - economic
    - workplace & community
- devise, implement, and evaluate strategies for personal involvement in civic service at work and in the community (e.g. volunteer at food pantry, community clean-up, join organizations or committees, etc.). (LS4)
- identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.) (LS4)
- devise, implement, and evaluate strategies for continuation and improvement of respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community (e.g. recognize others' skills, promote collaboration, etc.). (LS4)

## Big Ideas

- Effective Leadership
- Parliamentary Procedure
- Personal Growth
- Teamwork

## Essential Questions

- What does it mean to be an effective leader?
- As an individual, how can you positively contribute to your community?
- How can I contribute as a team member to ensure that all voices are heard in an effort to reach consensus?
- What are my areas of strength and how can I grow or improve as an individual?
- What opportunities are available to me in our community to be a leader or serve others?

## Understand

Students will understand that...

- effective leadership allows students in the FFA organization to develop their skills for career success.
- parliamentary procedure ensures that every voice is heard in a meeting and decisions are made in an organized manner.
- teamwork improves productivity, increases cooperation among members, and fosters innovative ideas.
- personal growth involves assessing yourself and identifying the areas in which you can improve to maximize your potential.

## Common Student Misconceptions

Students might...

- believe that leaders are solely responsible for making all decisions.
- think that consensus means everyone agrees.

## Differentiated Instruction

- Differentiation by Interest

### Notes

In Learning Sequence 1, students will have a choice of who they would like to analyze for their leadership skills and qualities.

# Unit Assessment

## Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Mock Parliamentary Procedure Leadership Development Event | Summative | Oral Assessment

[2 Standards Assessed](#)

Leadership Skit | Summative | Oral Assessment

[2 Standards Assessed](#)

Program of Activities - 1 | Summative | Written Product

- Written Evidence of Teamwork

[2 Standards Assessed](#)

Vision Board | Summative | Project / Portfolio

- Personal Goal Setting

[1 Performance Standard Assessed](#)

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Leadership Personal Development and Career Success, Third Edition</i>	Cliff Ricketts & John Ricketts	Leadership: Personal Development and Career Success, 3rd Edition emphasizes human relations, decision-making, promoting healthy lifestyles, maintaining a positive attitude, cooperative small and large group activities, and proper utilization of human resources. Leadership: Personal Development and Career Success, 3rd Edition will prepare individuals for agricultural careers, build awareness, and develop tomorrow's leader in the food, fiber, and natural resources fields. Chapters Used: <ul style="list-style-type: none"><li>• Chapter 1 Leadership Categories and Styles</li><li>• Chapter 2 Personality Types and Their Relationship to Leadership</li><li>• Chapter 3 Learning Styles and Leadership</li><li>• Chapter 4 Developing Leaders</li><li>• Chapter 5 Leading Teams and Groups</li><li>• Chapter 13 Problem Solving and Decision Making</li></ul>	Informational	N/A

---

## Literature/Literacy Connections

- Domain specific vocabulary

---

## Interdisciplinary Connections

- English 10 - Effective Communication



- Public Speaking

## Tools/Manipulatives

## Supplemental Materials and Resources

"Official FFA Manual." *National FFA Organization*, 16 Jan. 2024, [www.ffa.org/official-manual/](http://www.ffa.org/official-manual/).

### Suggested Learning Plan

#### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Students will be able to: <ul style="list-style-type: none"> <li>• identify and summarize the characteristics of ethical and effective leaders in workplace and community settings.</li> <li>• analyze workplace and community leaders and determine what ethical and effective leadership characteristics they demonstrate.</li> <li>• conduct a self-assessment of personal, ethical, and effective leadership characteristics and reflect upon the results to identify opportunities for improvement.</li> </ul>	<b>Learning Sequence 1: Effective Leadership (4 Blocks)</b> Day 1: Introduction Days 2-3: Famous Leaders in Agriculture who Demonstrate Ethical Leadership Day 4: Personal Reflection on Leadership  <b>Possible Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">6 E's of Leadership</a></li> <li>• <a href="#">Leadership Analysis</a></li> <li>• <a href="#">Leadership Skit</a></li> <li>• <a href="#">Skit</a> rubric</li> <li>• <a href="#">Leadership One-Pager Rubric</a></li> </ul>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>examine and describe the steps in the decision-making process used in the community.</li> <li>apply a structured decision-making process to improve community situations.</li> </ul>	<p><b>Learning Sequence 2: Parliamentary Procedure (6 Blocks)</b></p> <p>Day 1: Introduction, Notes, and Mock Meetings  Day 2: Skits, Types of Motions, and Categories  Day 3: Skits and Concept Mapping of Parli Pro  Day 4: Present Skits, review National Parli Pro LDE finals  Day 5: Mock Parli Pro LDE  Day 6: Wrap Up, Assessment</p> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Motions Matching</a></li> <li><a href="#">Motions Matchup-AnswerKey2.pdf</a></li> <li><a href="#">Parli Pro Quiz</a></li> <li><a href="#">Parli Pro Cards</a></li> <li><a href="#">Cheat-Sheet.pdf</a> of Parli-pro motions</li> <li><a href="#">Conduct of Chapter Meetings LDE</a></li> </ul> <p><b>Chapter FFA Degree Requirements:</b></p> <ul style="list-style-type: none"> <li>Demonstrate ten parliamentary procedure abilities (p.317) <ul style="list-style-type: none"> <li>Main motion</li> <li>Privileged - adjourn, recess</li> <li>Subsidiary - amendment, postpone indefinitely, move the previous question, refer to a committee, lay on the table, extend or limit debate</li> <li>Incidental - point of order, division of the assembly</li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>identify and summarize techniques to build consensus in a team situation.</li> <li>identify and summarize effective strategies used to engage team members to accomplish goals.</li> <li>formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.</li> </ul>	<p><b>Learning Sequence 3: Committee Engagement (6 Blocks)</b></p> <p>Day 1: Team Challenge  Day 2: Teamwork Notes, POA Form II  Day 3: POA II Form  Day 4: Teamwork Final Project  Day 5: Teamwork Presentation  Day 6: Teamwork Presentation</p> <p><b>Things to Consider:</b></p> <ul style="list-style-type: none"> <li>Committee Unit can be aligned to students' standing FFA Committees and recorded in AET</li> <li>Create action plans (POA)</li> <li>Community service/ Chapter Improvement Plan</li> <li>Chapter Degree requirement</li> </ul> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">TeamBuilding_SharonDonerFeldman</a></li> <li><a href="#">Group Work Self-Reflection and Evaluation ed.pdf</a></li> <li><a href="#">POA-1 AET Aligned- MAKE A COPY</a></li> <li><a href="#">2021-2022 Program Of Activities</a></li> <li><a href="#">2022-2023 Committees</a></li> <li><a href="#">Resource Guide.pdf</a> for committees</li> </ul> <p><b>Chapter FFA Degree Requirements:</b></p> <ul style="list-style-type: none"> <li>10 hours of community service that do NOT directly benefit our FFA chapter <ul style="list-style-type: none"> <li>in addition to SAE hours (cannot be counted twice)</li> <li>Hours toward RHS Graduation community service hours can be counted</li> </ul> </li> <li>Help plan and actively participate in at least 3 local chapter activities (e.g. This can include barn dance, FFA week activities, and committee work you are help).</li> <li>Be able to knowledgeable discuss and answer questions regarding our POA.</li> </ul>

Students will be able to:

- evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.
- devise, implement, and evaluate strategies for personal involvement in civic service at work and in the community (e.g. volunteer at food pantry, community clean-up, join organizations or committees, etc.).
- identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.)
- devise, implement and evaluate strategies for continuation and improvement of respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community (e.g. recognize others' skills, promote collaboration, etc.).

#### **Learning Sequence 4: Personal Growth (2-3 Blocks)**

Day 1: Goals, Personality/Leadership Self Assessment

Day 2: Vision Board

#### **Possible Resources:**

- [GOAL Setting](#)
- [Personality Types quiz](#)
- [SMART Goals](#)
- [Who Am I slideshow](#)
- [FFA Precepts - LEADERSHIP](#) - self evaluation rubric

---

## Suggested Formative Assessment Practices/Processes

- Warmups/Do Nows
- Exit Cards
- Homework
- Classwork
- Analysis Questions
- Other Formative Assessments
- Lesson Quizzes
- Checks for Understanding and Answer Key

---

## Works Cited

(APA Format)

## Revision History

---





# Unit Plan

## Unit 2 - Public Speaking

District High School / Mixed-grade High / Other

Week 9 - Week 19 | 2 Curriculum Developers | Last Updated: Jan 25, 2024 by Fox, Dominique

### Overview of Unit

In this unit, students will develop skills for public speaking and presentations. Students will prepare a 5-8 minute speech as well as work in cooperative teams to present on a current agricultural issue. This unit is closely aligned to the Prepared Public Speaking, Extemporaneous Public Speaking, and Agricultural Issues Leadership Development Event (LDE).

### Background Information For The Teacher

#### Rationale

Public speaking is an important skill that all FFA should possess. This unit will cultivate students' skills in public presentations, both individually and in a team setting.

#### Key Learning

In this unit, students practice effective communication skills with a variety of speeches. They learn reliable research strategies to determine valid resources for collecting information. Students synthesize the information they gather and develop their own ideas and opinions on current agricultural issues. Finally, they write and present a five to eight minute prepared speech on an agricultural-related issue of their choice. Students also self-assess their communication skills and provide feedback to their peers.

#### Essential Vocabulary for the Teacher and Student

#### Possible Teacher Misconceptions

bias, credibility, extemporaneous, issues, prepared speech, reliability

### Content Standards

#### Curriculum Standards

##### Priority Standards/Bold

**CT: CTE: AFNR Career Clusters Content Standards (2015)**

**All Levels**

**Career Ready Practices**

**CRP.04. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others'**

#### Vision of the Graduate

##### Definition or Explanation

- Critical thinker
- Collaborator
- Communicator
- Resilient Individual
- Responsible citizen

time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- P  S  O CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings. [Show Details](#)

**CRP.06. Demonstrate creativity and innovation.** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- P  S  O CRP.06.03. Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations. [Show Details](#)

**CRP.07. Employ valid and reliable research strategies.** Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

- P  S  O CRP.07.01. Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community. [Show Details](#)

## CCSS: English Language Arts 6-12

### CCSS: Grades 9-10

#### Speaking & Listening

**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- P  S  O SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- P  S  O SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Supporting Standards/Regular

### CT: CTE: AFNR Career Clusters Content Standards (2015)

#### All Levels

#### Career Ready Practices

CRP.04. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings. [Show Details](#)

CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings. [Show Details](#)

CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.06.01. Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community. [Show Details](#)

CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

CRP.07.02. Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community. [Show Details](#)

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- CRP.08.02 Investigate, prioritize and select solutions to solve problems in the workplace and community. [Show Details](#)

## CCSS: English Language Arts 6-12

### CCSS: Grades 9-10

#### Speaking & Listening

**Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**



- SL.9-10.5. 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.

**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- mCommunication with others
  - written
    - clear, effective, and reasoned
    - formal and informal settings
  - visual
    - clear, effective, and reasoned
    - formal and informal settings
  - active listening strategies
    - formal and informal settings
- Problems
  - workplace & community situations
- Solutions
  - critical thinking
  - reason
  - logic
  - multiple perspectives
- New ideas
  - creativity and innovation
    - knowledge
    - experience
    - information
- Plan of action
  - workplace situations
  - community organizations
- Research strategies
  - processes and methods
    - valid sources
    - reliable data
  - decision Making
    - new technologies
    - new practices
    - new ideas

### Do

Students will be able to...

- apply strategies for speaking with clarity, logic, purpose, and professionalism in a variety of situations in formal and informal settings. (LS1)
- evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose, and professionalism, and identify ways to improve. (LS1 & LS4)
- compose clear and coherent written documents and visuals (e.g., agendas, audio-visuals, drafts, forms, etc.) that are adapted to the audience needs in both formal and informal settings. (LS2)
- apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.). (LS2 & LS3)
- apply decision-making processes to generate possible solutions to solve workplace and community problems. (LS2)
- evaluate and select solutions with greatest potential for success to solve workplace and community problems. (LS2)
- synthesize information, knowledge, and experiences to generate ideas for workplace and community situations. (LS2)
- examine workplace and community situations to identify opportunities for improvement through the introduction of new ideas and innovations. (LS2)
- assess data sources for reliability and validity. (LS3)
- create and defend proposals for new technologies, practices, and ideas using valid and reliable data sources. (LS3)
- synthesize information and resources and apply to workplace and community situations to make positive decisions. (LS3)
- compose and present a 5-8 minute speech on an agricultural related topic. (LS3)
- evaluate other's verbal and non-verbal communications and propose recommendations for improvement in clarity, logic, purpose, and professionalism. (LS4)

## Big Ideas

- Effective Communication
- Agricultural Topics/Issues

## Essential Questions

- What makes a source reliable and how can a reliable source be effectively utilized to support my ideas and thoughts?
- What are the components of an effective speech?
- What are my areas of strength as a communicator and how can I grow or improve to become a more effective communicator?
- How do I provide meaningful feedback to my peers?

---

## Understand

Students will understand that...

- effective communication is essential for career success and improves with practice.
- a reliable source is one that provides a thorough, well-reasoned theory, argument, discussion, etc. based on strong evidence.
- engaging speech contains specific elements such as a thesis, supporting evidence, a clear structure, and effective delivery.
- feedback should not only be specific, timely, and thought-providing, it should also identify opportunities for growth.

---

## Common Student Misconceptions

Students might...

- believe that they are bad public speakers and that they cannot become a more effective public speaker with practice.

---

## Differentiated Instruction

- Differentiation by Interest
- Differentiation of Content

### Notes

In their Agricultural Issues speech, students can choose a topic of interest.

In their extemporaneous speech, students will speak to an agricultural topic based on different content areas (natural resources, animal science, plant science, and agricultural mechanics).

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Extemporaneous Speech | Summative | Oral Assessment

[2 Standards Assessed](#)

Prepared Speech and Manuscript | Summative | Oral Assessment

Written Product

[5 Standards Assessed](#)

Agricultural Issues Presentation | Summative | Oral Assessment

[5 Standards Assessed](#)

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Leadership Personal Development and Career Success, Third Edition</i>	Cliff Ricketts & John Ricketts	Leadership: Personal Development and Career Success, 3rd Edition emphasizes human relations, decision-making, promoting healthy lifestyles, maintaining a positive attitude, cooperative small and large group activities, and proper utilization of human resources. Leadership: Personal Development and Career Success, 3rd Edition will prepare individuals for agricultural careers, build awareness, and develop tomorrow's leader in the food, fiber, and natural resources fields. Chapters Used: <ul style="list-style-type: none"><li>• Chapter 6: Communication Skills</li><li>• Chapter 8: Prepared Public Speaking</li><li>• Chapter 9: Extemporaneous Public Speaking</li></ul>	Informational	N/A

---

## Literature/Literacy Connections

- Domain specific vocabulary
- Public Speaking
- Listening

---

## Interdisciplinary Connections

English 10 - Public Speaking

---

## Tools/Manipulatives

- Noodletools

---

## Supplemental Materials and Resources

- Gale Database
- "Official FFA Manual." *National FFA Organization*, 16 Jan. 2024, [www.ffa.org/official-manual/](http://www.ffa.org/official-manual/).

---

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<p><b>In order to learn:</b> (learnings identified in KUD)</p>	<p><b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b></p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• apply strategies for speaking with clarity, logic, purpose, and professionalism.</li> <li>• evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose. and professionalism, and identify ways to improve.</li> </ul>	<p><b>Learning Sequence 1: Public Speaking (3 Blocks)</b>            Day 1: Types of Speeches, i.e. Prepared, Extemporaneous, Creed            Day 2: What makes an effective speech activity (short speeches)?            Day 3: Presented Short Speeches</p> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">10 - public speaking</a></li> <li>• <a href="#">Copy of Public Speaking Intro</a></li> <li>• <a href="#">Intro to Public Speaking</a></li> <li>• <a href="#">Intro Speeches Rubric</a></li> <li>• <a href="#">How to create a short speech</a></li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• compose clear and coherent written documents and visuals (e.g., agendas, audio-visuals, drafts, forms, etc.) that are adapted to the audience needs in both formal and informal settings.</li> <li>• apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).</li> <li>• apply decision-making processes to generate possible solutions to solve workplace and community problems.</li> <li>• evaluate and select solutions with greatest potential for success to solve workplace and community problems.</li> <li>• synthesize information, knowledge and experiences to generate ideas for workplace and community situations.</li> <li>• examine workplace and community situations to identify opportunities for improvement through the introduction of new ideas and innovations.</li> </ul>	<p><b>Learning Sequence 2: Agricultural Issues (7 Blocks)</b>            Day 1: Overview of Agricultural Issues Leadership Development Event (LDE)            Day 2: Watch a Nationals video, intro to research (Gale DataBase)            Day 3: Break into teams, identify Agricultural Issue topic and research issue - choose sides/roles (1 mediator, and two presenters per side which aligns to Agricultural Issues LDE format)            Days 4-5: Develop script and practice            Days 6-7: Present (enter in Agricultural Experience Tracker (AET))</p> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Agricultural Issues Forum</a></li> <li>• <a href="#">APA citations &amp; reference list</a></li> </ul> <p><b>Chapter FFA Degree Requirement:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion for at least 15 minutes (total). This can be a class discussion/presentation that you answered questions with, a committee meeting, or a CDE/LDE practice. Specific examples include a Parli-Pro skit, presenting your prepared speech, or an Agricultural Issues Presentation.</li> </ul>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• assess data sources for reliability and validity.</li> <li>• create and defend proposals for new technologies, practices, or ideas using valid and reliable data sources.</li> <li>• synthesize information and resources and apply to workplace and community situations to make positive decisions.</li> <li>• compose and present a 5-8 minute speech on an Ag related topic.</li> <li>• apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).</li> </ul>	<p><b>Learning Sequence 3: Prepared Public Speaking (10 Blocks)</b></p> <p>Day 1: Noodle Tools and Research  Day 2: Thesis Statement and Additional Research  Day 3: 3 Pieces of Evidence and Peer Feedback  Day 4: Outline/Start Rough Draft  Day 5: Rough Draft  Day 6: Peer Feedback  Days 7-8: Revisions, Practice Speech with Peers  Days 9-10: Formal Presentations</p> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PreparedPublicSpeakingHandbook.pdf</a></li> <li>• <a href="#">Speech Organizer</a></li> <li>• <a href="#">How to Write a Persuasive Speech</a></li> <li>• <a href="#">Step 1 &amp; 2</a></li> <li>• <a href="#">Gale Database Video</a></li> <li>• <a href="#">Noodle Tools Video</a></li> <li>• <a href="#">RHS Student Workbook - Research and Public Speaking Ag 2.docx</a></li> </ul> <p><b>Chapter FFA Degree Requirement:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion for at least 15 minutes (total). This can be a class discussion/presentation in which a student must answer questions with, a committee meeting or they can lead a CDE/LDE practice. Specific examples include a Parli Pro skit, presenting your prepared speech, and Agricultural Issues presentation.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• evaluate other's verbal and non-verbal communications and propose recommendations for improvement in clarity, logic, purpose and professionalism.</li> <li>• evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.</li> </ul>	<p><b>Learning Sequence 4: Personal Growth in Communication (1 Block)</b></p> <p>Day 1: Personal Reflection on Effective Communication</p> <p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Speech Presentation Feedback Rubric</a></li> </ul>

---

## Suggested Formative Assessment Practices/Processes

- Warmups/Do Nows
  - Exit Cards
  - Homework
  - Classwork
  - Analysis Questions
  - Other Formative Assessments
  - Lesson Quizzes
  - Checks for Understanding and Answer Key
-

Works Cited

(APA Format)

Revision History

---

Teacher Notes and Reflections

---



## Unit Plan

### Unit 3 - Employability Skills

District High School / Mixed-grade High / Other

Week 20 - Week 29 | 2 Curriculum Developers | Last Updated: Today by Fox, Dominique

#### Overview of Unit

In this unit, students will engage in various activities that will build their skills for Career Success. Students will develop their cover letter and resume, participate in job interviews, and develop personal goals aligned to their career objectives.

### Background Information For The Teacher

#### Rationale

Career Success is one of the pillars of the FFA Organization. This unit will develop the student's potential for career success with a series of lessons focused on the employment process. Students will develop their resumes, cover letters and practice interviewing for potential employment.

#### Key Learning

This unit gives students an opportunity to practice presenting themselves to potential employers through mock job interviews. They will also learn how to write quality resumes and cover letters. Students will identify potential careers that align to their interest and abilities and develop the tools and skills needed for communicating with prospective employers.

#### Essential Vocabulary for the Teacher and Student

cover letter, interview, resume

#### Possible Teacher Misconceptions

- Teachers may make too many assumptions regarding students behaviors associated with making eye contact, introducing oneself, greeting others, etc.

### Content Standards

#### Curriculum Standards

##### Priority Standards/Bold

**CT: CTE: AFNR Career Clusters Content Standards (2015)**

**All Levels**

**Career Ready Practices**

**CRP.04. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity**

#### Vision of the Graduate

##### [Definition or Explanation](#)

- Communicator
- Responsible citizen

and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- P  S  O CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings. [Show Details](#)

CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

- P  S  O CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences. [Show Details](#)

- P  S  O CRP.10.04. Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path. [Show Details](#)

## Supporting Standards/Regular

### CT: CTE: AFNR Career Clusters Content Standards (2015)

#### All Levels

#### Career Ready Practices

CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- P  S  O CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action. [Show Details](#)

CRP.04. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about



the audience for their communication and prepare accordingly to ensure the desired outcome.

- CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings. [Show Details](#)

**CRP.10. Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

- CRP.10.02. Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career. [Show Details](#)

## CCSS: English Language Arts 6-12

### CCSS: Grades 9-10

#### Writing

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- Citizen & Employee
  - contributing
  - responsible
- Personal decisions
  - near & Long term impact
    - community & employers
- Professional decisions
  - Near & Long term impact
    - community & employers
- Communication with others
  - Speaking
    - clarity, logic, purpose
    - professionalism
    - formal and informal settings
  - Written

### Do

Students will be able to...

- assess the pros and cons of personal decisions based on their anticipated impact on self and others. (LS1)
- determine personal interests, talents, goals and preferences for potential careers. (LS1)
- match potential career opportunities in career clusters with personal interests, talents, goals and preferences. (LS1)
- plan a career path based on personal interests, goals, talents and preferences. (LS1)
- create goals for personal improvement and continuous growth in a career area. (LS1)
- organize personal information (e.g., goals, experiences, education, achievements, work examples, etc.) to prepare and continuously update a set of tools to aid in the pursuit of a career path. (L1 & L2)

- clear, effective, reasoned
  - formal and informal settings
- Visual
  - clear, effective, reasoned
  - formal and informal settings
- Personal goals
  - personal interests
  - talents
  - growth
  - preferences
- Necessary Tools & skills
  - career opportunities
  - career cluster
  - education and career path
  - career advancement
- examine and practice the skills needed to complete common processes for pursuing a career (e.g., ability to communicate about past experiences, ability to articulate one's goals and career objectives, etc.). (L2 & L3)
- compose clear and coherent written documents and visuals (e.g., agendas, audio-visuals, drafts, forms, etc.) that are adapted to the audience needs in both formal and informal settings. (L2 & L4)
- apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings. (L2, L3 & L4)

## Big Ideas

- Employment
- Career Planning
- Networking

## Essential Questions

- What are some effective ways to showcase my skills, experiences, and achievements?
- How do you navigate an interview?
- Why is having a strong network important?
- How does your use of social media impact your future?

## Understand

Students will understand that...

- a well developed, high quality resume, and cover letter can set you apart in the job market.
- in navigating an interview, it is important to be prepared, make a good first impression, and follow-up after the interview.
- networking can open up many new opportunities for employment in the job market.
- your social media presence can positively or negatively impact your future.

## Common Student Misconceptions

Students might...

- think that employers don't care about proper spelling and grammar in the application materials and/or professional correspondence that is submitted by prospective employees.

## Differentiated Instruction

- Differentiation by Interest

### Notes

Students will choose the job they want to apply for.

## Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Professional Correspondence, e.g. Thank You Letter | Summative | Authentic / Transfer Task

Written Product

[1 Performance Standard Assessed](#)

Business Card (Optional) | Summative | Authentic / Transfer Task

[1 Performance Standard Assessed](#)

Networking Activity | Summative | Authentic / Transfer Task

[1 Performance Standard Assessed](#)

Interview | Summative | Authentic / Transfer Task

[4 Standards Assessed](#)

Employment Application | Summative | Authentic / Transfer Task

[4 Standards Assessed](#)

Cover Letter | Summative | Authentic / Transfer Task

Written Product

[8 Standards Assessed](#)

Resume | Summative | Authentic / Transfer Task

Written Product

[8 Standards Assessed](#)

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Leadership: Personal Development and Career Success</i>	Cliff Ricketts & John C. Ricketts	<p>This text explains and demonstrates the leadership skills and abilities that are most valued in agricultural industries, helping readers to identify and enhance their strongest traits. It emphasizes human relations, decision-making, promoting healthy lifestyles, maintaining a positive attitude, cooperative small and large group activities, and proper utilization of human resources. As we enter the 21st century and a global marketplace, these skills will become more important as an asset for career success and will prepare individuals for agricultural careers, build awareness, and develop tomorrow's leader in the food, fiber, and natural resources fields.</p> <p>Chapters Used:</p> <ul style="list-style-type: none"> <li>• Chapter 21: Selecting a Career and Finding a Job</li> <li>• Chapter 22: Getting the Job: Resumes, Applications, and Interviews</li> <li>• Chapter 23: Employability Skills: Keeping the Job</li> </ul>	Informational	N/A

- Domain specific vocabulary

---

## Interdisciplinary Connections

- English - writing cover letters and resumes

---

## Tools/Manipulatives

- "Official FFA Manual." *National FFA Organization*, 16 Jan. 2024, [www.ffa.org/official-manual/](http://www.ffa.org/official-manual/).

---

## Supplemental Materials and Resources

---

### Suggested Learning Plan

#### Summary of Key Learning Events and Instruction

**In order to learn:**  
(learnings identified in KUD)

**Summary of Key Learning Events and Instruction**  
(one or more learning experiences, including references to relevant lessons in texts/programs)  
Note required learning events and instruction using the notation **(REQUIRED)**

Students will be able to:

- assess the pros and cons of personal decisions based on their anticipated impact on self and others.
- determine personal interests, talents, goals and preferences for potential careers.
- match potential career opportunities in career clusters with personal interests, talents, goals and preferences.
- plan a career path based on personal interests, goals, talents and preferences.
- create goals for personal improvement and continuous growth in a career area.
- organize personal information (resume) to prepare and continuously update a set of tools to aid in the pursuit of a career path.

### Learning Sequence 1: Career Exploration, Resumes, and SAE Boards (6 Blocks)

#### Focus Question:

- What are some effective ways to showcase my skills, experiences, and achievements?

Day 1: Career Exploration, SAE Reflection

Day 2: Digital SAE Portfolio aligned to SAE Boards

Day 3: Intro SAE Fair and Review Chapter Degree Requirements and complete Chapter Degree Application

Days 4-5: SAE Boards, Gallery Walk, and Peer Review

Day 6: Resumes on AET

#### Possible Resources:

- <https://agexplorer.ffa.org/sites/default/files/career-finder/#/home>
- [2 - Resume Writing Unit Everything your students need, from start to finish!.pdf](#)
- [FFA Resume Generator-What Do I Need.pdf](#)
- [Career Lesson plans \(3\).pdf](#) - Resumes
- [FFA Resume Rubric](#) - may need to modify to align to AET
- [Resume Writing Tips](#)
- [Cover Letter SENTENCE STARTERS](#)

Students will be able to:

- organize personal information (e.g., goals, experiences, education, achievements, work examples, etc.) to prepare and continuously update a set of tools to aid in the pursuit of a career path.
- examine and practice the skills needed to complete common processes for pursuing a career (interviews, job applications).
- compose clear and coherent written documents and visuals (cover letter & professional correspondence) that are adapted to the audience needs in both formal and informal settings.
- apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings. (phone & in-person interview)

### Learning Sequence 2: Job Interviews & Applications (Employability skills LDE) (10 Blocks)

#### Focus Questions:

- What is the purpose of a cover letter and how is it used in the job application process?
- How do you properly present yourself in a variety of interview formats?

Day 1: Set career goals and determine educational requirements, expenses

Days 2-3: Job opportunities & application

Days 4-5: Elevator speech & phone interviews

Day 6: Cover letter draft

Day 7: Peer edit/review of cover letter

Days 8-9: Personal Interviews (have consulting committee, admin, school counselors come in for personal interviews)

Day 10: Follow-up correspondence

#### Possible Resources:

- [Career Lesson plans.pdf](#) - job applications
- [Job applications.pdf](#) - "When I grow up" career lesson plans for grades 9-12
- [Employment Skills LDE](#)
- Ron Clark Academy - Greatest Shake
- [CAR STATEMENT](#) - elevator speech
- [INTERVIEWING & THE POWER OF 30](#)
- [Phone Interview](#)
- [Email Etiquette](#)
- [How to Write an Email.pptxs](#)

Students will be able to:

- examine and practice the skills needed to complete common processes for pursuing a career (interviews, job applications).
- apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

### Learning Sequence 3: Networking (3 Blocks)

#### Focus Questions:

- Why is having a strong network important?
- How does your use of social impact your future?
- What information is included on a business card?

Days 1-2: Networking Activity - social media, LinkedIn, career fair

Day 3: Social Media Awareness

#### Possible Resources:

- [4-6\\_networking.pdf](#)
- [networkingmanual\\_F.pdf](#)

#### Enrichment:

- Design a Business Card

---

## Suggested Formative Assessment Practices/Processes

- Warmups/Do Nows
- Exit Cards
- Homework
- Classwork
- Analysis Questions
- Other Formative Assessments
- Lesson quizzes
- Checks for Understanding and Answer Key

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 4 - Financial Stewardship

District High School / Mixed-grade High / Other

Week 30 - Week 39 | 2 Curriculum Developers | Last Updated: Today by Fox, Dominique

#### Overview of Unit

In this unit, students will explore their personal income and expenses and apply these principles to a SAE project. They will learn business management techniques and how to apply these techniques to an entrepreneurship scenario based on their SAE projects. Students will gain real-world experience for how to maintain their own personal financial responsibilities, as well as understand agricultural finances on a larger, more national scale.

#### Background Information For The Teacher

##### Rationale

This unit on financial stewardship introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills from previous units in this course.

##### Key Learning

This unit gives students the opportunity to evaluate and explore their finances through creation of personal and entrepreneurial financial management plans, evaluating their SAE and its financial journal, and developing their own business plan based on a current or potential SAE.

##### Essential Vocabulary for the Teacher and Student

accounting, accounts, assets, budget, business transactions, competition, credits, debits, demand, entrepreneurship, equity, liabilities, laws, marketing, markets, niche, objectives, record keeping, regulations, supply, trade

##### Possible Teacher Misconceptions

- Teachers may assume that students have had to think about financial decision making and any potential constraints associated with spending money.

#### Content Standards

##### Curriculum Standards

Priority Standards/Bold

**CT: CTE: AFNR Career Clusters Content Standards (2015)**

##### Vision of the Graduate

[Definition or Explanation](#)

- Critical thinker
- Responsible citizen



## All Levels

### Agribusiness Systems Career Pathway

**ABS.02. Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.**

**P**  **S**  **O** ABS.02.01. Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

[Show Details](#)

**P**  **S**  **O** ABS.02.02. Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.). [Show Details](#)

## Supporting Standards/Regular

### CT: CTE: AFNR Career Clusters Content Standards (2015)

## All Levels

### Agribusiness Systems Career Pathway

**ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.**

**P**  **S**  **O** ABS.05.01. Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans. [Show Details](#)

## Career Ready Practices

**CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.**

**P**  **S**  **O** CRP.01.01. Model personal responsibility in the workplace and community. [Show Details](#)

**P**  **S**  **O** CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action. [Show Details](#)

**P**  **S**  **O** CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community. [Show Details](#)

**CRP.03. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal**

financial security provides the peace of mind required to contribute more fully to their own career success.

- CRP.03.02. Design and implement a personal financial management plan. [Show Details](#)

## K-U-D

### Know

Students will know...

- Personal Responsibility
  - in the workplace and community
  - financial management
- Decisions
  - environmental, social and economic impacts
  - information and resources
  - financial management plan
- AFNR Business
- Record Keeping
  - objectives
  - budget
  - laws and regulations
  - accounting
  - business transactions
  - accounts
  - debits and credits
  - Assets and Liabilities
  - Equity
- Sales and Marketing Principles
  - Markets
  - Trade
  - Competition
  - Price

### Do

Students will be able to...

- model personal responsibility in the workplace and community. (LS1)
- design and implement a personal financial management plan. (LS1)
- apply management planning principles in AFNR businesses. (LS2)
- use record keeping to accomplish AFNR business objectives. (LS3)
- use record keeping to manage budgets. (LS3)
- use record keeping to comply with laws and regulations. (LS3)
- apply fundamental accounting principles, systems, tools and applicable laws and regulations to record AFNR business transactions. (LS3)
- apply fundamental accounting principles, systems, tools and applicable laws and regulations to track AFNR business transactions. (LS3)
- use sales and marketing principles to accomplish AFNR business objectives. (LS4)

### Big Ideas

- Business Plan
- Entrepreneurship
- Supply and Demand
- Budget
- Sales and Marketing

### Essential Questions

- How do the principles of supply and demand impact entrepreneurship?
- Why is budgeting important for business?

### Understand

Students will understand that...

- FFA members that are financially independent are better able to serve their fellow man.
- entrepreneurship is one option to pursue your career goals.
- agricultural businesses provide products and services from planning to production to retail and as businesses they must be managed in an organized, intentional manner.

- starting an entrepreneurial enterprise requires a business plan.
- maintaining a budget aides the business owner to make sound decisions.
- the breakeven point of an enterprise occurs when the expenses match the income.
- a balance sheet shows the financial position of a business at a point in time.
- decision-makers use financial documents to plan and manage a business.
- understanding your market (niche, demographic) helps business marketing.
- products and services are developed to meet consumer wants and needs based on research trends.

## Common Student Misconceptions

Students might...

- simply believe they do not need to budget.
- not believe that it is important to identify and track all expenses for budgeting purposes.
- believe that you have to be good at math to budget.
- think that any income that remains after the budgeting cycle is complete should be used for discretionary expenses rather than using it to build an emergency fund.

## Differentiated Instruction

- Differentiation by Interest
- Differentiation of Product

Notes

Students will have a choice based on their area of interest to develop an AFNR business that provides a product or service to consumers. For their Leadership Development Event, students can choose from a variety of products, e.g. commercial, print ad, social media campaign, to present and showcase their understanding.

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Personal Budget | Summative | Authentic / Transfer Task

[4 Standards Assessed](#)

Business Plan - AET Budget | Summative | Authentic / Transfer Task

[2 Standards Assessed](#)

AET Records or Report | Summative | Authentic / Transfer Task

[3 Standards Assessed](#)

Marketing LDE | Summative | Authentic / Transfer Task

[3 Standards Assessed](#)

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
-------	--------	----------------	-------	------------

--	--	--	--	--

---

## Literature/Literacy Connections

- Domain specific vocabulary

---

## Interdisciplinary Connections

- Business - Personal Finance, Marketing, Entrepreneurship

---

## Tools/Manipulatives

---

## Supplemental Materials and Resources

- "Official FFA Manual." *National FFA Organization*, 16 Jan. 2024, [www.ffa.org/official-manual/](http://www.ffa.org/official-manual/).

---

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

**In order to learn:**  
(learnings identified in KUD)

**Summary of Key Learning Events and Instruction**  
(one or more learning experiences, including references to relevant lessons in texts/programs)  
Note required learning events and instruction using the notation **(REQUIRED)**

Students will be able to:

- model personal responsibility in the workplace and community.
- design and implement a personal financial management plan.

### **Learning Sequence 1: Personal Financial Responsibility & Decision Making (5 Blocks)**

Day 1: Brainstorm current expenses (previous month - coffee, phone bill, food) and projected expenses, Intro to financial terms (notes)

- Terms for Notes:
  - Cash Income, Gross Income, Net Income, Cash Expenses, Assets, Budget, Balance Sheet, Debit vs Credit, Savings, Taxes
- Introduce Balance Sheet (Google Sheet Template)
  - Create class consensus list of expenses and enter into Google Sheet.

Day 2: [Scenarios & 50-30-20 Rule](#)

- Choose a scenario & create a Balance Sheet (partner work) use Tab 1 on Google Sheet. 30 min.
- All students with the same scenario will meet and peer review (10 minutes).
- Then groups will share out to the class.
- Closure: What differences did you observe between the scenarios?

Day 3: Intro 50-30-20 rule (Needs-Wants-Savings) - proposed budget based on this rule use Tab 2 on Google Sheet.

- Scenario partners will then create a personal balance sheet utilizing the 50-30-20 rule with scenario
- FFA PPT: [Wants vs. Needs](#)
- FFA Lesson Plan: [Wants vs Needs](#)

Day 4: Compare

- Debit & Money Apps (Venmo, Paypal, Apple Pay)
  - Focus on advantages, disadvantages and limitations
  - Students work in groups to research an app and share out to the class
- Credit Cards - annual fees, interest
  - FFA Lesson Plan: [Credit Cards](#)
  - FFA PPT: [Credit Cards](#)
  - FFA Lesson Plan: [Credit History](#)
  - FFA PPT: [Credit History](#)

Day 5: Decision Making & Personal Reflection/Management Plan

- encourage students to use their own paycheck and expenses
- For students that do not have current income, the teacher should provide a dollar amount and expense list.

#### **Possible Resources:**

- [Its Your Paycheck Complete Unit.pdf](#)

#### **Bring in Guest Speaker - Farm Credit East**

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

240 S Rd, Enfield, CT 06082

[\(800\) 562-2235](tel:(800)562-2235)

Students will be able to:

- apply management planning principles in AFNR businesses.

### **Learning Sequence 2: SAE Business Model (6 Blocks)**

Introduce Unit Project: Develop an AFNR business that provides a product or service to consumers.

Unit Project [RUBRIC](#)

Day 1: Intro to Entrepreneurship

- FFA Lesson Plan: 1.1 [Entrepreneurship and You](#)

Day 2: Risks of Entrepreneurship

- FFA Lesson Plan: 1.2 [The Good and the Bad of Risk](#)

Day 3: Supply & Demand

- FFA Lesson Plan: 2.1 [Supply and Demand](#)

Day 4: Niche Markets

- FFA Lesson Plan: 2.2 [Research equals money in entrepreneurship](#)

Day 5: Business Objectives

- FFA lesson Plan: 3.1 [Brands and Business Goals](#)

Day 6: Laws

- FFA Lesson Plan 5.2 [Advancing your Enterprise](#)

By the end of Learning Sequence 2 (Days 1-6) students have developed, completed, identified the following:

- Mission Statement
- Product or Service
- Market Analysis

#### **Possible Resources:**

- [Plan Your Farm Operation | Farmers.gov](#)

Students will be able to:

- use record keeping to accomplish AFNR business objectives.
- use record keeping to manage budgets.
- use record keeping to comply with laws and regulations
- apply fundamental accounting principles, systems, tools and applicable laws and regulations to record AFNR business transactions.
- apply fundamental accounting principles, systems, tools and applicable laws and regulations to track AFNR business transactions.

### **Learning Sequence 3: Record Keeping in AET/ Accounting (5 Blocks)**

Day 1: Financial Terms

- FFA Lesson Plan: 4.1 [Where Do I Start and What Should I Know](#)

Day 2: Cash Flow

- FFA Lesson Plan 4.2 [Cash Flow](#)

Day 3: Balance Sheet

- FFA Lesson Plan: 4.3 [Balance Sheet](#)

Day 4: Legal Requirements

- FFA Lesson Plan 5.1: [Understanding Legal Requirements](#)

Day 5: Work day as needed

By the end of Learning Sequence 3 students have created the following:

- Cash Flow Statement (utilize lesson 4.2)
- Balance Sheet (utilize lesson 4.3)

#### **Possible Resources:**

- [AETFinancialTermsQuiz.pdf](#)
- [AETFinancialTermsKey.pdf](#)

Students will be able to:

- use sales and marketing principles to accomplish AFNR business objectives.

#### Learning Sequence 4: Marketing & Sales (4 Blocks)

[Ag Marketing LDE](#): use as a resource

Day 1: Target Market

- FFA Lesson Plan: 3.2 [On Target for Competition](#)

Day 2: SWOT (Strengths, Weaknesses, Opportunities, and Threats)

- FFA Lesson Plan: [Better Marketing Planning](#)

Day 3: Promotion

- FFA Lesson Plan: 3.3 [Marketing your Product](#)

Day 4: Finalize Marketing Plan

By the end of Learning Sequence 4 students have completed and identified the following:

- SWOT analysis
- Business Name
- Target Market

---

### Suggested Formative Assessment Practices/Processes

- Warmups/Do Nows
- Exit Cards
- Homework
- Classwork
- Analysis Questions
- Other Formative Assessments
- Lesson quizzes
- Checks for Understanding and Answer Key

---

### Works Cited

(APA Format)

### Revision History

---

### Teacher Notes and Reflections

---



# Clayworks I

Stacer, Heidi | Last Updated: Wednesday, Jan 24, 2024 by Fox, Dominique

## Course Description

The Clayworks I course introduces students to the ancient craft of working with clay. Students learn about the preparation of clay through active participation in the mixing, wedging, and aging process involved in reworking and recycling used clay. They will experience hand-building techniques in creating both open and closed forms. In Unit 1, students will use the pinch technique to create both traditional and organic bowls with a focus on consistent wall thickness, a sturdy rim, and level footing. They will also learn a variety of basic surface treatments, including carving, impressing, and sprigging. In Unit 2, students create a closed form by combining two pinch forms together. While they will continue working with the basic surface treatments noted earlier, they will utilize the technique of piercing to create both symmetrical and asymmetrical areas. This experimentation with both basic and advanced surface techniques will lead to more freedom and individual creativity. In Unit 3, students create a lidded jar using the press mold technique. For their final piece of artwork, they will learn about and ultimately create a ceramic vessel known as a Chinese Wish Keeper from the Asian culture.

## Unit Calendar by Year

Unit	Lessons	Au		Sep			Oct				Nov				Dec			Jan			Feb			Mar			Apr			May		Jun									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<a href="#">Unit 1: Pinch Bowl Forms - Tradition...</a>	0																																								
<a href="#">Unit 2: Mini Closed Forms</a>	0																																								
<a href="#">Unit 3: Press Mold Lidded Jars</a>	0																																								

3 Units found





## Unit Plan

### Unit 1: Pinch Bowl Forms - Traditional and Organic

District High School / Mixed-grade High / Art

Week 2 - Week 7 | Stacer, Heidi | Last Updated: Jan 24, 2024 by Fox, Dominique

#### Overview of Unit

In this unit, students will develop a body of designed bowls using the pinch technique. Additionally, they will learn about a variety of surface treatments, including carving, impressing, and sprigging. Most importantly, they will concentrate on developing forms with a consistent wall thickness, a sturdy rim, and level footing.

#### Background Information For The Teacher

##### Rationale

The use of clay, in students of all ages, develops fine motor and sensory skills, builds self-esteem, supports problem-solving skills, and encourages creativity. Most importantly, students can express themselves through a variety of visual art experiences and offer their own unique perspectives to others about their art.

##### Key Learning

Students who have attended Vernon Public Schools may have had the opportunity to use clay in their art classes. However, it is possible that not all students have had this experience. For those students who have had experiences working with clay, it is likely that the techniques they have used have been at a very simplistic level.

##### Essential Vocabulary for the Teacher and Student

clay, carving, impressing, form, functional, open form, pinch, score, sculpt, slip, sprigging, wedge

##### Possible Teacher Misconceptions

Previous to taking Clayworks I, all students have used clay at some point during their school career.

#### Content Standards

##### Curriculum Standards

###### Priority Standards/Bold

**NCCAS: Visual Arts**  
**NCCAS: HS Proficient**  
**Creating**

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions,

##### Vision of the Graduate

###### [Definition or Explanation](#)

- Critical thinker
- Communicator
- Resilient Individual
- Responsible citizen

attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- P  S  VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

**Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work.** Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- P  S  VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

### Responding

**Interpret Anchor Standard 9: Apply criteria to evaluate artistic work.** Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- P  S  VA:Re9.1.1a: Establish relevant criteria in order to evaluate a work of art or collection of works.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

### Supporting Standards/Regular

**NCCAS: Visual Arts**

**NCCAS: HS Proficient**

### Creating

**Investigate Anchor Standard 2: Organize and develop artistic ideas and work.** Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- P  S  VA:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

**Reflect - Refine - Continue Anchor Standard 3: Refine and complete artistic work.** Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

### Responding

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- VA:Re8.1.1a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

### Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

## K-U-D

### Know

Students will know...

- Wedge
- Slip and Score
- Pinch technique
- Open forms
- Functional
- Pinch formed bowls
  - traditional
  - round bellied
  - altered form
- Surface designs
  - sprigging
  - sculpting
  - impressing
  - carving

### Do

Students will be able to...

- develop plans for their projects.
- properly wedge clay.
- properly slip and score pieces of clay to join them together.
- properly create a pinch formed bowl with consistent wall thickness and strong rim.
- create a variety of different pinch formed bowls - to include traditional, round bellied, and altered forms.
- properly smooth the inside and outside of their body of pinch formed bowls.
- create impressed or carved designs within their body of pinch formed bowls.
- create added or sculpted designs within their body of pinch formed bowls.
- document ideas on what they have accomplished and learned as well as what skills they need to develop.

## Big Ideas

- The planning and sketching process
- Handbuilding techniques
- Surface decoration techniques - carving, impressing, and sprigging

## Essential Questions

- Why do artists plan their work before creating it?
- What are the special qualities of clay that allow it to be both sculptural and functional?
- How might reflecting on your own artwork and the artwork of others lead to advancing one's artistic ability?

---

## Understand

Students will understand that...

- there are a variety of techniques that are associated with handbuilding, e.g. wedging, pinching, sculpting, slipping, scoring, carving, impressing, and sprigging
- there are numerous different styles of pinch formed bowls to include traditional, round bellied, and altered form
- researching and sketching are integral parts of the art creation process that allow us to put our thoughts and ideas down on paper

---

## Common Student Misconceptions

Students might...

- believe they have to be a natural artist to be successful in Clayworks class.
- believe the pinch technique is an elementary building technique.
- believe that slipping and scoring is not a necessary skill used in attaching one piece of clay to another.
- believe they can glaze clay immediately after creating a piece.

---

## Differentiated Instruction

- Differentiation by Interest

### Notes

When working on the three pinch bowls, students are provided an opportunity to create their own type of bowls (traditional, round, closed, altered form, etc.). They also can choose the type of footings and sculptural additions they add to the bowls as well as carving, impressing, and sprigging the surface of the bowl.

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Clayworks 1 - Knowledge and Skills Pre-Assessment | Formative | Written Test

[Clayworks I - Knowledge and Skills Pre-Assessment](#)

1 Performance Standard Assessed

Clay Knowledge & Skills - Free Project | Summative | Project / Portfolio

3 Standards Assessed

3 Pinched Formed Bowls | Summative | Project / Portfolio

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

### Literature/Literacy Connections

---

### Interdisciplinary Connections

---

### Tools/Manipulatives

- clay
  - sponge
  - water cup
  - canvas matt
  - smooth metal rib
  - toothed metal rib
  - mini rubber rib
  - wooden modeling tools
  - loop tools
  - ribbon tools
  - mini loop tools
  - sgraffito loop tools
  - sgraffito ball stylus tool
  - needle tool
  - fettling knife
  - fork
  - paint brush
-

## Suggested Learning Plan

## Summary of Key Learning Events and Instruction

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>develop plans for their projects.</li> <li>properly wedge clay.</li> <li>properly slip and score pieces of clay to join them together</li> </ul>	<p><b>Days 1 - 4: Introductory Skills Check - Free Project</b></p> <ul style="list-style-type: none"> <li>Have students completed a <a href="#">Knowledge and Skills Check</a> as a pre-assessment.</li> <li>On Day 1, the teacher models a number of techniques including wedge, form, slip, and score.</li> <li>Students are introduced to a free choice project using clay.</li> <li>The teacher shares an example of a <a href="#">planning page</a> that students will be expected to create before they begin sketching their project.</li> <li>Students should have approximately two days to complete their free choice project.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>properly create a pinch formed bowl with consistent wall thickness and strong rim.</li> <li>create a variety of different pinch formed bowls - to include traditional, round bellied, and altered forms.</li> <li>properly smooth the inside and outside of their body of pinch formed bowls.</li> <li>create impressed or carved designs within their body of pinch formed bowls.</li> <li>create added or sculpted designs within their body of pinch formed bowls.</li> </ul>	<p><b>Days 5 - 15: Pinch - Open Forms</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the Designed Pinch Bowls using a <a href="#">Google Slides</a> presentation which provides examples of pinch bowls. This includes the following: <ul style="list-style-type: none"> <li>round, closed, or altered bowls,</li> <li>added designs, e.g. feet or sculpted items,</li> <li>carved or impressed designs.</li> </ul> </li> <li>Show students examples of previous students' work.</li> <li>Provide expectations and criteria for students in advance of them creating three bowls, i.e. a carved or impressed, an added design, and an altered form.</li> <li>Students watch a <a href="#">video on pinch cups</a> and answer questions.</li> <li>On Day 2, students are provided with a teacher demonstration that focuses on: <ul style="list-style-type: none"> <li>The different bowl shapes</li> <li>Adding (sprigging)</li> <li>Carving and impressing</li> </ul> </li> <li>They complete their research before planning and drawing their own pinch forms.</li> <li>Students have approximately 10 days to create their pinch forms, smooth them, and apply designs to them.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>document ideas on what they have accomplished and learned as well as what skills they need to develop.</li> </ul>	<p>After clay has been fired:</p> <ul style="list-style-type: none"> <li>students complete a self-reflection of the areas of strength and areas in need of improvement</li> </ul>

## Suggested Formative Assessment Practices/Processes

- Pre-Planning - Research and Sketches
  - Work In Progress Check-Ins
  - Exit Tickets
- 

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

Need a rubric for projects

Need a document for self-reflection

---



## Unit Plan

### Unit 2: Mini Closed Forms

District High School / Mixed-grade High / Art

Week 8 - Week 12 | Stacer, Heidi | Last Updated: Jan 24, 2024 by Fox, Dominique

#### Overview of Unit

In this unit, students will create a closed form by combining two pinch forms together. Additionally, they will continue applying a variety of surface treatments, including those they learned in the previous unit, specifically carving, impressing, and sprigging, as well as some new ones, specifically piercing in an effort to create symmetrical and asymmetrical areas.

#### Background Information For The Teacher

##### Rationale

Students build upon previously learned skills and techniques to combine forms in a sculptural way. Students will continue to pull from personal experiences and choice when creating their closed forms.

##### Key Learning

In Unit 1, students learned the pinch technique to create a series of open forms while concentrating on having consistent wall thickness, a sturdy rim, and level footing. They will continue to apply a variety of surface techniques they learned in Unit 1 and will refine these techniques while learning new ones.

##### Essential Vocabulary for the Teacher and Student

asymmetry, clay, carving, closed form, impressing, form, functional, pierce, pinch, score, sculpt, sculptural, slip, sprigging, symmetry, wedge

##### Possible Teacher Misconceptions

- All students have the manual dexterity to create refined designs on their clay artwork.

#### Content Standards

##### Curriculum Standards

###### Priority Standards/Bold

**NCCAS: Visual Arts**  
**NCCAS: HS Proficient**  
**Creating**

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions,

##### Vision of the Graduate

###### [Definition or Explanation](#)

- Critical thinker
- Communicator
- Resilient Individual
- Responsible citizen



attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- P  S  VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

**Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work.** Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- P  S  VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

### Responding

**Interpret Anchor Standard 9: Apply criteria to evaluate artistic work.** Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- P  S  VA:Re9.1.1a: Establish relevant criteria in order to evaluate a work of art or collection of works.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

### Supporting Standards/Regular

**NCCAS: Visual Arts**

**NCCAS: HS Proficient**

### Creating

**Reflect - Refine - Continue Anchor Standard 3: Refine and complete artistic work.** Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- P  S  VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

### Connecting

**Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.** Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- P S  VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

### Overarching/Italicized

NCCAS: Visual Arts

NCCAS: HS Proficient

### Creating

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- P S  VA:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

## K-U-D

### Know

Students will know...

- Wedge
- Slip and Score
- Pinch technique
- Sculptural
- Closed form
- Alter sphere
- Cutting lids
- Symmetry
- Asymmetry
- Surface designs
  - sprigging
  - sculpting
  - impressing
  - carving
  - piercing

### Do

Students will be able to...

- develop plans for their projects.
- properly wedge clay.
- properly create two pinch formed bowls with consistent wall thickness, strong rim, and equal opening size.
- properly smooth the inside and outside of their body of pinch formed bowls.
- properly connect two pinch formed bowls together to create a closed form/sphere.
- alter closed form/sphere into the likeness of a pumpkin.
- properly cut a lid at a 45 degree angle so that fits securely onto the base.
- properly pierce through the pumpkin.
- create impressed or carved designs onto the surface of their pumpkin.
- create added or sculpted designs onto the surface of their pumpkin.
- create design elements with the understanding of symmetry vs. asymmetry.
- document ideas on what they have accomplished and learned as well as what skills they need to develop.

---

## Big Ideas

- The planning and sketching process
- Hand-building techniques
- Combining forms
- Surface decoration techniques - piercing, carving, impressing, and sprigging
- Design concept - asymmetry, symmetry

## Essential Questions

- What is the importance of the air pocket within the closed form while altering it?
- What is the difference between symmetry and asymmetry and how can we successfully incorporate both into our Closed Form Pumpkin?
- Why is it important to cut a lid at a 45 degree angle, rather than straight cut across or up and down?

---

## Understand

Students will understand that...

- there are a variety of techniques that are associated with handbuilding, e.g. wedging, pinching, sculpting, slipping, scoring, carving, impressing, piercing, and sprigging.
- there is a difference between symmetrical and asymmetrical designs.
- there is a proper way to cut a lid, in order for it to fit snugly onto the base.
- researching and sketching are integral parts of the art creation process that allow us to put our thoughts and ideas down on paper.

---

## Common Student Misconceptions

Students might...

- believe they cannot have autonomy within the creation of a common theme - a pumpkin.
- believe the pinch technique is strictly for creating functional clay ware.
- believe that they need to build a sculpture using solid pieces of clay.
- believe that ample drying time is not necessary between the creation of the pumpkin form and the application of the pierced, carved and added design details.
- believe that one project can integrate both symmetrical and asymmetrical design elements harmoniously.

---

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest
- Differentiation of Product

### Notes

When creating the pumpkin, students are provided an opportunity to create their own type of pumpkin (tall, short, skinny, wide, stacked, multiples, etc.). They also can choose the shapes of the piercings for the facial features. Lastly, any sculptural additions they add to the pumpkins as well other features such as carving, impressing, and sprigging on the surface of the pumpkin are their choice.

For students who appear to be more advance, they are provided suggestions for more advanced work.

---

## Unit Assessment

## Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Clay Pumpkin | Summative | Project / Portfolio

Clay pumpkin(s) includes pierced, added, and carved/impressed design elements.

[3 Standards Assessed](#)

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

## Literature/Literacy Connections

---

## Interdisciplinary Connections

---

## Tools/Manipulatives

- clay
- sponge
- water cup
- canvas matt
- smooth metal rib
- toothed metal rib
- mini rubber rib
- wooden modeling tools
- loop tools
- ribbon tools
- mini loop tools
- sgraffito loop tools
- sgraffito ball stylus tool
- needle tool
- fettling knife
- fork
- newspaper
- exacto pen knife

- mini extruder
- paint brush

## Supplemental Materials and Resources

### Suggested Learning Plan

#### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Students will be able to: <ul style="list-style-type: none"> <li>• develop plans for their projects.</li> </ul>	<b>Day 1: Clay Pumpkins - Combining Pinch Forms Introduction</b> <ul style="list-style-type: none"> <li>• On day 1, teacher introduces the Clay Pumpkins - Combining Pinch Forms using a <a href="#">Google Slides</a> presentation which provides examples of clay pumpkins.</li> <li>• Show students examples of previous students' work - sketches and explanations, as well as, finished clay pumpkins.</li> <li>• Provide expectations and criteria for students in advance of them creating closed form pumpkins, i.e. symmetry, asymmetry, pierced, carved or impressed, and added or sculptural designs.</li> <li>• Students watch a video on <a href="#">how to combine 2 pinch pots</a> and a video on <a href="#">creating a clay pumpkin</a> and answer questions.</li> <li>• Students begin to create their drawings and write explanations for their clay pumpkins.</li> </ul>
Students will be able to: <ul style="list-style-type: none"> <li>• properly wedge clay.</li> <li>• properly create two pinch formed bowls with consistent wall thickness, strong rim, and equal opening size.</li> <li>• properly smooth the inside and outside of their body of pinch formed bowls.</li> <li>• properly connect two pinch formed bowls together to create a closed form/sphere.</li> <li>• alter closed form/sphere into the likeness of a pumpkin.</li> <li>• properly cut a lid at a 45 degree angle so that fits securely onto the base.</li> <li>• properly pierce through the pumpkin</li> <li>• create impressed or carved designs onto the surface of their pumpkin.</li> <li>• create added or sculpted designs onto the surface of their pumpkin.</li> <li>• create design elements with the understanding of symmetry vs. asymmetry.</li> </ul>	<b>Days 2 - 11 : Clay Pumpkins - Combining Pinch Forms - Work Days</b> <ul style="list-style-type: none"> <li>• On Day 2, students are provided with a teacher demonstration that focuses on:               <ul style="list-style-type: none"> <li>◦ making 2 small pinch forms - concentrating on similar shape, size, and opening.</li> <li>◦ combining the 2 pinch forms to make a hollow sphere</li> <li>◦ altering the sphere into a pumpkin form</li> <li>◦ creating a paper nest to rest rounded pumpkin form (keep the rounded form)</li> </ul> </li> <li>• Students complete their drawings and write explanations for their clay pumpkins.</li> <li>• On Day 3, students are provided with a teacher demonstrations that focuses on:               <ul style="list-style-type: none"> <li>◦ refining pumpkin form</li> <li>◦ cutting of the lid of the pumpkin</li> <li>◦ smoothing lid, rim, and inner seam</li> <li>◦ piercing through the pumpkin - ie. facial features, designs, etc.</li> </ul> </li> <li>• Students have approximately 10 days to create their small pinch forms, combine pinch forms into a sphere (closed form), smooth sphere, alter sphere into a pumpkin, cut and smooth lid, smooth inner seam, pierce through facial features and designs, and add / carve / impress additional sculptural elements and designs to them.</li> </ul>

Students will be able to:

- document ideas on what they have accomplished and learned as well as what skills they need to develop.

After clay has been fired:

- students complete a self-reflection of the areas of strength and areas in need of improvement.

---

## Suggested Formative Assessment Practices/Processes

- Pre-Planning - Research and Sketches
- Work In Progress Check-In
- Exit Tickets

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 3: Press Mold Lidded Jars

District High School / Mixed-grade High / Art

[↗](#) Week 13 - Week 19 | Stacer, Heidi | Last Updated: Today by Fox, Dominique

#### Overview of Unit

In this unit, students will create a lidded jar using the press mold technique. Students will create two symmetrically shaped halves by pressing soft clay bowls into a bowl shaped mold. Later, students will combine the halves together to create a large oval form to act as the base structure for their lidded jar. Additionally, students will learn about ceramic vessels, from Asian culture, as the inspiration for their lidded jars.

### Background Information For The Teacher

#### Rationale

In this unit, students will learn a new construction technique. They will combine this new technique along with those skills and techniques they previously learned to create lidded jars with a cultural inspiration. Students will continue to pull from personal experiences and choice when creating their lidded jars.

#### Key Learning

In Unit 2, students learned how to connect two small forms together to create one closed form - concentrating on consistent wall thickness, opening size, and a sturdy and level rim. Additionally, students applied design surface techniques, such as carving, impressing, and sprigging, to their pieces.

#### Essential Vocabulary for the Teacher and Student

clay, carving, closed form, coil, form, functional, impressing, jar, lid, paddle, pinch, press mold, score, sculpt, sculptural, slab, slip, sprigging, wedge

#### Possible Teacher Misconceptions

- All students have the ability to see connections in the sequential skills development from unit to unit, therefore they do not need a review on previously learned skills.

### Content Standards

#### Curriculum Standards

**Priority Standards/Bold**

**NCCAS: Visual Arts**

**NCCAS: HS Proficient**

**Creating**

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that

#### Vision of the Graduate

[Definition or Explanation](#)

- Critical thinker
- Communicator
- Resilient Individual
- Responsible citizen

can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- P  S  VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- P  S  VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Reflect - Refine - Continue Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- P  S  VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

## Connecting

Relate Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- P  S  VA:Cn11.1.1a: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

## Supporting Standards/Regular

**NCCAS: Visual Arts**

**NCCAS: HS Proficient**

**Responding**

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?



- VA:Re.7.2.1a: Analyze how one's understanding of the world is affected by experiencing visual imagery.

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- VA:Re8.1.1a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Interpret Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- VA:Re9.1.1a: Establish relevant criteria in order to evaluate a work of art or collection of works.

### Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

### Overarching/Italicized

NCCAS: Visual Arts

NCCAS: HS Proficient

### Creating

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- VA:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

## K-U-D

### Know

Students will know...

- Functional
- Sculptural
- Clay
- Wedge
- Slip and Score
- Pinch technique
- Press Mold technique
- Closed form
- Form
- Sculpt
- Paddling
- Cutting lids
- Rolling slabs
- Rolling coils
- Jar
- Lid
- Handle design
- Surface designs
  - sprigging
  - sculpting
  - impressing
  - carving

### Do

Students will be able to...

- develop plans for their project to include a cohesive, personal theme.
- properly wedge clay.
- properly slip and score pieces of clay to join them together.
- properly create 2 pinch formed bowls with consistent wall thickness, strong rim, and equal opening size to be pressed into a bowl press mold.
- properly press the pinched bowls into the bowl press mold to take on the shape of the press mold - creating consistently thick walls and a smooth outer surface.
- properly trim off the excess clay off of the rim of the press molded bowl form to create a level rim - appropriate for connecting the two press molded bowls together.
- properly connect 2 press mold formed bowls together to create a closed form.
- paddle the closed form into a rounded sphere.
- properly cut a lid that fits securely onto the base.
- properly connect a slab of clay onto the front of the jar base for the positive word or characteristic.
- create impressed and/or carved designs onto the surface of the lid and base of their Chinese Wish Keeper that supports their personal theme.
- create added (sprigging) and/or sculpted elements onto the surface of the lid and base of their Chinese Wish Keeper that supports their personal theme.
- create a properly attached, functional handle on the lid of their Chinese Wish Keeper that supports their personal theme.
- create a properly attached, level footing or feet to the bottom of the base of their Chinese Wish Keeper that supports their personal theme.
- document ideas on what they have accomplished and learned as well as what skills they need to develop.

### Big Ideas

- The planning and sketching process
- The development of a cohesive, personal theme
- Handbuilding techniques (press mold)
- Combing forms
- Components of a lidded jar - lid, handle, footing
- Slab application

### Essential Questions

- What knowledge does one need to create a successful lidded jar?
- What are some of the ways one can manipulate the surface of a piece of clay artwork?
- What is the importance of the proper attachment of a slab onto the surface of a lidded jar?

- Surface decoration techniques - carving, impressing, sculptural additions, and sprigging

---

## Understand

Students will understand that...

- developing a cohesive, personal theme during the initial planning of a piece of artwork can result in a stronger finished piece of artwork.
- there are different construction techniques that can be used to create jars with lids, eg. pinch formed, press mold formed, etc.
- there is a proper way to construct a vessel using the press mold technique.
- the orientation of the parts of the lidded jar - lid cut, handle, footing, and application of designs - is important to the final physical and visual balance of the piece.

---

## Common Student Misconceptions

Students might...

- believe that there is a precise way to connect two large press mold pieces together to create one spherical jar form.
- believe that they do not need to follow the demonstrated slab application instructions when attaching a slab to the surface of a piece clay artwork.
- believe that the position of the footing does not have relevance to the stability of the jar.
- believe that they can carve and add onto their clay jar at any time during the creation process.
- believe that they can never use too much water when working on their clay jar.
- believe that they do not need plans and sketches to create a successful cohesive piece of clay artwork.

---

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest
- Differentiation of Product

### Notes

When creating the Chinese Wish Keeper, students are provided an opportunity to create their personal theme for the jar. The jar can have a pictorial or abstract design for their theme. Students also can choose which additive and subtractive techniques they will use when applying their design to their Chinese Wish Keeper.

For students who appear to be more advanced, they are provided suggestions for more advanced work.

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Chinese Wish Keeper Jar | Summative | Project / Portfolio

Press mold jar to include - slab application with positive word or characteristic, designs created using an additive technique(s) on the lid and base, designs created using a subtractive technique(s) on the lid and base, a handle on the lid, a footing on the base.

[4 Standards Assessed](#)

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

## Literature/Literacy Connections

---

### Interdisciplinary Connections

- History - Asian culture and traditions

---

### Tools/Manipulatives

- clay
- sponge
- water cup
- canvas matt
- smooth metal rib
- toothed rib
- mini rubber rib
- wooden modeling tools
- loop tools
- ribbon tools
- mini loop tools
- sgraffito loop tools
- sgraffito ball stylus tool
- needle tool
- fettling knife
- fork
- newspaper
- press mold
- plastic bags (or plastic wrap)
- ruler

---

## Supplemental Materials and Resources

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>develop plans for their project to include a cohesive, personal theme.</li></ul>	<p><b>Day 1: Chinese Wish Keeper Jars - Introduction</b></p> <ul style="list-style-type: none"><li>On day 1, teacher introduces the Chinese Wish Keeper Jars - going over the <a href="#">CWK History &amp; Tradition Google Doc</a> and using a <a href="#">CWK Google Slide</a> presentation which provides examples of Chinese Wish Keeper Jars.</li><li>Show students examples of previous students' work - sketches and explanations, as well as, finished clay Chinese Wish Keeper Jars (seen in the slide show).</li><li>Provide a suggested template for drawing their Chinese Wish Keeper Jar design (seen in the slide show).</li><li>Provide expectations and criteria for students in advance of them creating Chinese Wish Keeper Jars - in the form of a <a href="#">CWK Design Plans Google Doc</a>.</li><li>Students begin to create their drawings and fill out their Design Plans Google Doc. for their Chinese Wish Keeper Jars.</li></ul>

Students will be able to:

- properly wedge clay.
- properly slip and score pieces of clay to join them together.
- properly create 2 pinch formed bowls with consistent wall thickness, strong rim, and equal opening size to be pressed into a bowl press mold.
- properly press the pinched bowls into the bowl press mold to take on the shape of the press mold - creating consistently thick walls and a smooth outer surface.
- properly trim off the excess clay off of the rim of the press molded bowl form to create a level rim - appropriate for connecting the two press molded bowls together.
- properly connect 2 press mold formed bowls together to create a closed form.
- properly seal the exterior seam
- paddle the closed form into a rounded sphere.
- properly smooth the sphere
- properly cut a lid that fits securely onto the base.
- smooth the openings of the lid and base
- smooth the interior seam
- properly connect a slab of clay onto the front of the jar base for the positive word or characteristic.
- create impressed and/or carved designs onto the surface of the lid and base of their Chinese Wish Keeper that supports their personal theme.
- create added (sprigging) and/or sculpted elements onto the surface of the lid and base of their Chinese Wish Keeper that supports their personal theme.
- create a properly attached, functional handle on the lid of their Chinese Wish Keeper that supports their personal theme.
- create a properly attached, level footing or feet to the bottom of the base of their Chinese Wish Keeper that supports their personal theme.

## Days 2 - 16 : Chinese Wish Keeper Jars - Work Days

- On Day 2, students are provided with a teacher demonstration that focuses on:
  - making two pinch forms (using one and a quarter pound balls of clay) - concentrating on similar shallow dome shape, a size that would fit just shy of the size of their press mold, and thickness of the pinch form and rim that would allow form "pressing" into a press mold form.
  - pressing the two pinched forms into their press mold.
  - trimming the rim of each press molded bowl to create a level rim (the level rim is important for a strong connection of the two bowls at a later date).
  - properly removing the press molded clay bowls from the mold in order to keep the integrity of the molded form.
  - setting the two bowls out to dry.
  - **NOTE: Timing is key for this step! It is important that these two bowls have ample time to dry over the weekend in order for them to be at the proper stage in dryness to connect them without distorting them.**
- Students complete their drawings and design plans for their Chinese Wish Keepers.
- On Day 3, students are provided with a teacher demonstration that focuses on:
  - proper technique used to connect two press mold bowls into a closed sphere
  - proper sealing of the exterior seam.
  - proper use of a paddle for the continued rounding of the sphere.
  - properly smoothing out the exterior of the sphere - taking care not to overly saturate the sphere with water.
  - creating a paper nest to rest rounded sphere form (keep the rounded form).
- On Day 4, students are provided with a teacher demonstration that focuses on:
  - marking and cutting off the lid (important to place pieces of paper towel in between the lid and the base in order for them to not stick together).
  - smoothing lid, rim, and inner seam.
  - properly attaching the positive word slab to the front of the base of the jar.
- Students have approximately 15 days to create their two press mold bowls, combine press mold bowls into a sphere, seal exterior seam, paddle the sphere, smooth the sphere, cut the lid, smooth the openings of the lid and base, smooth inner seam, apply the slab for the positive word, incorporate sculptural/design elements onto the lid and base, incorporate carved/impressed design elements onto the lid and the base, attach a handle onto the lid, and attach a footing on the base of the Chinese Wish Keeper Jar that supports their personal theme.

Students will be able to:

- document ideas on what they have accomplished and learned as well as what skills they need to develop.

After clay has been fired:

- students complete a self-reflection of the areas of strength and areas in need of improvement.

---

## Suggested Formative Assessment Practices/Processes

- Pre-Planning - Research and Sketches
- Work In Progress Check-Ins
- Exit Tickets

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



# Creative Writing I

Last Updated: Tuesday, Jan 30, 2024 by Fox, Dominique

## Course Description

Every moment of our waking day we are surrounded by words, by stories, and the drama of narrative. We watch, we talk, we participate and we imagine. Words and stories shape our world and how we come to think of it. Poetry fashions our connection to that world through feelings, hopes, and desires. Drama plays out in every aspect of our lives, real and fictional. Fiction narratives deliver all the possibilities of imaginings. All forms shape how we as a human community connect with one another and how we communicate. Always wanted to try poetry? Or fiction? Or dramatic writing? You will be encouraged to write, read, share, and expand. This experience is ideal for those interested in creative writing, or how language shapes thinking and communication.

## Unit Calendar by Year

Unit	Au	Sep			Oct				Nov				Dec			Jan			Feb			Mar			Apr			May			Jun												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
Unit 1: Poetry		█																																									
Unit 2: The Short Story - Scary Short Stories							█																																				
Unit 3: The Formal Short Story											█																																
Unit 4: Playwriting													█																														





## Unit Plan

### Unit 1: Poetry

District High School / Mixed-grade High / English

⤴ Week 1 - Week 6 | Last Updated: Jan 25, 2024 by Fox, Dominique

#### Overview of Unit

This unit is designed to introduce the first year Creative Writing student to the expectations of the creative writing program as well as the essentials of poetry writing. The teacher will provide two pre-assessments to determine incoming skill sets. One pre-assessment will focus on writing descriptively and the other will focus on using literary devices such as metaphor. The initial lessons are designed to help the teacher learn about student's interests and backgrounds as well as to begin the process of building a community of writers. There is an emphasis on building writing stamina and reflective thinking about the writing process. Everyday, students begin class by selecting from a menu of creative writing prompts. They will engage in silent, sustained writing for 15 minutes in their Creative Writing Journals for a six-day cycle. On the 6th day of every cycle, students will reflect on their five creative writing prompts and the writing process in general.

A key component of this course is participation in literary contests. Students may be reluctant to enter literary contests. Thus, it is important to support students through this process, including converting documents into required contest formats and registering entries properly.

#### Background Information For The Teacher

##### Rationale

As a first experience with creative writing, this unit offers students various opportunities to write personal poems. Students will learn the fundamentals of reading, writing, editing, revising, and performing poetry to an audience. Several writing and language skills introduced or reinforced in this unit are foundational for subsequent writing units.

##### Key Learning

- Descriptive writing: adding sensory language and vivid imagery for the reader
- Key pitfalls to avoid when writing poetry (avoiding clichés, melodrama, passive voice, cryptic language, trite language, and too many adverbs/adjectives)
- Applying poetic devices (including simile, metaphor, imagery, diction, alliteration, assonance, and poetic structure)
- Varying syntax/sentence structure
- Grammar and mechanics (including capitalization, proper use of punctuation, keeping verb tenses consistent, and using parallel structure)
- Poem analysis - studying poetic craft and structure
- Presenting poems to an audience - reading aloud for impact

##### Essential Vocabulary for the Teacher and Student

adjectives, adverbs, alliteration, assonance, author's craft, cliché, connotative, cryptic, diction, enunciation, figurative, imagery, intonation, melodrama, metaphor, nuance, onomatopoeia, parallel structure, passive voice, poetic devices, simile, syntax, trite, voice

##### Possible Teacher Misconceptions

- Students are able to apply basic grammar and mechanics to writing and do not need additional practice or direct instruction.
- Students are able to edit and revise their writing without the support of peers or teacher feedback.

- Students know how to read poetry fluently and do not need direct instruction or practice in how to read a poem for impact.
- Students will be able to share personal poems without needing to establish emotional safety and community guidelines for listening.
- Students are not easily triggered by poetic prompts.
- Teachers may assume that students know how to use email to submit literary contest information using the Submittable hub.
- Teachers may assume that students know how to convert documents to .pdf and .docx formats.

## Content Standards

### Curriculum Standards

#### Priority Standards/Bold

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

P  S  W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

P  S  W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

P  S  W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

### Vision of the Graduate

#### [Definition or Explanation](#)

- Critical thinker
- Communicator

#### Supporting Standards/Regular

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Reading: Literature

**Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Writing

**Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking & Listening

**Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

## Language

**Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- P  S  O L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- P  S  O L.9-10.1a. Use parallel structure.\*
- P  S  O L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- P  S  O L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- P  S  O L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- P  S  O L.9-10.2b. Use a colon to introduce a list or quotation.
- P  S  O L.9-10.2c. Spell correctly.

**5. Demonstrate understanding of word relationships and nuances in word meanings.**

- P  S  O L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- P  S  O L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- P  S  O L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

- P  S  O L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Know

Students will know...

- key elements of a poem including imagery, simile, metaphor, alliteration, rhyme, and rhythm.
- that imagery can be created in poetry using the senses.
- how to use pace, volume, stress, enunciation, and pronunciation to express themselves effectively.
- unusual or special use of words (onomatopoeia, alliteration, repetition, visualization).
- how poetry is defined and differentiated.
- that the pitfalls of poetry include being too trite or cryptic, using passive voice, using clichés, being too melodramatic, and being too sermonizing.
- that reading and analyzing poetry is important for learning how to write poetry.
- that physical presence, poise, pace, rhythm, intonation, pronunciation, selective gestures, and nuance all matter when reciting poetry out loud.

## Do

Students will be able to...

- engage in discussion with diverse peers.
- write a poem that defines writing through extended metaphor.
- write a poem with all of the pitfalls of poetry.
- write a poem with precise words and phrases, details and sensory language to convey a vivid picture for the reader.
- write an object poem while avoiding the pitfalls of poetry.
- write a welcome to me poem while avoiding the pitfalls of poetry.
- write a hand poem using precise words, details, and sensory language.
- write a kitchen poem using imagery, detail, precise words to paint a vivid picture for the reader.
- recite a poem using presentational skills.
- create a black out poem after viewing various models.
- read and analyze memory poem models for craft and structure.
- write a memory poem using structure and literary devices discussed in class.
- read their memory poems out loud using proper recitation techniques.

Note: Students work on the skills below on a daily basis. Thus, they are not included in the Suggested Learning Plan below.

- write in response to daily journal prompts to establish a writing routine.
- share their personal poems with a community of writers.
- provide and receive teacher and peer feedback on their writing.
- use feedback to edit and revise poems.
- avoid poetic pitfalls.
- read poems fluently and with expression.
- read and analyze model poems for poetic craft and structure.
- critique model poems for technique and substance.
- apply visualization techniques to write creatively.
- reflect on the writing process both verbally and in writing.
- use precise words and phrases.
- explain the use of any sound devices and whether or not they aid in conveying tone or theme.
- employ sensory language and vivid imagery in poetic writings.
- access digital resources to publish and share their poems.
- use verbal and nonverbal skills to express themselves effectively.
- respond to a series of [Poetry Analysis Questions](#)

---

## Big Ideas

- Poets use life experience as a springboard for creative expression.

## Essential Questions

- How do we develop a community where it is safe to share our personal writings?

- A community of writers is important to developing as a writer because we grow from listening to each other's works.
- Writers develop a voice through planning, revision, and reading.
- What is voice, what is its purpose, and how is it established in poetry?
- How do poets manipulate lines to emphasize rhythm and meaning?
- In what ways can sound be manipulated?
- How are images created in poetry?
- How do we engage an audience?

---

## Understand

Students will understand that...

- words can be used to convey meaning in a variety of ways.
- words can have both connotative and figurative meanings in poetry.
- sounds are essential elements of poetry because poetry uses rhythm and rhyme.
- poetry creates visual images using figurative language.
- there is more versatility in the structure of poetry than prose because poetry does not have to follow specific rules.
- the main difference between poetry and prose is structure.
- voice is unique to individual pieces of writing.
- poems should be meaningful to themselves.
- poets create meaning from the inventive use of imagery, form, and figurative language.

---

## Common Student Misconceptions

Students might...

- think that poetry is a historical form of literature that does not have contemporary applications.
- associate poetry with greeting card sayings.
- not be fully appreciative of the depth of thinking required to write poetry.
- think that there is only one form of poetry or that all poetry needs to rhyme or follow a specific structure.

---

## Differentiated Instruction

- Differentiation by Interest
- Differentiation of Product

### Notes

For their final poem, students can choose which poem to present for their final assessment.

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Pre-Assessment #1: Photograph Poem (REQUIRED) | Formative | Written Product

[1 Performance Standard Assessed](#)

Pre-Assessment #2 - Comparison Poem (using metaphor and diction) (REQUIRED) | Formative | Written Product

[2 Standards Assessed](#)

Students will present one of their final poems from the unit to the class.

- **Open Mic Polished Poem:** Remind students of the active listening skills discussed the day before. Teachers can use the [Poetry Out Loud Scoring Rubric.pdf](#) to help provide formal feedback to students on their delivery. They can also review the scoring rubric to discuss how poems will be evaluated.
- **Note:** Presentation skills are not assessed.

Students will be assessed throughout the unit using the Scholastic Awards Writing Rubric:

[Scholastic Awards Writing Rubric - 2019.pdf](#)

3 Standards Assessed

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Naming the World: And Other Exercises for the Creative Writer</i>	Bret Anthony Johnston	Journal prompt ideas	Nonfiction	N/A
<i>Now Write: Fiction Writing Exercises from Today's Best Writers and Teachers</i>	Sherry Ellis	Journal prompt ideas	Nonfiction	N/A
<i>The Practice of Poetry: Writing Exercises from Poets who Teach</i>	Robin Behn and Chase Twichell	Poetry writing prompts	Nonfiction	N/A
<i>Epiphany at 3 AM: Uncommon Writing Exercises That Transform Your Fiction</i>	Brian Kitley	Short story prompts	Nonfiction	N/A
<i>Redacted: Poetry Journal</i>	Sherry Hale	Black out poetry prompt ideas and models	Nonfiction	N/A
<i>Make Blackout Poetry: Activist Edition</i>	Jerrod Schwarz	Black out poetry prompt ideas and models	Nonfiction	N/A
<i>Creative Writing Prompt Me: Workbook and Journal</i>	Robin Woods	Journal prompt ideas	Nonfiction	N/A
<i>Poetry magazine</i>	Editor: Don Share	This is the foremost poetry magazine on the market. Use of this magazine is designed to help students realize that poets are active and prolific today.	Nonfiction	N/A
<i>Pocket Full of Poesies</i>	RHS Writers	Book of RHS Student Poems	Nonfiction	N/A
<i>Wine-Dark Sea</i>	Victoria Nordlund	Book of poems	Nonfiction	N/A
<i>Binge Watching Winter on Mute</i>	Victoria Nordlund	Book of poems	Nonfiction	N/A

## Literature/Literacy Connections

Students will be reading and writing a variety of poems throughout the unit. They will be engaging in the full writing process of drafting,

editing, revising, and performing.

---

## Interdisciplinary Connections

Many of the writing, reading literature, and language standards addressed in this course mirror those of the grade 9 and 10 ELA experience for students.

---

## Tools/Manipulatives

- 8 x 12 journals

---

## Supplemental Materials and Resources

Teachers should familiarize themselves with the following contest materials and links as this is an essential part of Slideshow with all CONTESTS:

- [Copy of RHS Creative Writing](#)
- [Recognition | Scholastic Art and Writing Awards](#)
- CT Student Writer:
  - <https://connecticutwritingproject.submittable.com/submit/237598/2022-2023-connecticut-student-writers>
  - [Write On, Black Girl! | Connecticut Writing Project](#)
- Apprentice Writer: [Review Submission Guidelines](#)
- Eugene O'Neill <https://www.theoneill.org/ypf>
- Lynn Decaro <http://ctpoetry.net/lynn-decaro.html>
- ECE POETRY CONTEST FEBRUARY 17th/Note: There is no website for this. Teachers should look for an email instead.
- [Write Here! Write Now! - Trinity Repertory Company](#)
- [Fresh Voices Poetry Competition - Hill-Stead Museum](#)
- [Achievement Awards in Writing](#)

---

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
--	---



Students will be able to:

- engage in discussion with diverse peers.

**Day 1: Getting to Know Our Writing Community**

**Question of the Day:** How do we develop a community where it is safe to share our personal writings?

**Portrait of a Graduate Connection:** Communicator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will learn the expectations of the course and get to know each other.
- **Success Criteria:** I will be able to describe what the expectations are for this class. I will share some facts about myself with others in my class.

**Warm-Up/Initiation:** Welcome! What are my expectations?

**Teach/Active Engagement:**

- **Tell Me About Yourself:**
  - Name
  - Preferred pronoun
  - Happy Place!
  - Fun fact
  - Why did you take this course?
  - What aspect of creative writing do you like the best?
- **Two Lies and a Truth** (Student presents and class asks student questions. Students add to their story. Class votes on the truth.)

**Wrap-Up/Closure:**

- Review requirements for the homework assignment: **Photo Assignment**
  - Choose a photograph of yourself.
  - Describe your physical appearance in this photo.
  - Describe any personality traits or emotions that are expressed in this photo.
  - Write a poem or paragraph blending physical description and emotions together.

Students will be able to:

- write a poem that defines writing through extended metaphor.

### **Day 2: Poetry about Writing**

**Question of the Day:** How do we develop a community where it is safe to share our personal writings?

**Portrait of a Graduate Connection:** Communicator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will learn about how to workshop a piece of writing and will begin to develop understanding of poetic devices.
- **Success Criteria:**
  - I will model a mini-writing workshop.
  - I will create a poem that defines writing through an extended metaphor.

**Warm-Up/Initiation:** Cycle 1 Journal 1: [Copy of Journal Cycle 1 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals. This shows students that the teacher is also a writer and also allows for the teacher to remain keen to the creative writing process that students experience when journaling. Writing alongside students helps the teacher to consider opportunities for think-alouds and can also provide models/mentor texts.

**Teach/Active Engagement:**

- **Photo Assignment Share**
  - Does the poem/paragraph reflect the photo?
  - Underline description
  - Highlight emotion
  - Star your favorite line
- **Poems about Poetry Activity**
  - The teacher will provide students with the following prompt to respond to in writing: Writing is like \_\_\_\_\_ because \_\_\_\_\_.
  - Share: Students will share their responses with the class.
- **Defining Writing Through Objects Exercise:** Develop a comparison of writing using an extended metaphor.
  - Teachers can opt to use this model: <https://drive.google.com/file/d/1FE0onNvG83Ud57BLWvzsn1NY-IzKd5nk/view?usp=sharing> or
  - [How to Write Poetry](#) to show an example of an extended metaphor.

**Wrap-Up/Closure:**

- Turn to a partner and read what you have so far. Write one appreciation and one critical piece of feedback for improvement.

Students will be able to:

- write a poem with all of the pitfalls of poetry.

### **Day 3: Pitfalls of Poetry**

**Question of the Day:** How do we avoid the pitfalls of writing poetry?

**Portrait of a Graduate Connection:** Critical Thinker, Communicator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to identify the pitfalls of poetry.
- **Success Criteria:** I will write an awful poem that includes all of the pitfalls of poetry.

**Warm-Up/Initiation:** Cycle 1 Journal 2: [Copy of Journal Cycle 1 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer.

**Teach/Active Engagement:**

- **Direct Instruction:** The teacher will review all of the pitfalls of writing poetry with students. Introduce them to key terms like cliché, melodrama, passive voice, cryptic, trite, etc. [Pitfalls of Poetry](#)
- **Modeling:** The teacher will read the first model: *Moisture of Love* and will ask students to identify the pitfalls.
- **Partner practice:** Pairs will read the second model, *Dead Horse (A Duet)* and underline the pitfalls of poetry.
- **Independent work/practice:** Students will begin brainstorming ideas for their “awful poems.”

**Wrap-Up/Closure:** Students will share their awful pitfalls poems with a partner.

Students will be able to:

- write a poem with all of the pitfalls of poetry.

#### Day 4: Pitfalls of Poetry

**Question of the Day:** How do we avoid the pitfalls of writing poetry?

**Portrait of a Graduate Connection:** Communicator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to identify the pitfalls of poetry.
- **Success Criteria:** I will write an awful poem that includes all of the pitfalls of poetry.

**Warm-Up/Initiation:** Cycle 1 Journal 3: [Copy of Journal Cycle 1 CW1.pdf](#) Allow students 15 minutes to write in their journals. Set a timer.

**Teach/Active Engagement:**

- **Direct instruction:** Pitfalls of Poetry review: [pitfalls review](#).
- **Independent student work time/conferring:** Allow time for students to finish their Awful Poems. Confer with students as they write to ensure they are incorporating the pitfalls.
- **Share:** Share “Awful Poems” in small groups. As each student shares their poem, the rest of the group will try and identify the pitfalls present in the poem. If using Google docs, group members can attempt to underline or highlight where the pitfalls are.

**Wrap-Up/Closure:**

- **SPILL POEM!!** Write a poem using 5 of the following words:
  - CLIFF
  - NEEDLE
  - VOICE
  - WHIR
  - BLACKBERRY
  - CLOUD
  - MOTHER
  - TASTE
- **Homework:** Bring in an object that has meaning for you.

Students will be able to:

- write a poem with precise words and phrases, details and sensory language to convey a vivid picture for the reader.

#### Day 5: Object Poems

**Portrait of a Graduate Connection:** Communicator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will write a poem based on an object shared by me or others that conveys a vivid picture and avoids the pitfalls of poetry.

**Warm-Up/Initiation:** Cycle 1 Journal 4: [Copy of Journal Cycle 1 CW1.pdf](#) Allow students 15 minutes to write. Set a timer.

**Teach/Active Engagement:**

- **Direct Instruction:** Pitfalls of Poetry review: [Pitfalls of Poetry](#). Teachers can call out a pitfall and have students generate an example on dry-erase whiteboards or using Jamboard.
- **Object Share:** Students will participate in a show and tell activity and will describe their object and its significance to the class. Classmates will take notes on each mini presentation. The goal of this share is to continue to build a community of writers while also communicating that regular, everyday, or sentimental objects can serve as a creative catalyst for writing.
- **Independent Work Time/Conferring:** Object Poem Writing Activity
  - Students will write a poem based on their object, a classmate’s object, or a combination of objects that were presented during the show and tell. The teacher will confer with students about their ideas and/or writing.

**Wrap-Up/Closure:** Students will share their idea or a few lines with the person next to them.

Students will be able to:

- write an object poem while avoiding the pitfalls of poetry.

### Day 6: Writing Object Poems

**Portrait of a Graduate Connection:** Communicator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will write a poem based on an object shared by me or others that conveys a vivid picture and avoids the pitfalls of poetry.

**Warm-Up/Initiation:** Cycle 1 Journal 5: [Copy of Journal Cycle 1 CW1.pdf](#) Provide students with 15 minutes of time to write. Set a timer.

#### **Teach/Active Engagement:**

- **Direct Instruction:** Pitfalls of Poetry review: [Pitfalls of Poetry](#). Teachers can call out a pitfall and have students generate an example on dry-erase whiteboards or using Jamboard for full-class participation.
- **Independent Work Time/Conferring:** Object Poem Writing Activity. Provide students with ample time to work on writing their object poems. Teachers can use the following handouts to help guide the student-led writing conferences: [Conferring Handouts \(1\).pdf](#) or [The Structure of a Writing Conference](#). Teachers may also consider the following [Tips for Writing Conferences with Older Students](#). Teachers may choose to use some of the following questions from this peer reflection form for poetry to help guide their conferences with students: [Poetry Critique Questions](#).

#### **Wrap-Up/Closure:**

- Object Poem Open Mic Share.
  - Students can read their poem or post their poem in an open mic Doc. They can also have the option of having their poem read for them.
  - Teachers can use this first open mic experience to assess student skills with reading poetry out loud.
  - Sample open mic with Object Models: [OPEN MIC](#)

Students will be able to:

- write a welcome to me poem while avoiding the pitfalls of poetry.

### Day 7: Welcome to Me Poem

**Portrait of a Graduate Connection:** Communicator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will write a poem based on a day in my life that conveys a vivid picture and avoids the pitfalls of poetry.

**Warm-Up/Initiation:** Cycle 1 Journal 6 - Teachers can post on the whiteboard or in a Google slide: Journal #6 Reflection:

- Please answer all of the following:
  - Reflect on your first writing pieces
  - Reflect on journal entries
  - Reflect on your progress in the class
  - Journal prompt ideas

#### **Teach/Active Engagement:**

- **Pitfalls of Poetry Review:** [Pitfalls of Poetry](#). Teachers can call out a pitfall and have students generate an example on dry-erase whiteboards or using Jamboard for full-class participation.
- **Direct Instruction with Modeling:** WELCOME TO ME POEM: Write a poem that takes us through a day in your life. It could be a school day or a weekend. Teachers can share a student model: [Welcome to Me Models](#) and/or Victoria Nordlund's poem, [Rituals](#). As the teacher reads each out loud, they make note of the poetic devices used to build reader interest and intrigue.
- **Individual Practice/Work Time with Conferring:** Provide students with time to write their Welcome to Me poems. Confer with students as they work. Teachers can use the following handouts to help guide the student-led writing conferences: [Conferring Handouts \(1\).pdf](#) or [The Structure of a Writing Conference](#).

**Wrap-Up/Closure:** Share your poem with the person next to you.

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write a hand poem using precise words, details, and sensory language.</li> </ul>	<p><b>Day 8: Hand Poem</b></p> <p><b>Portrait of a Graduate Connection:</b> Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will write a poem based on a person that conveys a vivid picture and avoids the pitfalls of poetry.</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal 1 Cycle 2: <a href="#">Copy of Journal Cycle 2 CW1.pdf</a> Provide students with 15 minutes of time to write. Set a timer.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction/Mini-Lesson:</b> Model how to read a poem aloud. The teacher can discuss physical presence, voice and articulation, and dramatic appropriateness and show some examples of high schoolers reading poetry out loud from Poetry Out Loud: <a href="https://www.poetryoutloud.org/tips-on-reciting/">https://www.poetryoutloud.org/tips-on-reciting/</a>. Review instructions for the Hand Poem Activity: <a href="#">Hand poem</a>. Tell students that they will practice these skills during the Open Mic at the end of class.</li> <li>• <b>Independent Work/Conferring:</b> Allow students time to work on their hand poems. Confer with students as they write. Teachers can use the following handouts to help guide the student-led writing conferences: <a href="#">Conferring Handouts (1).pdf</a> or <a href="#">The Structure of a Writing Conference</a>.</li> </ul> <p><b>Wrap-Up/Closure:</b></p> <ul style="list-style-type: none"> <li>• Share/Open Mic.</li> <li>• Encourage audience members to clap or snap and be respectful of each other.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write a kitchen poem using imagery, detail, precise words to paint a vivid picture for the reader.</li> <li>• recite their poem using presentational skills.</li> </ul>	<p><b>Day 9: Kitchen Poem</b></p> <p><b>Portrait of a Graduate Connection:</b> Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will write a poem based on a person or setting that conveys a vivid picture and avoids the pitfalls of poetry.</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal 2 Cycle 2: <a href="#">Copy of Journal Cycle 2 CW1.pdf</a> Provide students with 15 minutes of time to write. Set a timer.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction:</b> Mini-lesson on reading poetry out loud. Identify one of the aspects of reciting poetry from <a href="https://www.poetryoutloud.org/tips-on-reciting/">https://www.poetryoutloud.org/tips-on-reciting/</a> and show students some video clips of students reciting poems.</li> <li>• <b>Kitchen Poem Activity:</b> Students will be asked to visualize their kitchen or a kitchen you know well, put someone you love in it, and write a poem. Show/read students the model: <a href="#">The Refrigerator, 1957 by Thomas Lux</a>. The teacher may choose to use the <a href="#">Poetry Analysis Questions</a> to help students process the poem they are reading as a model.</li> <li>• <b>Independent Work Time/Conferring:</b> Allow students time to work on their kitchen poems. Confer with students as they write. Teachers can use the following handouts to help guide the student-led writing conferences: <a href="#">Conferring Handouts (1).pdf</a> or <a href="#">The Structure of a Writing Conference</a>.</li> </ul> <p><b>Wrap-up/Closure:</b></p> <ul style="list-style-type: none"> <li>• Students will share their kitchen poem with a neighbor for commendations and critical feedback.</li> <li>• <b>Homework:</b> Record a video of yourself reading your kitchen poem using the techniques explored during class from Poetry Out Loud.</li> </ul>

Students will be able to:

- create a black out poem after viewing various models.

### **Day 10: Black Out Poetry**

**Portrait of a Graduate Connection:** Communicator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will write a black out poem that conveys a vivid picture and avoids the pitfalls of poetry.

**Warm-Up/Initiation:** Journal 3 Cycle 2- [Copy of Journal Cycle 2 CW1.pdf](#) Provide students with 15 minutes of time to write. Set a timer.

#### **Teach/Active Engagement:**

- **Direct Instruction:** Mini-lesson on reading poetry out loud. Identify one of the aspects of reciting poetry from <https://www.poetryoutloud.org/tips-on-reciting/> and show students some video clips of students reciting poems.
- **Instructions and Modeling:** Review [Blackout Poetry Instructions](#) with students. [Black Out Poetry Model 1](#) and [Blackout Poetry Model 2](#).
- **Independent Practice/Conferring:** Students will create a black out poem. Allow students time to work on their black out poems. Confer with students as they write. Teachers can use the following handouts to help guide the student-led writing conferences: [Conferring Handouts \(1\).pdf](#) or [The Structure of a Writing Conference](#).

**Wrap-Up/Closure:** Students will share one of their Cycle 1 Journal Prompts with a partner that they can use to create their own blackout poem. If students do not feel comfortable sharing a journal prompt, they can create a black out poem using one of their own.

Students will be able to:

- read and analyze memory poem models for craft and structure.

### **Day 11: Analyzing Memory Poems**

**Portrait of a Graduate Connection:** Critical Thinker

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will brainstorm memories in preparation to write a childhood memory poem that conveys a vivid picture and avoids the pitfalls of poetry.

**Warm-Up/Initiation:** Journal 4 Cycle 2: [Copy of Journal Cycle 2 CW1.pdf](#) Provide students with 15 minutes of time to write. Set a timer.

#### **Teach/Active Engagement:**

- **Whole-Class Brainstorm:** Brainstorm childhood memories and share one memory with the class: <https://www.storii.com/blog/question-prompts-childhood-memories>
- **Direct Instruction:** The teacher will read aloud the following two examples and using the think aloud strategy, discuss with students how they are interpreting the poem. The teacher can make note of specific choices the writers make in terms of diction, syntax, figurative language, etc. A discussion of author's craft and structure as well as avoiding the pitfalls of poetry would be appropriate: <https://ojarart.com/nordlund-poem-3/> and <https://poems.com/poem/the-tooth-fairy/>
- **Group Work:** Students will read model Memory Poems from former RHS Creative Writing students: [Memory Poem Examples](#). As students read and analyze the sample poems, listen for whether students are able to emulate the thinking you modeled during the mini-lesson.

#### **Wrap-Up/Closure:**

- **Homework:** Ask students to jot down one memory you would like to write about next class.

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write a memory poem using structure and literary devices discussed in class.</li> </ul>	<p><b><u>Day 12: Memory Poems</u></b>  <b>Portrait of a Graduate Connection:</b> Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will write a childhood memory poem that conveys a vivid picture and avoids the pitfalls of poetry.</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal 4 Cycle 2: <a href="#">Copy of Journal Cycle 2 CW1.pdf</a> Provide students with 15 minutes of time to write. Set a timer.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Memory Poem Model &amp; Discussion:</b> Show students the following video <a href="#">Patrick Roche - 21</a>. Ask students to share what they notice about the speaker and what they wonder about their process.</li> <li>• <b>Independent Work/Conferring:</b> Students will write a poem about a childhood memory or memories.</li> </ul> <p><b>Wrap-Up/Closure:</b> Students will share their poem in progress with a partner for feedback using the rubric.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• read their memory poems out loud using proper recitation techniques.</li> </ul>	<p><b><u>Day 13: Memory Poem Open Mic</u></b>  <b>Portrait of a Graduate Connection:</b> Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will share a memory poem that conveys a vivid picture and avoids the pitfalls of poetry.</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal Reflection</p> <ul style="list-style-type: none"> <li>• Reflect on your favorite poetry activities/poetry unit</li> <li>• Reflect on journal entries</li> <li>• Reflect on your progress in the class</li> <li>• Journal entry suggestions</li> </ul> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Open Mic for memory poems. Discuss active listening skills with audience members. Teachers can use the <a href="#">Poetry Out Loud Scoring Rubric.pdf</a> to help provide formal feedback to students on their delivery.</li> <li>• If time permits, students can work on editing/revising one of their other poems from the unit for final submission and scoring: <a href="#">Scholastic Awards Writing Rubric - 2019 (1).pdf</a>.</li> </ul> <p><b>Wrap-Up/Closure:</b></p> <ul style="list-style-type: none"> <li>• Exit slip shout outs: Assign each person two-three other classmates to provide commendations and positive feedback in writing.</li> <li>• <b>Homework:</b> Edit/revise one of your poems from the unit for final submission and scoring. Refer to the Scholastic Rubric above.</li> </ul>

Students will be able to:

- read their memory poems out loud using proper recitation techniques.

#### Day 14: Open Mic

**Portrait of a Graduate Connection:** Communicator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:**
  - I will share a memory poem that conveys a vivid picture and avoids the pitfalls of poetry.
  - I will brainstorm scary story ideas that will convey a vivid picture of the experiences, events, and settings of the horror genre.

**Warm-Up/Initiation:** Give students five minutes to rehearse their poems individually and again in front of a partner to warm up.

#### **Teach/Active Engagement:**

- **Open Mic their Polished Poem:** Remind students of the active listening skills discussed the day before. Teachers can use the [Poetry Out Loud Scoring Rubric.pdf](#) to help provide formal feedback to students on their delivery. They can also review the scoring rubric to discuss how poems will be evaluated.
- **Discussion:** What makes a great scary story? Our next unit will focus on writing scary stories, so this discussion is important for building interest and excitement for the next unit.

#### **Wrap-Up/Closure:**

- Exit slip written reflection
  - What did you enjoy most about this unit?
  - What did you enjoy the least?
  - If time permits, students can share their reflections out loud.

---

## Suggested Formative Assessment Practices/Processes

(All formative assessment measures listed below are **REQUIRED**).

### Pre-Assessments:

- Pre-assessment 1: Photograph poem
- Pre-assessment 2: Comparison poem (metaphor and diction)

### Other Assessments:

- Daily journal entries
- Written reflections after each journal cycle
- The Awful Poem
- Spill Poem or Kitchen Poem (Note: Student's have a choice in writing one of these types of poems.)
- Object poem (Show and Tell)
- Welcome to Me Poem
- Hand Poem
- Black Out poem
- Memory Poem
- Presentation of Final Poem from the Unit

### Optional Assessment:

- Found Poem

---

## Works Cited

(APA Format)

Common Core State Standards Initiative. (n.d.). *English language arts standards*. English Language Arts Standards

## Revision History



## Teacher Notes and Reflections

---



## Unit Plan

### Unit 2: The Short Story - Scary Short Stories

District High School / Mixed-grade High / English

⬆️ Week 7 - Week 10 | Last Updated: Jan 25, 2024 by Fox, Dominique

#### Overview of Unit

This unit is designed to build community, to build confidence in sharing work and to develop listening skills. Through the conferring and assessment process, the teacher will be able to determine student writing strengths and challenges which will become the focus for the next short story unit (unit 3). In this way, the learning is personalized to learner needs and assets.

Students will listen to the teacher read a traditional ghost story, a horror murder mystery, and a parody/comedy horror story as models. Students will critically analyze and evaluate the effectiveness of each model. The teacher will also show current horror movie trailers for students to identify specific writing and audiovisual techniques. The unit will culminate in students reading their horror stories in the auditorium in which they incorporate audiovisuals to enhance their presentations.

#### Background Information For The Teacher

#### Rationale

The skills addressed during this unit are a continuation of skills addressed in the previous unit on poetry. Teachers will deepen relationships with each student through the conferring process and will continue to use questioning to probe thinking and encourage metacognition.

#### Key Learning

- Elements of a horror story
- How to use audiovisual techniques to enhance performance
- Revise writing based on teacher feedback
- The 5Cs of storytelling: character, conflict, complication, climax, and conclusion
  - Development of vivid descriptions of setting
  - Development of relatable characters
  - How to develop a horror story plot for purposes of complication and suspense
  - Horror story endings

#### Essential Vocabulary for the Teacher and Student

atmosphere, author's craft, character, climax, conflict, cliché, complication, conclusion, diction, imagery, genre, gore, Gothic, melodrama, metaphors, mood, parallel structure, paranormal, passive voice, psychological thriller, simile, slasher, subgenre, suspense, syntax

#### Possible Teacher Misconceptions

- Students are able to apply basic grammar and mechanics to writing and do not need additional practice or direct instruction.
- Students are able to edit and revise their writing without the support of peers or teacher feedback.
- Students will be able to share scary stories without needing to establish emotional safety and community guidelines for listening.
- Students are not easily triggered by scary story prompts.

- Teachers may assume that students know how to use email to submit literary contest information using the Submittable hub.
- Teachers may assume that students know how to convert documents to .pdf and .docx formats.

## Content Standards

### Curriculum Standards

#### Priority Standards/Bold

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

#### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

P  S  W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

P  S  W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

P  S  W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

P  S  W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

### Vision of the Graduate

#### [Definition or Explanation](#)

- Critical thinker
- Collaborator
- Communicator

#### Supporting Standards/Regular

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

#### Reading: Literature

**Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

P  S  RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- P  S  O RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Writing

**Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- P  S  O W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Speaking & Listening

**Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- P  S  O SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- P  S  O SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- P  S  O SL.9-10.5. 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.

### Language

**Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- P  S  O L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- P  S  O L.9-10.1a. Use parallel structure.\*

- P  S  O L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- P  S  O L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- P  S  O L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- P  S  O L.9-10.2b. Use a colon to introduce a list or quotation.
- P  S  O L.9-10.2c. Spell correctly.

**5. Demonstrate understanding of word relationships and nuances in word meanings.**

- P  S  O L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- P  S  O L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- P  S  O L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

- P  S  O L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- the key elements of a short story: The 5Cs - character, conflict, complication, climax, and conclusion
- imagery can be created in short story writing using the senses.
- that in a horror story, it is useful for characters to be relatable to the reader to enhance the emotional suspense and enjoyment of the genre.
- reading and analyzing horror stories is important for learning how to write in the horror genre.

### Do

Students will be able to...

- collaboratively identify the literary characteristics of a great scary story.
- analyze and discuss several horror story models for diction choices, use of dialogue, sensory details, imagery, and suspense elements.
- draft and revise a horror story using the 5Cs of short story writing: character, conflict, complication, climax, and conclusion.
- use teacher feedback to make revisions.

- suspense is an essential characteristic of horror genre writing.
- physical presence, poise, pace, rhythm, intonation, pronunciation, selective gestures, and nuance all matter when reading horror stories aloud.
- effective collaboration with peers.
- identify examples of stories or films representative of the various types of horror subgenres.
- identify syntax errors and make stronger diction choices through the revision process based on teacher feedback.
- read their original scary stories aloud to an audience; using audiovisual aids to enhance the performance.
- listen critically to peer readings of scary stories in order to evaluate the 5Cs of short story writing.
- provide peer feedback using a set of criteria.

---

## Big Ideas

- Differences between horror subgenres: gore, slasher, suspense, mystery, thriller, Gothic, paranormal, and psychological horror.
- Audience awareness: Learning how to write scary stories that appeal to an external audience/reader.
- Using the revision process to strengthen writing

## Essential Questions

- What makes for a great scary story?
- What are ways to build suspense and tension in writing?
- Why is the revision process essential to writing creatively?

---

## Understand

Students will understand that...

- there are multiple subgenres within the horror writing genre.
- suspense is a common characteristic of all horror writings.
- it can be challenging to combine voices with a writing partner and that collaboration skills are essential for producing a coherent piece of writing.
- words can be used to convey meaning in a variety of ways.
- words can have both connotative and figurative meanings.
- voice is unique to individual pieces of writing.

---

## Common Student Misconceptions

Students might...

- consider the horror genre as a monolith.
  - be unaware of the various subgenres of scary story writing.
  - not know that these subgenres appeal to audiences in different ways and that horror authors develop characters and plots based on subgenre commonalities.
-

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest
- Differentiation of Content

### Notes

For the short scary story that will be presented to the entire class, students will have a choice of which subgenre of horror based on their interest. Additionally, the teacher differentiates for readiness when conferring with students.

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

**Unit 2 Summative Assessment | Summative | Written Product**

Performance / Recital | Oral Assessment

Students will present their final horror story from the unit with a partner to the class. Teacher reads a “sacrificial” story to kick off the class. Students will gather in the auditorium in the dark and will determine the order that they will present their story. Teacher could set up tea-lights. Students sit campfire style around the tea lights by the stage. Teachers can also opt to have Advanced Creative writing students “planted” in the auditorium to scare the students. This unit then becomes a tradition for students. Students can opt to have the teacher, or other students read their work. After each student reads, peers will applaud and give warm praise for the story based on elements of the [Scholastic Awards Writing Rubric - 2019 \(1\).pdf](#). When all students have read, students vote on who they feel has the best story. The teacher will tally up votes and award prizes. Students will be assessed using the Scholastic Awards Writing Rubric:

[Scholastic Awards Writing Rubric - 2019 \(1\).pdf](#)

**Note:** The class will also use this rubric to peer evaluate each story performance.

[4 Standards Assessed](#)

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Naming the World: And Other Exercises for the Creative Writer</i>	Bret Anthony Johnston	Journal prompt ideas	Nonfiction	N/A
<i>Now Write: Fiction Writing Exercises from Today's Best Writers and Teachers</i>	Sherry Ellis	Journal prompt ideas	Nonfiction	N/A

### Literature/Literacy Connections

Students will be reading and writing a variety of short, scary stories throughout the unit. They will be engaging in the full writing process of drafting, editing, revising, and performing.

### Interdisciplinary Connections

Many of the writing, reading literature, and language standards addressed in this course mirror those of the grade 9 and 10 ELA experience for students.

## Tools/Manipulatives

- LED powered tea lights
- Prizes for scary story awards winners
- AV equipment as necessary for student performances
- Reservation of the auditorium and knowledge of how to dim lights

## Supplemental Materials and Resources

- 8 x 12 writing journals

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Students will be able to: <ul style="list-style-type: none"> <li>• collaboratively identify the literary characteristics of a great scary story.</li> </ul>	<p><b><u>Day 1: What makes a Good Scary Story?</u></b></p> <p><b>Question of the Day (QOD):</b> What makes for a great scary story?</p> <p><b>Portrait of a Graduate Connection:</b> Collaborator, Critical Thinker</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I can listen to scary story models and brainstorm scary story ideas that will convey a vivid picture of the experiences, events, and settings of the horror genre.</li> </ul> <p><b>Warm-Up/Initiation:</b></p> <ul style="list-style-type: none"> <li>• Students will respond to one of the prompts below. Provide students with 15 minutes of time to write. Set a timer. The class will discuss these prompts as students share to generate a list of characteristics that make a great scary story.</li> <li>• <b>Prompts:</b> <ul style="list-style-type: none"> <li>◦ What are you afraid of?</li> <li>◦ What does fear feel like?</li> <li>◦ What's the scariest/creepiest/spookiest situation you've ever experienced?</li> <li>◦ Have you ever had a recurring nightmare?</li> </ul> </li> </ul> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Partner Share:</b> Discuss with a partner your favorite scary story/drama. What elements make this story so appealing and thrilling? Identify the techniques that writers use for developing scary settings, how they develop characters, and use plot/suspense elements to get your heart pumping and arm hairs lifting.</li> <li>• <b>Direct Instruction:</b> The class will generate a list of characteristics that make for a great scary story on the board or chart paper based on the sharings, class discussions, and partner discussions.</li> </ul> <p><b>Wrap-Up/Closure:</b> As time permits, ask students to share their characteristics for a great story.</p>



Students will be able to:

- analyze and discuss several horror story models for diction choices, use of dialogue, sensory details, imagery, and suspense elements.

## Day 2: Analyzing Characteristics of Scary Stories

**Question of the Day (QOD):** What makes for a great scary story?

**Portrait of a Graduate Connection:** Critical Thinker, Collaboration

### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, I am learning about the characteristics of scary stories and how to use precise words and phrases, telling details, and sensory language to convey a vivid picture of scary events, experiences, and settings.
- **Success Criteria:** I can identify scary story details, sensory language, and diction choices from listening to award-winning scary stories.

**Warm-Up/Initiation:** Cycle 3: Journal 1: [Journal Cycle 3 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals. This shows students that the teacher is also a writer and also allows for the teacher to remain keen to the creative writing process that students experience when journaling. Writing alongside students helps the teacher to consider opportunities for think-alouds and can also provide models/mentor texts.

### **Teach/Active Engagement:**

- **Direct Instruction:**
  - **Tips for Writing Scary Stories:** Interactive read-aloud of the following article from Vicky Nordlund: Tips for Writing Scary Stories: [https://docs.google.com/document/d/1O2N8PfuVrL6j2YvwHsdRn\\_jyYAT28lgwpLPGpvALXwo/edit](https://docs.google.com/document/d/1O2N8PfuVrL6j2YvwHsdRn_jyYAT28lgwpLPGpvALXwo/edit)
    - As the class reads through the article, share that these tips will apply to MOST kinds of horror writing, but not all.
    - Also, not all characteristics are necessary; they are just ideas and suggestions for places to start.
    - The only one of these characteristics that is essential to horror writing is suspense. You can have Gothic horror which is largely atmosphere, but that still has suspense being built - think *Tell-Tale Heart* or *Coraline*, there's still build-up and suspense, but it's not there to terrify you just to create a mood.
  - **Scary Movie Trailer Analysis:** Transition to showing students a variety of horror movie trailers to apply the tips for writing scary stories and to discuss the 5Cs short story writing: character, conflict, complication, climax, and conclusion. Ask students to anticipate the 5Cs based on what they see in the trailer clips. Facilitate student to student discourse for each horror movie trailer.
- **Model Readings:** The teacher will read a model of award-winning scary short stories in the dark in the auditorium. As students listen, they will be instructed to make a mental note of the author's craft: diction choices, use of dialogue, sensory details, imagery, suspense elements, etc.
  - Models: [Scary Story Model #1.pdf](#) [Scary Story Model #2.pdf](#) [Scary Story Model #3.pdf](#)

### **Wrap-Up/Closure:**

- **Discussion:** What did these student writers do to create suspense? How did they use dialogue? What was its function? How did they develop their characters? Did you emphasize with them? How did they develop their settings and how did the setting function to create mood?

Students will be able to:

- analyze and discuss several horror story models for diction choices, use of dialogue, sensory details, imagery, and suspense elements.

### Day 3: Analyzing Characteristics of Scary Stories and Reading Scary Story Models

**Question of the Day (QOD):** What makes for a great scary story?

**Portrait of a Graduate Connection:** Critical Thinker

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I can identify scary story details, sensory language, and diction choices from listening to award-winning scary stories.

**Warm-Up/Initiation:** Cycle 3: JOURNAL 2: [Journal Cycle 3 CW1.pdf](#) Provide students with 15 minutes of time to write. Set a timer.

**Teach/Active Engagement:**

- **Model Readings:** The teacher will read models of award-winning scary short stories in the dark in the auditorium. As students listen, they will be instructed to make a mental note of the author's craft: diction choices, use of dialogue, sensory details, imagery, suspense elements, etc.
  - Models: [Scary Story Model #1.pdf](#) [Scary Story Model #2.pdf](#) [Scary Story Model #3.pdf](#)
- **Discussion:** What did these student writers do to create suspense? How did they use dialogue? What was its function? How did they develop their characters? Did you empathize with them? How did they develop their settings and how did the setting function to create mood?
- **Partner Work:** Use the [Save the Last Word Protocol](#). Students will read through [All the things I wish I'd known as a beginner horror writer](#) from *Writer's Magazine*. After reading, each pair will write down a passage that struck them and read it to the class. The rest of the class will comment and share their reaction to the passage before the pair is able to then share their takeaway from the select passage.

**Wrap-Up/Closure:** Each pair will share the passage that struck them most as time permits.

Students will be able to:

- draft and revise a horror story using the 5Cs of short story writing: character, conflict, complication, climax, and conclusion.
- use teacher feedback to make revisions.

### **Days 4-5: Writing Scary Stories**

**Question of the Day (QOD):** What makes for a great scary story?

**Portrait of a Graduate Connection:** Critical Thinker, Communicator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, I am learning how to write scary stories by using precise words and phrases, telling details, and sensory language to convey a vivid picture of scary events, experiences, and settings.
- **Success Criteria:** I can write one page of a scary story that will convey a vivid picture of the experiences, events, and settings of the horror genre.

**Warm-Up/Initiation:** Introduce the Scary Story Contest with students to generate excitement:

- *The rules: To write a 3-4 page scary story that will be read aloud on Oct 31 in the dark...in the auditorium. You can work with a partner. You can have sound effects and props. You can be funny. You must be PG 13 on the violence and language. You can use the class (including me) as characters as long as we are OK with it. We will vote as a class on the winning stories. Winners will receive a trophy and a stuffed animal.*
- Cycle 3: JOURNAL 3: [Journal Cycle 3 CW1.pdf](#) Provide students with 15 minutes of time to write. Set a timer.

#### **Teach/Active Engagement:**

- **Model Reading and Discussion:** The teacher will read a scary story in the dark to students and discuss the story elements after. Teachers can use a think aloud strategy to model how good readers analyze a horror story using the 5Cs: character, conflict, complication, climax, and conclusion.
- **Small Group/Individual Work:** Students will transition to working on their scary stories. As students are working, the teacher will confer with partners/individuals. It is suggested that teachers focus conferring sessions on the following elements of horror writing:

1. Settings and descriptions of setting
2. Character development: creating relatable characters that readers can empathize with
3. Plot development: ensuring there is enough complication/conflict in the story. How do writers build a story to climax?
4. A strong ending to the horror story.

Some suggested questions to guide the conferences include:

- Are there any issues you feel you are currently having with this piece of writing that you want me to focus on?
- How well do you as the author set up the idea of a place/event in this piece? Point to specific details that give the concept of a character dimension or stifle it on the page.
- Are you able to get a clear sense of setting in your piece? How well do you feel situated in the environment of the piece when you read it aloud? Explain how this feeling is achieved, citing details from the writing.
- Do you think that you give enough personal background to situate the importance of the place/event as well as your own point of view? If so, what details help you as the author to do this? If not, what do you think is missing?
- Does the piece seem to flow from beginning to end? Is there a natural progression of characters and storyline? If so, how is this accomplished? If not, how can the author make the piece flow more effectively?
- Where does the story begin and where does the story leave you? Do you feel you are able to enter the narrative easily and let it end where it does? Why or why not?
- Is there specific language that you feel is particularly expressive and effective in this piece? If so, point it out here.
- Is there specific language that you feel is somewhat stilted or dragging in the narrative pace? If so, point it out.
- Do you have any additional suggestions or comments for revision?
- Is there specific language that you feel is particularly expressive and effective in this piece? If so, point it out to me.
- What do you like best about your writing?

**Wrap-Up/Closure:** Students will share one thing that they like best about their story with a partner.

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify examples of stories or film representative of the various types of horror subgenres.</li> <li>• identify syntax errors and make stronger diction choices through the revision process based on teacher feedback.</li> </ul>	<p><b><u>Day 6: Writing &amp; Revising Scary Stories</u></b>  <b>Question of the Day (QOD):</b> What makes for a good scary story?  <b>Portrait of a Graduate Connection:</b> Critical Thinker, Collaborator, Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> Today, I am learning how to write scary stories by using precise words and phrases, telling details, and sensory language to convey a vivid picture of scary events, experiences, and settings.</li> <li>• <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>◦ I can incorporate the 5Cs into my story: character, conflict, complication, climax, and conclusion.</li> <li>◦ I can use teacher feedback to revise my scary story.</li> </ul> </li> </ul> <p><b>Warm-Up/Initiation:</b> Cycle 3: JOURNAL 4: <a href="#">Journal Cycle 3 CW1.pdf</a> Provide students with 15 minutes of time to write. Set a timer.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Horror Carousel:</b> Ask students what kinds of horror fiction they can think of. Students can walk around the room to read the descriptions of different kinds of horrors: <a href="#">Horror Genres Station Cards</a>. They will be asked to identify a story or horror movie example as an example of each genre and/or connect texts or films to the concepts provided in the genres cards.</li> <li>• <b>Small Group/Individual Work:</b> Students will continue working on their scary stories. The teacher will confer with students about their writing process. Some conferring ideas might include the following: <ul style="list-style-type: none"> <li>◦ Adding in descriptive language for horror: <a href="https://describingwords.io/for/horror">https://describingwords.io/for/horror</a>.</li> <li>◦ Adding in dialogue for short stories: <a href="https://www.masterclass.com/articles/how-to-format-dialogue-in-your-novel-or-short-story">https://www.masterclass.com/articles/how-to-format-dialogue-in-your-novel-or-short-story</a></li> <li>◦ Characterization: How to write creepy, realistic characters: <a href="https://allwritealright.com/how-to-write-a-creepy-character-realistically/#:~:text=To%20make%20a%20character%20a,especially%20messy%20or%20greasy%20hair">https://allwritealright.com/how-to-write-a-creepy-character-realistically/#:~:text=To%20make%20a%20character%20a,especially%20messy%20or%20greasy%20hair</a></li> <li>◦ Varying syntax: <a href="#">100WAYSTOSAY.pdf</a></li> </ul> </li> </ul> <p><b>Wrap-Up/Closure:</b> Students will identify 2-3 words in their horror stories that they will revise to strengthen their writing.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• read their original scary stories aloud to an audience; using audiovisual aids to enhance the performance.</li> <li>• listen critically to peer readings of scary stories in order to evaluate the 5Cs of short story writing.</li> <li>• provide peer feedback using a set of criteria.</li> </ul>	<p><b><u>Days 7-8: Scary Story Presentations</u></b>  <b>Question of the Day (QOD):</b> What makes for a good scary story?  <b>Portrait of a Graduate Connection:</b> Critical Thinker, Collaborator, Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> Today, I will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>◦ I will present my scary story that will convey a vivid picture of the experiences, events, and settings of the horror genre in the auditorium.</li> <li>◦ I will listen and evaluate my peer’s stories based on the Scholastic Rubric.</li> </ul> </li> </ul> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Students will gather in the auditorium in the dark and will determine the order that they will present their story. Teacher could set up tea-lights. Students sit campfire style around the tea lights by the stage. Teachers can also opt to have Advanced Creative writing students “planted” in the auditorium to scare the students. This unit then becomes a tradition for students. Students can opt to have the teacher, or other students read their work. Teacher reads a “sacrificial” story to kick off the class. After each student reads, peers will applaud and give warm praise for the story based on elements of the <a href="#">Scholastic Awards Writing Rubric - 2019 (1).pdf</a>. When all students have read, students vote on who they feel has the best story. The teacher will tally up votes and award prizes.</li> </ul> <p><b>Wrap-Up/Closure:</b> Students will post stories on classroom streams and will write warm praise on the stream for their peers.</p>

- Daily journal entries [Journal Cycle 3 CW1.pdf](#) (REQUIRED)
  - Participation in class discussions about scary story models
  - Participation in teacher-led writing conferences
  - Participation in a Horror Genre Carousel activity
  - Writing revisions based on teacher feedback
  - Save the Last Word Protocol: [save\\_last\\_word\\_0.pdf](#) based on [All the things I wish I'd known as a beginner horror writer](#) from *Writer's Magazine*.
  - Peer feedback at the end of the scary story readings
- 

## Works Cited

(APA Format)

Common Core State Standards Initiative. (n.d.). *English language arts standards*. English Language Arts Standards  
| Common Core State Standards Initiative. Retrieved September 22, 2020, from <http://www.corestandards.org/ELA-Literacy/>

---

## Revision History

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 3: The Formal Short Story

District High School / Mixed-grade High / English

⬆ Week 11 - Week 14 | Last Updated: Jan 30, 2024 by Fox, Dominique

#### Overview of Unit

This unit builds on the 5Cs of short story writing from the previous two units which include: character, conflict, complication, climax, and conclusion. There is a greater focus on editing and revising, writing for purposes of clarity, and incorporating dialogue more effectively. The teacher will also focus on ways to effectively begin a story and the skills of character development in greater detail.

#### Background Information For The Teacher

#### Rationale

This unit builds on the short story writing skills introduced in the previous unit on scary story writing. This unit will address each of the 5Cs more in-depth. Teachers will deliver an explicit mini-lesson and subsequent conferring session on each of the following: character, conflict, complication, climax, and conclusion.

#### Key Learning

- Good writers make edits and revisions to their writing through the drafting process.
- Incorporating critical feedback is an important part of growing as a writer.
- Incorporating dialogue effectively into stories
- Syntax errors and organizational issues need to be addressed through the revision process for purposes of clarity.

#### Essential Vocabulary for the Teacher and Student

characterization, climax, complication, conclusion, conflict, diction, flashback, imagery, in medias res, mood, narration, resolution, solution, syntax, tone

#### Possible Teacher Misconceptions

- Teachers may think that students are able to apply basic grammar and mechanics to writing and do not need additional practice or direct instruction.
- Teachers may think that students are able to edit and revise their writing without the support of peers or teacher feedback.
- Teachers may think that students will be able to share scary stories without needing to establish emotional safety and community guidelines for listening.
- Teachers may think that students will not be emotionally affected by short story prompts.
- Teachers may assume that students know how to use email to submit literary contest information using the Submittable hub.
- Teachers may assume that students know how to convert documents to pdf and docx formats.

## Content Standards

### Curriculum Standards

#### Priority Standards/Bold

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- P  S  W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- P  S  W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- P  S  W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- P  S  W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- P  S  W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- P  S  W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- P  S  W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

#### Supporting Standards/Regular

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Reading: Literature

**Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite**

### Vision of the Graduate

#### [Definition or Explanation](#)

- Critical thinker
- Collaborator
- Communicator
- Resilient Individual
- Responsible citizen

specific textual evidence when writing or speaking to support conclusions drawn from the text.

- P  S  O RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- P  S  O RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

- P  S  O RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## Writing

**Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- P  S  O W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Speaking & Listening

**Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- P  S  O SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- P  S  O SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**



- P  S  O SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Language

**Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- P  S  O L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- P  S  O L.9-10.1a. Use parallel structure.\*
- P  S  O L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- P  S  O L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- P  S  O L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- P  S  O L.9-10.2b. Use a colon to introduce a list or quotation.
- P  S  O L.9-10.2c. Spell correctly.

**Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

- P  S  O L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- the key elements of a short story: The 5Cs - character, conflict, complication, climax, and conclusion

### Do

Students will be able to...

- identify elements of the 5Cs in model short stories and cite textual evidence to support their ideas.
- brainstorm ideas for short story writing using the 5Cs.

- imagery can be created in short story writing using the senses.
- in a formal short story, it is useful for characters to be relatable to the reader to enhance enjoyment of the genre.
- reading and analyzing short stories is important for learning how to write in the genre.
- dialogue is an essential characteristic of short story genre writing.
- there are flat, round, static, and dynamic characters.
- the rules of using dialogue.
- the functions of dialogue, the importance of narrative time, pacing, and sequencing.
- ways to incorporate summary, scene, *in medias res*, slow motion, and flashback
- how to show and tell a scene through description.
- ways to develop setting.
- how point of view works in fiction.
- ways to develop multiple plot lines.
- the function of unreliable and reliable narrators.
- know the methods of characterization in fiction model.
- know style in fiction.
- know character's motivation.
- know what is and isn't a reliable narrator.
- write a short story draft using the 5Cs of short story writing.
- identify a first line strategy that will work for short story writing.
- demonstrate knowledge of characterization, dialogue, and setting in narrative writing.
- respond to a series of questions about characterization through class discussion.
- include dialogue into a short story using accurate punctuation and mechanics.
- develop a rich, complex character in writing.
- engage in pre-writing planning.
- analyze fiction models for the 5Cs of story writing.
- effectively edit and revise writing based on teacher feedback.
- identify strategies to lead the story to climax and how to effectively end a story.
- edit and revise writing based on teacher and peer feedback.
- provide peer feedback using a set of given criteria.
- read a short story with an analytical lens using the 5Cs.
- provide warm praise to short stories written by their peers.

## Big Ideas

- Every good story has 5Cs: character, conflict, complication, climax, and conclusion.
- Dialogue is an important part of story writing.
- Developing relatable characters that the reader can empathize with is important to short story writing craft.
- Characters are developed through direct and indirect methods of characterization.

## Essential Questions

- What makes a short story engaging to the reader?
- How can we vary our syntax to better engage the reader?
- How does character dialogue add value to a short story?
- How do we balance narration and dialogue?
- How does an author elicit an emotional response from the reader?

## Understand

Students will understand that...

- characters serve different purposes in fiction.
- effective characters should exhibit typical, universal, and individual characteristics.
- dialogue develops character in fiction.
- dialogue in fiction should mirror natural speech.
- narrative time is a device of plot.
- plot and structure are the building blocks of narrative.
- tone and mood are essential elements of fiction.
- characterization influences the emotional response of the audience.

## Common Student Misconceptions

Students might...

- struggle with how to end a story in an engaging manner.

- believe that stories need to be melodramatic to be impactful.
- think that they cannot write about their own lives in order to create a rich story.
- not realize that stories can and should be one moment in time; there is a tendency for teen writers to include too many settings, characters, and too much dialogue.

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest

### Notes

For the formal short story that will be presented to peers in small groups, students will have a choice of writing a story based on something of interest to them. Additionally, the teacher differentiates for readiness when conferring with students.

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

#### Final Formal Short Story | Summative | Written Product

On the third to last day of the unit, students will read their short story to a group of 3-4 students. For the purposes of peer editing, they will complete the following checklist: [Short Story Peer Editing Checklist.docx](#). Students will be provided time to individual edit and revise based on teacher and peer feedback. On the last day of the unit, students will select one story from each group from the previous day and will share with the whole class on Google Classroom stream. They will read each other's stories and give warm praise on the stream for each.

[7 Standards Assessed](#)

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>Naming the World: And Other Exercises for the Creative Writer</i>	Bret Anthony Johnston	Journal prompt ideas	Nonfiction	N/A
<i>Now Write: Fiction Writing Exercises from Today's Best Writers</i>	Sherry Ellis	Journal prompt ideas	Nonfiction	N/A
<i>Today's Best Writers and Teachers</i>	Joseph Monninger	Short story model idea for student analysis	Fictional short story	N/A
"Figure Eight"	David Quammenex Williford	Short story model idea for student analysis	Fictional short story	N/A
"Barbie-Q"	Sandra Cisneros	Short story model idea for student analysis	Fictional short story	N/A
"The Lesson"	Toni Cade Bambara	Short story model idea for student analysis	Fictional short story	N/A

"Sonny's Blues"	James Baldwin	Short story model idea for student analysis	Fictional short story	N/A
"Girl"	Jamaica Kincaid	Short story model idea for student analysis	Fictional short story	N/A

---

## Literature/Literacy Connections

Students will be reading and writing a variety of short, scary stories throughout the unit. They will be engaging in the full writing process of drafting, editing, revising, and performing. Efforts should be made to ensure that short stories represent a variety of diverse perspectives to reflect the cultural diversity of the classroom and community at large.

---

## Interdisciplinary Connections

Many of the writing, reading literature, and language standards addressed in this course mirror those of the grade 9 and 10 ELA experience for students.

---

## Tools/Manipulatives

- [Workshop Guide for Creative Writing.pdf](#)

---

## Supplemental Materials and Resources

- 8 x 12 writing journals

---

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
--	---

Students will be able to:

- identify elements of the 5Cs in model short stories and cite textual evidence to support their ideas.
- brainstorm ideas for short story writing using the 5Cs.

### Day 1: The 5Cs of Short Story Writing

**Question of the Day (QOD):** What makes a short story engaging to the reader?

**Portrait of a Graduate Connection:** Critical Thinker

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to a narrative.
- **Success Criteria:** I will be able to identify the 5Cs and will write a narrative with my group about imagined events or experiences using the 5Cs of story writing.

**Warm-Up/Initiation:** Cycle 4 Journal 1: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals. This shows students that the teacher is also a writer and also allows for the teacher to remain keen to the creative writing process that students experience when journaling. Writing alongside students helps the teacher to consider opportunities for think-alouds and can also provide models/mentor texts.

#### **Teach/Active Engagement:**

- **Brainstorm Discussion:** What makes a good short story?
- **Direct Instruction:** Review the [5 C's](#) with students. Remind them that they explored the 5Cs superficially last unit when crafting scary stories. Tell students that in this new unit, they will be diving more deeply into each of the 5Cs by exploring very creative writing strategies for each element. (10 Minutes)
- **Exploration of Short Story Models:** Teachers may choose to read one of the following [Models](#) aloud to students and ask them to evaluate how well the story incorporated the 5Cs. Since there are three models provided here, teachers may also choose to have students partner to read and analyze another model of their choice for 10-15 minutes before reconvening as a full class.
- **Story Writing Exercise:** Let's make a story! Using the prompt: *Where were you last night?* and the graphic organizer: [THE FIVE C's STORY](#) allow the class 10 minutes to brainstorm ideas for a short story. Stress to students the importance of incorporating the 5Cs.

**Wrap-Up/Closure:** If time permits, the teacher may ask students to share their ideas for a short story for the prompt: *Where were you last night?*

Students will be able to:

- write a short story draft using the 5Cs of short story writing.

### Day 2: The 5Cs of Short Story Writing

**Question of the Day (QOD):** What makes a short story engaging to the reader?

**Portrait of a Graduate Connection:** Critical Thinker

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to a narrative.
- **Success Criteria:** I will write a narrative with my group about imagined events or experiences using the 5Cs of story writing.

**Warm-Up/Initiation:** Cycle 4 Journal 2: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.

#### **Teach/Active Engagement:**

- **Direct Instruction:** Review the [5 C's](#) with students. Teachers can brainstorm the characteristics of an effective short story as a class and record student responses on the board.
- **Independent Writing/Conferring:** Let's make a story! [THE FIVE C's STORY](#) based on the prompt: *Where were you last night?* As students are working independently, confer with each student individually to read work in progress, ask probing questions related to the 5Cs, and address major grammatical issues observed in student writing. For some writers, the teacher may consider using the following questions to confer with students: [Workshop Guide for Creative Writing.pdf](#).

#### **Wrap-Up/Closure:**

- **The Share:** The teacher may ask a student to share their completed story with the class through a read aloud or may partner students to read their stories to each other depending on student progress.

Students will be able to:

- identify a first line strategy that will work for short story writing.

### **Days 3 - 4: First Line Strategies**

**Question of the Day (QOD):** How can we hook our reader from the start?

**Portrait of a Graduate Connection:** Critical Thinker, Collaborator

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to a narrative.
- **Success Criteria:** I will write the first lines of a narrative using well chosen details and effective technique.

#### **Warm-Up/Initiation:**

**Day 3:** Cycle 4 Journal 3: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.

**Day 4:** Cycle 4 Journal 4: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.

#### **Teach/Active Engagement:**

- **Direct Instruction:** Ask students to brainstorm ways in which they currently start stories. Tell them that today they will learn some specific strategies for short story writing. Review first line strategies with students using [1st line strategies.pdf](#) Read the following article with students: [5 Great Beginning Strategies for Writing Stories](#) and have students annotate the text. (10 minutes)
- **Group Work:** Group students and provide them with a series of: [FIRST LINES.pdf](#) Ask students to choose a first line from the first line Google doc. In groups of 3-4, they will determine which strategy the author is using. The group will then rewrite the line using the other strategies. (30-40 minutes)
- **Individual Writing and Conferencing:** Students will select one first line and write a page story start. As students are working, the teacher will confer with every student; and provide feedback on how well the student can integrate the 5Cs and/or using the questions from: [Workshop Guide for Creative Writing.pdf](#).

**Wrap-Up/Closure:** Draw student attention back to the learning target and success criteria. Ask each student to share what they think is the best first line strategy that works for them and their writing.

Students will be able to:

- demonstrate knowledge of characterization, dialogue, and setting in narrative writing.
- respond to a series of questions about characterization through class discussion.
- include dialogue into a short story using accurate punctuation and mechanics.
- develop a rich, complex character in writing.
- engage in pre-writing planning.

### **Days 5 - 6: Story Machine! Characterization and Dialogue Rules**

**Questions of the Day (QOD):** How does character dialogue add value to a short story? How do we balance narration and dialogue? What makes for a rich, complex character?

**Portrait of a Graduate Connection:** Critical Thinker

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to a narrative.
- **Success Criteria:** I will write the first page of a narrative using well chosen details and effective technique.

#### **Warm-Up/Initiation:**

- **Day 5 Warm-up:** Cycle 4 Journal 5: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.
- **Day 6 Warm-up:** Cycle 4 Journal 6: [Journal Cycle 4 CW1.pdf](#) Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.

#### **Teach/Active Engagement:**

- **Direct Instruction:** Review the [5 C's](#) with students and provide whole class feedback on how the class is doing with integrating these elements into short stories based on the Where Were You Last Night? and First Line short stories. The teacher may choose to show some excerpts from student work with the class of excellent representations for each of the 5Cs. The teacher can also facilitate a read aloud using the following article about dialogue and pose the question: *How do we balance narration and dialogue?* after reading the text: <https://www.authorlearningcenter.com/writing/fiction/w/character-development/6491/8-essential-rules-for-punctuating-dialogue---article>.
- **Question Carousel:** The teacher may also decide to pose the characterization questions around the room to foster discussion about characterization. Students can respond using sticky notes and the teacher can facilitate a discussion about characterization based on student responses to: What methods are used to create characters? How does the writer develop character directly? How does the writer develop character indirectly? What purposes do characters serve in fiction? How does the writer create flat, round, static, and dynamic characters? What do all effective characters have in common? What makes characters typical? How does the writer create a typical character? How does the writer create a universal character? How does the writer create an individual character? What is the goal of characterization?
- **STORY MACHINE!!** (approximately 40 Minutes) The teacher can tell students that one way to develop rich characters is to identify key details and reveal something unusual or unique. On index cards, students will write an occupation, secret, physical trait, and odd habit. Students will randomly select cards to create a character. Teachers can also share all of the responses with the class on the [STORY MACHINE!!!](#) slide show and have students pick their favorites.
- **Individual Writing and Confering:** Create a character based on the story machine activity OR continue one of your first starts and fill out epiguide: <https://www.epiguide.com/ep101/writing/charchart.html>. The teacher may also provide students with a list of character names from: <https://www.babycenter.com/baby-names>. As students are writing, the teacher will confer with students to provide them explicit feedback on their use of dialogue using the article: [Dialogue Punctuation Rules](#).

**Wrap-Up/Closure:** The teacher can ask students to each share a little about the characters they developed and which details they decided to focus on in their short stories

Students will be able to:

- analyze fiction models for the 5Cs of story writing.
- effectively edit and revise writing based on teacher feedback.
- identify strategies to lead the story to climax and how to effectively end a story.

### **Day 7: Story Climax and Conclusion**

**Questions of the Day (QOD):** How is narrative time developed in plot? How is the plot developed? What is the structure of the plot? How is structure in the plot developed?

**Portrait of a Graduate Connection:** Critical Thinker, Resilient Individual

#### **Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to a narrative.
- **Success Criteria:**
  - I will write the 3rd-5th page of a narrative using well chosen details and effective technique.
  - I will determine strategies for bringing my story to climax and conclusion.

**Warm-Up/Initiation:** Cycle 5 Journal 1: [Journal Cycle 5 Adv. CW.pdf](#). Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.

#### **Teach/Active Engagement:**

- **Direct Instruction: Reading a Short Story Model.** Teachers will identify a short story to read with students (see suggested texts above). The teacher can divide the class into five groups and ask that each group analyze the short story through the lens of one of the 5Cs: [5 C's](#). For example, group one would analyze the short story for characters, group two would analyze the story for conflict, etc. After the story, each group would share what they observed in the story about their 5C element using text evidence and determine to what extent the author effectively developed this story element. The teacher will tell students that today, conferences will focus on climax and conclusion. Teachers may choose to read a writing about story climax strategies with students like this one: <https://www.masterclass.com/articles/how-to-write-a-compelling-climax-for-your-story> or <https://www.nownovel.com/blog/story-climax-examples-tips/>.
- **Individual Writing and Mini-Conferences Focused on Climax and Conclusion:** Teachers will confer with students and provide feedback on their climax and conclusions. The teacher may decide to pre-plan some questions and use the article to guide students towards a writing strategy that will work best to end their short story.

**Wrap-Up/Closure: Share** - each student can share out what strategy they are considering using to end their story effectively.



<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• edit and revise writing based on teacher and peer feedback.</li> <li>• provide peer feedback using a set of given criteria.</li> </ul>	<p><b><u>Days 8 - 9: Editing and Revising for Clarity of Writing.</u></b></p> <p><b>Question of the Day (QOD):</b> How do writers use the editing and revising process to refine writing?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Resilient individual, Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to our selected portfolios</li> <li>• <b>Success Criteria:</b> I will share my short story and will listen to and revise my classmate's short stories.</li> </ul> <p><b>Warm-Up/Initiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Day 8</b> Cycle 5 Journal 2: <a href="#">Journal Cycle 5 Adv. CW.pdf</a>. Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.</li> <li>• <b>Day 9:</b> Cycle 5 Journal 3 : <a href="#">Journal Cycle 5 Adv. CW.pdf</a>. Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.</li> </ul> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Individual Writing/Mini-Conferences:</b> Teachers will focus conferences on using effective dialogue, varying sentence structure and refinement of characters. Teachers may choose to use the following set of questions to guide conferences: <a href="#">Workshop Guide for Creative Writing.pdf</a></li> <li>• <b>Peer-Editing in Small Groups:</b> Students will read short story to group of 3-4 students and will fill out checklist: <a href="#">Short Story Peer Editing Checklist.docx</a>.</li> <li>• <b>Individual Writing: Edits and Revisions:</b> Additional time for students to edit and revise based on teacher and peer feedback.</li> </ul> <p><b>Wrap-Up/Closure:</b></p> <ul style="list-style-type: none"> <li>• <b>Day 8 Closure:</b> Students will also individually identify in writing what they will edit/revise based on both teacher and peer feedback next class.</li> <li>• <b>Day 9 Closure: Share</b> - Students will be asked to reflect on which of the 5Cs they developed most in this unit. They will share their responses with the class.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• read a short story with an analytical lens using the 5Cs.</li> <li>• provide warm praise to short stories written by their peers.</li> </ul>	<p><b><u>Day 10: Writing Celebration</u></b></p> <p><b>Question of the Day (QOD):</b> How have we grown as creative writers?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Responsible Citizen, Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> Today, we will develop imagined experiences and apply effective technique, well-chosen details, and well-structured event sequences to our selected portfolios.</li> <li>• <b>Success Criteria:</b> I will share my short story and will listen to and give warm praise to my classmate's short stories.</li> </ul> <p><b>Warm-Up/Initiation:</b> Cycle 5 Journal 4: <a href="#">Journal Cycle 5 Adv. CW.pdf</a>. Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Housekeeping:</b> Students will select one story from each group from the previous day and will share with the whole class on Google Classroom stream.</li> <li>• <b>Short Story Analysis and Feedback:</b> Students will read each other's stories in groups and give warm praise on the stream for each.</li> <li>• <b>Unit Reflection:</b> Students will write a reflection of the unit: <ul style="list-style-type: none"> <li>◦ What do you love about your story?</li> <li>◦ What are your strengths?</li> <li>◦ What would you change?</li> <li>◦ Suggestions for how the teacher could improve on the unit.</li> <li>◦ What have you learned about yourself as a writer?</li> <li>◦ What grade would you give yourself?</li> </ul> </li> </ul> <p><b>Wrap-Up/Closure: Discussion</b> - The teacher can facilitate discussion about what students felt were the biggest takeaways from the unit and how they will apply the skills learned from the unit to future writings.</p>

---

## Suggested Formative Assessment Practices/Processes

- Daily journal entries (**REQUIRED**)
- Short Story - Where were you last night?
- First Line Short Story (**REQUIRED**)
- First Line Short Story revision OR Story Machine story (**REQUIRED**)
- Participation in group work activities
- Participation in peer feedback workshops
- Unit self-reflection (**REQUIRED**)

---

## Works Cited

(APA Format)

Common Core State Standards Initiative. (n.d.). *English language arts standards*. English Language Arts Standards  
| Common Core State Standards Initiative. Retrieved September 22, 2020, from <http://www.corestandards.org/ELA-Literacy/>

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 4: Playwriting

District High School / Mixed-grade High / English

⬆ Week 14 - Week 19 | Last Updated: Today by Fox, Dominique

#### Overview of Unit

In this unit, students will break from poem and short story writing to create a work of drama. Writing for drama requires a very different set of thinking and writing skills. While students need to incorporate the 5Cs of short story writing into their dramatic one-acts, they need to focus more on writing dialogue to convey meaning and theme. Writers also need to take into greater consideration audience awareness. Writing a script requires inferential thinking; how will the audience make meaning from the dialogue in order to understand key plot concepts? To do this, the teacher will provide direct instruction on the How-Tos of playwriting and read several play models with students. Teachers will return to the key criteria for playwriting when students work on writing their plays and will confer with each student or group throughout the writing process.

Note: This unit is placed in the unit sequence during this time of year to align with creative writing contest participation. The assessment can be used for the midterm exam.

#### Background Information For The Teacher

##### Rationale

This unit will address each of the 5Cs (character, conflict, complication, climax, and conclusion) more in-depth. A play is a work of drama that is meant to be performed in front of a live audience consisting primarily of dialogue. In order to prepare students for writing dramatic scripts, there must be direct instruction on how to write plays and analysis of one-act play models.

##### Key Learning

- Every good play incorporates the 5Cs of storytelling: character, conflict, complication, climax, and conclusion.
- Dialogue is critical to playwriting.
- Developing relatable characters that the reader can empathize with is important to playwriting.
- Characters in plays are developed mostly through indirect methods of characterization.

##### Essential Vocabulary for the Teacher and Student

antagonist, characterization, comedy, dialogue, drama, fan fiction, inferential thinking, melodrama, monologue, plot, protagonist, stage directions, theme

##### Possible Teacher Misconceptions

- Teachers may think that students are able to apply basic grammar and mechanics to writing and do not need additional practice or direct instruction.
- Teachers may think that students are able to edit and revise their writing without the support of peers or teacher feedback.
- Teachers may think that it is not necessary to establish emotional safety and community guidelines for listening to plays.

- Teachers may assume that students know how to use email to submit literary contest information using the Submittable hub.
- Teachers may assume that students know how to convert documents to .pdf and .docx formats.

## Content Standards

### Curriculum Standards

#### Priority Standards/Bold

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

#### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

P  S  W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

P  S  W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

P  S  W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

P  S  W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

### Vision of the Graduate

#### [Definition or Explanation](#)

- Critical thinker
- Collaborator
- Communicator

#### Supporting Standards/Regular

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

#### Reading: Literature

**Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

P  S  RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Writing

**Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking & Listening

**Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- P  S  O SL.9-10.5. 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.

## Language

**Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- P  S  O L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- P  S  O L.9-10.1a. Use parallel structure.\*
- P  S  O L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- P  S  O L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- P  S  O L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- P  S  O L.9-10.2b. Use a colon to introduce a list or quotation.
- P  S  O L.9-10.2c. Spell correctly.

**5. Demonstrate understanding of word relationships and nuances in word meanings.**

- P  S  O L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- P  S  O L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- P  S  O L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

## K-U-D

### Know

Students will know...

- a play is a work of drama meant to be performed in front of a live audience, consisting primarily of dialogue.
- the similarities and differences of comedy and melodrama.
- the elements of writing a successful one-act play (fewer than 4 characters, 9-12 pages, etc).
- the purpose of the monologue is to advance the plot, reveal character traits by expressing inner thoughts, explain the background of characters and/or the situation, and to convey theme/s.
- the key elements of a short story: The 5Cs - character, conflict, complication, climax, and conclusion
- physical presence, poise, pace, rhythm, intonation, pronunciation, selective gestures, and nuance all matter when reading one-act plays aloud.
- understand play format conventions.

### Do

Students will be able to...

- compare and contrast comedy and melodrama using a Venn diagram.
- critically read and analyze two one-act plays for important play elements.
- participate in a discussion about what makes for an effective play using accountable talk stems.
- work collaboratively to do pre-writing brainstorming for a Fan Fiction one-act play.
- generate ideas for a one-act comedy using real-life scenarios that audiences can relate to and characters that are sympathetic.
- analyze the effectiveness of a one-act melodrama.
- compare and contrast a script versus a live performance of the play for effectiveness and impact.
- generate ideas and a premise for their own melodrama one-act plays.
- generate characters and a set description for a melodrama.
- collaboratively develop and write a melodramatic one-act play.
- use teacher feedback and questioning to make edits and revisions to writing.
- write a character monologue.
- work collaboratively to present one-act plays to an audience.
- reflect on each other's one-act plays by providing warm feedback and praise.

### Big Ideas

- Differences between comedy and melodrama
- Critical reading, analysis, and evaluation of one-act play models
- Audience awareness: Learning how to write dialogue to develop characters, setting, plot, conflict, and resolution
- Monologue writing
- Pre-writing brainstorming of ideas
- Using the revision process to strengthen writing

### Essential Questions

- What are the characteristics of an effective one-act play?
- How can I recreate organic human interactions in a very inorganic atmosphere?
- How do writers of drama use dialogue effectively?
- How do writers consider the audience when writing to help viewers make meaning that is not obvious?
- How do we use dialogue to develop our characters and move the plot along?

- How does our reading analysis of one-acts help us to become better playwrights?

---

## Understand

Students will understand that...

- stage setup needs to be established at the beginning of the play.
- writers need to consider and factor into their writing the physical limitations of the stage.
- fewer characters usually result in a stronger one-act play.
- there are two main genres of plays: comedy and melodrama.
- the purpose of comedy is to amuse an audience. Comedy uses a humorous, light tone; sometimes using surrealist elements and providing viewers with a positive resolution to conflict.
- the purpose of melodrama is to depict a serious subject using sympathetic characters.
- melodrama may utilize comic relief strategically at different plot points.
- melodrama generally uses a positive resolution to conflict like comedy.
- a monologue is a long speech by one character in a play. Its purpose is to advance plot, reveal character traits by expressing inner thoughts, explain background for characters and/or a situation, and to convey theme.
- a good one-act play focuses on one main action or problem because there is not enough time to dive into deeper layers of plot.
- one-act plays are typically 9-12 pages long with four characters or less.
- when playwriting, it is important to do pre-writing brainstorming about theme, plot, character, and dialogue.
- events in a play must be inferred or understood by an audience.
- an antagonist character can be used to show conflict.
- it is important to use an economy of language in a play, both with dialogue and with unnecessary details.
- playwrights can pay attention to how people sound when they talk and how people interact and resolve conflicts.
- playwrights can recreate human interaction in a natural way and use their own life experiences to write.

---

## Common Student Misconceptions

Students might...

- not consider the time limitations of drama and focus on more than one main action or problem in their one-act plays.
- not consider the physical limitations of drama and include too many characters, actions, settings, or plot elements.
- rely too heavily on pre-existing dramas when writing their own.
- struggle to consider the audience when writing dialogue. When writing a play, writers need to communicate through character monologue and dialogue in order to provide what typically would be done through narration in a traditional story format.

---

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest

### Notes

For the one-act play that is the final product, students will have a choice of working individually or collaboratively with another student. They will also have a choice of writing their one-act play based on either Fan Fiction, family drama, or absurd drama. Additionally, the teacher differentiates for readiness when conferring with students.



## Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Final One-Act Play | Summative | Written Product

All learning tasks scaffold or build towards students writing their own ten-page one-act play.

[One-Act Play.pdf](#)

4 Standards Assessed

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P
<i>How to Write a Play Script Format</i>	City Opera House	This is a two-page, one-act play used at the start of the unit to provide students with a humorous sample of what a one-act might look like.	One act play script	N/A
<i>Was it Something I Said? excerpt Act I of III</i>	Caitlin Donahue	This is a model one-act that will be read aloud in class.	One act play script	N/A
<i>Not All Therapists Are Expensive</i>	Jordyn Woodtke	This is a model one-act that will be read aloud in class.	One act play script	N/A
<i>Eliza's Artist</i>	Laura Costello	This is a model one-act that will be read aloud in class.	One act play script	N/A

---

## Literature/Literacy Connections

Students are reading, writing, listening to, and responding to literary works throughout the unit.

---

## Interdisciplinary Connections

Many of the writing, reading literature, and language standards addressed in this course mirror those of the grade 9 and 10 ELA experience for students.

---

## Tools/Manipulatives

8 x 12 writing journals

---

## Supplemental Materials and Resources

- Contact playwright and artistic director for the Young Playwright's Festival at the Eugene O'Neill Theater Center, Sophia Chapadjiev: [sophia@theoneill.org](mailto:sophia@theoneill.org).

- Note: Teachers will need to reserve the auditorium at the start of the unit for one-act presentations on Days 9 and 10.

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• compare and contrast comedy and melodrama using a Venn diagram.</li> <li>• critically read and analyze two one-act plays for important play elements.</li> <li>• participate in a discussion about what makes for an effective play using accountable talk stems.</li> </ul>	<p><b>Day 1: Introduction to Playwriting:</b></p> <p><b>Question of the Day (QOD):</b> What are the characteristics of an effective one-act play?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Communicator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will be able to identify the elements of a one-act play, will listen to one act play models, and will brainstorm ideas for my own one-act play.</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal 5 <a href="#">Journal Cycle Five CW (1).pdf</a> Allow students to write for a full 15 minutes. Set a timer. Note: It is suggested that the teacher write alongside students for the daily journals. This shows students that the teacher is also a writer and also allows for the teacher to remain keen to the creative writing process that students experience when journaling. Writing alongside students helps the teacher to consider opportunities for think-alouds and can also provide models/mentor texts.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction: One Act Play Unit Introduction:</b> Teachers will show the slideshow: <a href="#">Copy of Playwriting Unit Overview</a> to students. Students will take notes as they listen. As teachers present, they can ask students for real-world examples of each element.</li> <li>• <b>Partner Work: Venn Diagram</b> - Students will compare and contrast comedy and melodrama using their notes in a Venn diagram and identify examples of each from popular culture. Allow for discussion if time permits.</li> <li>• <b>Reader's Theater:</b> Assign students reading roles: <a href="#">YPF-sample-script.pdf</a>. Read through the script as a class and then discuss how the elements in the script align to their class notes.</li> <li>• <b>Read Model:</b> Assign students reading roles: <a href="#">Copy of Was It Something I Read Version for Teaching</a>.</li> <li>• <b>Discussion:</b> What makes this play effective? Teachers can pass out <a href="#">AccountableTalk-Stems.pdf</a> to help students engage in more effective discourse.</li> </ul> <p><b>Wrap-Up/Closure:</b></p> <ul style="list-style-type: none"> <li>• Students will brainstorm a Fan Fiction concept bringing four characters together from Pop Culture, Movies, Books, and Video Games. They will also select a setting location for their four characters from the following: Therapy, Awards Ceremony, Detention, Waiting Room, Airport.</li> </ul>

Students will be able to:

- work collaboratively to do pre-writing brainstorming for a Fan Fiction one-act play.

### **Day 2: Fan Fiction One - Act Play Brainstorming**

**Question of the Day (QOD):** What are the characteristics of an effective one-act play?

**Portrait of a Graduate Connection:** Critical Thinker, Collaborator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will be able to identify the elements of a one-act play, will brainstorm ideas for my own one-act fan fiction play, and will write the first page with a peer.

**Warm-Up/Initiation:** Journal 6 (Reflection) [Journal Cycle Five CW \(1\).pdf](#) Provide students with 15 minutes of time to write. Set a timer.

**Teach/Active Engagement:**

- **Direct Instruction:** The teacher will review one-act play format: [One Act format.pdf](#)
- **Group Writing:** In groups of 2-3, students will write the character list, set description, and the first page of a Fan Fiction one-act play.

**Wrap-Up/Closure:**

- Each group will share their Fan Fiction character lists to generate excitement about the writing.
- **Suggested Homework:** Students will view: [How to write a play - five golden rules](#) and take notes.

Students will be able to:

- generate ideas for a one-act comedy using real-life scenarios that audiences can relate to and characters that are sympathetic.

### **Day 3: Writing Comedy One - Acts and Using Real - Life as Writing Fuel**

**Question of the Day (QOD):** How can I recreate organic human interactions in a very inorganic atmosphere?

**Portrait of a Graduate Connection:** Critical Thinker, Collaborator

**Teaching Point/Learning Target/Success Criteria:**

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will be able to identify the elements of a one-act play, will listen to one act play models, will brainstorm ideas for my own family or comedic one-act play, and will write a page start including a character list and set description.

**Warm-Up/Initiation:** Journal 1 [Journal Cycle Six CW 1](#) Provide students with 15 minutes of time to write. Set a timer.

**Teach/Active Engagement:**

- **Reader's Theater:** Assign roles and class read-aloud of Not All Therapists one-act: [Not All Therapists One Act.pdf](#)
- **Class Brainstorm:** Students will brainstorm a premise for their own family comedy and will create a character list, set description, and one page start.
- **Independent or Group Writing:** Students can have the option of working with a partner using the following prompts: [Copy of Scene Ex. #1 Comedy Story Machine.pdf](#). Teachers will confer with students as they write collaboratively or independently.

**Wrap-Up/Closure:** Each student or pair will share their comedy character lists.

Students will be able to:

- analyze the effectiveness of a one-act melodrama.
- compare and contrast a script versus a live performance of the play for effectiveness and impact.
- generate ideas and a premise for their own melodrama one-act plays.

#### **Day 4: Writing Melodrama - Brainstorming.**

**Question of the Day (QOD):** What are the characteristics of an effective one-act play?

**Portrait of a Graduate Connection:** Critical Thinker

#### ***Teaching Point/Learning Target/Success Criteria:***

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will be able to identify the elements of a one-act play, will listen to one act play models, and will brainstorm ideas for my own melodrama play.

**Warm-Up/Initiation:** Journal 2 [Journal Cycle Six CW 1](#) Provide students with 15 minutes of time to write. Set a timer.

#### ***Teach/Active Engagement:***

- **Review:** Review the characteristics of a melodrama with students from Day 1.
- **One-Act Reading and Viewing:** Students will read a melodrama model [Copy of elizas%20artist%20final-1](#) and will watch the play produced by Trinity Rep: Eliza's Artist: [Eliza's Artist by Laura Costello](#).
- **Class Discussion:** Students will discuss the following:
  - What makes this play effective?
  - How are melodramatic characters drawn?
  - What themes are present?
  - What is the impact of the script versus the performance of the play?

**Wrap-Up/Closure:** Students will brainstorm a premise for a melodrama. They may use ideas found here: [Copy of Scene Ex. #2: Serious Subject](#)

Students will be able to:

- generate characters and a set description for a melodrama.
- collaboratively develop and write a melodramatic one-act play.

#### **Day 5: Writing Melodrama - Writing Workshop Day 1**

**Question of the Day (QOD):** What are the characteristics of an effective one-act play?

**Portrait of a Graduate Connection:** Critical Thinker, Communicator, Collaborator

#### ***Teaching Point/Learning Target/Success Criteria:***

- **Learning Target:** We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.
- **Success Criteria:** I will be able to identify the elements of a one-act play, will brainstorm ideas for my own family or comedic one-act play, and will write a page start.

**Warm-Up/Initiation:** Journal 3 [Journal Cycle Six CW 1](#) Provide students with 15 minutes of time to write. Set a timer.

#### ***Teach/Active Engagement:***

- **Direct Instruction:** The teacher will review one-act play format: [One Act format.pdf](#)
- **Writer's Workshop - Group Writing:** In groups of 2-3, students will write the character list, set description, and the first page of a melodrama. They may use these prompts: [Copy of Scene Ex. #2: Serious Subject](#). As students write, teachers will confer with each group, using the serious subject melodrama criteria to guide discussions and feedback.

#### ***Wrap-Up/Closure:***

- Each group will share character lists and will decide which start they would like to take to a rough draft.
- **Suggested Homework:** Students will read the following article on dialogue: <https://writingfortheatre.wordpress.com/writing-for-theatre/dialogue/>. They will identify three ideas from the article that they will incorporate into their writing the next class period with regards to dialogue.

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• collaboratively develop and write a melodramatic one-act play.</li> <li>• use teacher feedback and questioning to make edits and revisions to writing.</li> </ul>	<p><b><u>Day 6: Writing Melodrama - Writing Workshop Day 2</u></b></p> <p><b>Question of the Day (QOD):</b> What are the characteristics of an effective one-act play?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Communicator, Collaborator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will be able to identify the elements of a one-act play, will brainstorm ideas and write 2-3 pages of my one-act play</li> </ul> <p><b>Warm-Up/Initiation:</b> Journal 4 <a href="#">Journal Cycle Six CW 1</a> Provide students with 15 minutes of time to write. Set a timer.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Writer's Workshop - Group Writing:</b> Using one of the three starts, students will write the 2nd and 3rd pages of their one act play in groups of two or three: <a href="#">One-Act Play Draft</a></li> <li>• <b>Conferring:</b> Teacher will mini-conference with students with a focus of character development through dialogue. The teacher can discuss the homework assignment with students during this time.</li> </ul> <p><b>Wrap-Up/Closure:</b> Each group will read aloud an excerpt from their one-act melodramas.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• collaboratively develop and write a melodramatic one-act play.</li> <li>• use teacher feedback and questioning to make edits and revisions to writing.</li> <li>• write a character monologue.</li> </ul>	<p><b><u>Day 7: Writing Melodrama - Writing Workshop Day 3</u></b></p> <p><b>Question of the Day (QOD):</b> What are the characteristics of an effective one-act play?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Communicator, Collaborator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will be able to identify the elements of a one-act play, will brainstorm ideas and write 3-6 pages of my one-act play</li> </ul> <p><b>Warm-Up/Initiation:</b> No Journal: The teacher can help individual students with Scholastic entries and ask that students help each other to submit entries correctly.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Mini Lesson on Monologues:</b> <a href="#">Copy of Monologue Ex. - CW II</a></li> <li>• <b>Writer's Workshop - Group Writing:</b> Using one of the three starts, students will write the 3rd-6th pages of their one act play in groups of two or three: <a href="#">One-Act Play Draft</a></li> <li>• <b>Conferring:</b> Teacher will have a mini conference with students to look for proper format and character development through dialogue.</li> </ul> <p><b>Wrap-Up/Closure:</b> The teacher will ask two students to dramatically read out their character monologues with expression.</p>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• collaboratively develop and write a melodramatic one-act play.</li> <li>• use teacher feedback and questioning to make edits and revisions to writing.</li> </ul>	<p><b><u>Day 8: Writing Melodrama - Writing Workshop Day 4</u></b></p> <p><b>Question of the Day (QOD):</b> What are the characteristics of an effective one-act play?</p> <p><b>Portrait of a Graduate Connection:</b> Critical Thinker, Communicator, Collaborator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Targets:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will be able to identify the elements of a one-act play, will brainstorm ideas and write the 7th-10th pages of my one-act play.</li> </ul> <p><b>Warm-Up/Initiation:</b> There will not be a journal assigned today. Instead, this time will be used for students to register their works for the Scholastic Creative Writing contest.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Workshop:</b> Using one of the three starts, students will write the final pages of their one act play in groups of two or three: <a href="#">One-Act Play Draft</a></li> <li>• <b>Conferring:</b> Teacher will have a mini conference about effective endings and integration of monologues.</li> <li>• <b>Complete Questions for Playwright:</b> <a href="#">Questions for playwright!</a> The teacher can opt to bring in playwright and artistic director for the Young Playwright’s Festival at the Eugene O’Neill theater center, Sophia Chapadjiev, on Day 11 of this unit. Students can generate a series of questions using the ones from this model from previous RHS student interviews. Bringing in guest writers helps to create the college and career connections between the classroom and the postsecondary world for students.</li> </ul> <p><b>Wrap-Up/Closure:</b> Establish order for performing plays. Students will submit their rough drafts on the Google Classroom stream.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• work collaboratively to present one-act plays to an audience.</li> <li>• reflect on each other’s one-act plays by providing warm feedback and praise.</li> </ul>	<p><b><u>Days 9 - 10: One-Act Presentations</u></b></p> <p><b>Question of the Day (QOD):</b> What are the characteristics of an effective one-act play?</p> <p><b>Portrait of a Graduate Connection:</b> Communicator, Collaborator</p> <p><b>Teaching Point/Learning Target/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target:</b> We will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and settings.</li> <li>• <b>Success Criteria:</b> I will be able to identify the elements of a one-act play and will listen to one act play final copies.</li> </ul> <p><b>Warm-Up/Initiation:</b> There will not be a journal assigned today. Instead, this time will be used for students to register their works for the Scholastic Creative Writing contest.</p> <p><b>Teach/Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Student One-Act Performances:</b> Students will perform/read their one-acts to the class selecting peers to take on stage direction and character roles.</li> <li>• <b>Peer Feedback:</b> Students will provide warm praise on the Google Classroom stream for each performance.</li> </ul> <p><b>Wrap-Up/Closure:</b> Students will write a reflection of the unit and on their own play. How did they grow as a creative writer?</p>

## Suggested Formative Assessment Practices/Processes

- *Day One:* Venn diagram comparing and contrasting comedy and melodrama.
- *Day Two:* Fan Fiction one-act brainstorming. (REQUIRED)
- *Day Three:* [Copy of Scene Ex. #1 Comedy Story Machine.pdf](#) (REQUIRED)
- *Day Four:* [Copy of Scene Ex. #2 Serious Subject.pdf](#) (REQUIRED)
- Various exit slip responses and discussions/share outs
- Class participation in discussion
- Edits and revisions to writing based on teacher and peer feedback
- Homework article annotations and notes

---

## Works Cited

(APA Format)

Common Core State Standards Initiative. (n.d.). *English language arts standards*. English Language Arts Standards  
| Common Core State Standards Initiative. Retrieved September 22, 2020, from <http://www.corestandards.org/ELA-Literacy/>

## Revision History

---

## Teacher Notes and Reflections

---



# Software Applications

Martucci, Charles | Last Updated: Friday, Jan 26, 2024 by Fox, Dominique

## Course Description

Successful completion of Software Applications is a graduation requirement. The course is open to students in grades 10, 11 and 12. This course is designed for students with an existing general understanding of the PC and software. The course fits the needs of both the college-bound and non-college-bound student. The goal is to equip students with software and computer skills for use in and out of school. In addition, this course will prepare students for adapting to computer hardware and software changes on a personal and vocational level. This course will cover software applications including: word processing, spreadsheets, presentation, desktop publishing, and web design. Emerging topics in hardware, software, and communications are integrated using authentic tasks.

## Unit Calendar by Year

Unit	Lessons	Au	Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
Unit 1 - Word	0																																													
Unit 2 - Excel	0																																													
Unit 3 - PowerPoint	0																																													
Unit 4 - Website Design Using Goog...	0																																													
Unit 5 - Emerging Technologies	0																																													

5 Units found





## Unit Plan

### Unit 1 - Word

District High School / Mixed-grade High / Technology Education

⬆️ Week 2 - Week 6 | Martucci, Charles | Last Updated: Jan 23, 2024 by Fox, Dominique

## Overview of Unit

Microsoft Word is a word processing program that allows for the creation of both simple and complex documents. Word is the document processing application in the Microsoft Office suite. In this course, students will learn how to make professional-quality documents, letters, reports, etc. Students will develop a deeper understanding of the basic and advanced features of Microsoft Word which will allow students to format and edit files and documents in an efficient way. In addition, students will learn how to proofread documents for spelling, grammar, and writing errors which will help students in the future. Students will be able to create a variety of professional documents such as resumes, memos, thank you letters, and business fliers using Microsoft Word.

## Background Information For The Teacher

### Rationale

Microsoft Word is a widely used and extremely useful application that is used for creating, editing, formatting, and customizing documents. Word is commonly used by companies, organizations, and individuals throughout the world and in a variety of industry. Becoming proficient in Microsoft Word increases your value in the job market. Learning both the basic as well as some advanced features in Microsoft Word will better prepare students for college and future careers. The more skills that are mastered, the more efficient students will become at preparing both informal and formal documents.

### Key Learning

While students have had exposure to the Google platform beginning in Grade 3, there are few opportunities for them to become familiar with the various Microsoft Office products. All students will benefit from taking Software Applications so they can apply what they have learned throughout their high school experience, as well as once they graduate from high school and get a job.

### Essential Vocabulary for the Teacher and Student

backstage view, bullets, clip art, clipboard, columns, copy, cut, default, dialog box, drawing, find, footers, graphics, headers, images, insertion point, layout, line spacing, margins, numbering, page numbers, page orientation, paragraph spacing, paste, print layout, redo, replace, ruler, section breaks, smart art, spelling & grammar, table, tabs, thesaurus, undo, word wrap

### Possible Teacher Misconceptions

- Teachers assume that students have been exposed to Microsoft products, specifically Microsoft Word.
- Teachers may not recognize the differences between a Google Document and a Microsoft Word document.
- Teachers may make an assumption that their students know how to properly save a document in Microsoft Word.
- Teachers may not recognize how using the templates to create both formal and informal documents in Microsoft Word, e.g. newsletters, resumes, flyers, cover letters, can increase productivity.
- Teachers may not recognize that you can change the orientation of a document while working the same document.

# Content Standards

## Curriculum Standards

### Priority Standards/Bold

#### CT: CTE: Business and Finance Technology (2014)

##### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 3 – Operating Systems and Utilities

Identify and evaluate various types of operating systems and utilities.

Describe various types of operating systems and utilities.

P  S  O Beginning: Navigate the basic operating system.

##### Content Standard 4 - Input Technologies

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

P  S  O Beginning: Use input technology skills to enter and manipulate text and data.

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

P  S  O Beginning: Produce projects that include a variety of media (e.g., images, text, video, web-based tools and audio).

### Supporting Standards/Regular

#### CT: CTE: Business and Finance Technology (2014)

##### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 1 – Impact on Society

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

P  S  O Beginning: Identify uses of information technology that meets human needs and affects quality of life in the home, school and work.

P  S  O Beginning: Use information technology skills for lifelong learning.

P  S  O Intermediate: \*Describe the impact of technology on the knowledge and skills needed for success in the workplace.

P  S  O Intermediate: Evaluate how information technology transforms business processes and relationships.

##### Content Standard 3 – Operating Systems and Utilities

Identify and evaluate various types of operating systems and

## Vision of the Graduate

### [Definition or Explanation](#)

- Communicator
- Responsible citizen

utilities.

Describe various types of operating systems and utilities.

- Beginning: \*Manage files and folders.

#### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- Intermediate: Use help features and reference materials to learn applications and solve problems.

#### ISTE: ISTE Students (2019)

##### ISTE: All Grades

##### 1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

- 1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## K-U-D

### Know

Students will know...

- Microsoft Word Features (Basic & Advanced)
  - Menu Bar (Common User Interface)
    - file
    - edit
    - view
    - insert
  - Page Orientation
    - portrait
    - landscape
  - Tabs/Groups
  - Formatting
    - bold
    - italicized
    - underlined
    - font
    - size
    - change case
  - Line and Paragraph Spacing
    - single space
    - double space
    - custom spacing
  - Margins
  - Headers/Footers
  - Page Numbers

### Do

Students will be able to...

- familiarize themselves with the basic features of Microsoft Word.
- compare and contrast Microsoft Word to Google Docs.
- utilize some basic formatting features.
- work with objects, pictures, and text boxes.
- change the layout of a Microsoft Word document.
- format the margins, headers/footers, and page numbering.
- create an acrostic or collage using various Microsoft Word features.
- download a template.
- rename and save their own document.
- utilize a variety of Microsoft Word skills to create a newsletter.
- write a block letter using a variety of Microsoft Word features and the proper formatting.
- address an envelope to sent their letter.
- utilize a variety of Microsoft Word features to create a properly formatted MLA citation, including parenthetical citations and a works cited page.

- Tables
  - inserting
  - custom tables (create rows and columns)
  - merging cells
  - wrap text
  - borders
  - shading
- Images/Graphics
  - Word Art
  - pictures from the Internet
- Microsoft Word documents
  - Resume
  - Cover letters
  - Newsletter
    - titles/banners
    - subtitles
    - columns
    - section breaks
    - drop cap
    - pull quotes
    - hanging indents
  - Business letters
  - Memos
  - MLA format
    - parenthetical citations




---

## Big Ideas

- Features of Microsoft Word (Basic & Advanced)
- Types of Microsoft Word Documents

## Essential Questions

- What are the similarities and differences between Microsoft Word and Google Docs?
- Why is it important to consider the design and structure of a document prior to creating it?
- In what ways can both a informal and informal document be enhanced?

---

## Understand

Students will understand that...

- technology is constantly changing therefore requires the continuous learning of new skills.
- word processing/publishing software is used to communicate effectively and/or original works.
- Microsoft Word is used frequently at the post-secondary level and in the business industry.

---

## Common Student Misconceptions

Students might...

- think that a Microsoft Word document saves automatically like a Google Doc does.
- think Google is more prominent than Microsoft Office and is the industry standard in most industries.
- think that Microsoft Word is more difficult because documents do not automatically save like in Google.
- not understand the benefits of Microsoft Office in the business industry.
- not recognize the differences between save and save as.
- not see the value in organized storage and retrieval of data.
- have a difficult time creating individual folders and saving documents in the appropriate folder.
- Teachers may not recognize that you can automate tasks in Microsoft Word.

---

## Differentiated Instruction

- Differentiation by Interest

### Notes

Students will have a choice to create their acrostic or collage based on their personal interests.

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Acrostic or Collage Assessment | Formative | Multi-media / Technology Product

Students create an acrostic or collage using a variety of features in Microsoft Word.

[Acrostic Activity Instructions](#)

[Collage Project Instructions](#)

3 Standards Assessed

Newsletter | Summative | Multi-media / Technology Product

Resources for Newsletter Project:

- [Text for Newsletter](#)
- [Directions](#)
- [Final Example](#)
- [Newsletter Project](#)

3 Standards Assessed

Block Letter Project | Summative | Written Product

[Block Letter](#)

3 Standards Assessed

MLA Autobiography Project | Summative | Written Product

Have students write an autobiography using the guidelines below. Allow students to choose their own topic if they desire to do so.

- [MLA Format Autobiography Project](#)

3 Standards Assessed

---

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

## Literature/Literacy Connections

English - creating and revising both informal and formal documents in Word

---

## Interdisciplinary Connections

English - MLA, formal and informal documents (resume, business letter, etc.)

---

## Tools/Manipulatives

- Computers/Chromebooks
- Internet/Network Connections
- Office Software/Google Suite

---

## Supplemental Materials and Resources

- GCF Website: <https://edu.gcfglobal.org/en/subjects/tech/>
- [Long Report](#)

---

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

**In order to learn:**  
(learnings identified in KUD)

**Summary of Key Learning Events and Instruction**  
(one or more learning experiences, including references to relevant lessons in texts/programs)  
Note required learning events and instruction using the notation **(REQUIRED)**

Students will be able to:

- familiarize themselves with the basic features of Microsoft Word.
- compare and contrast Microsoft Word to Google Docs.
- utilize some basic formatting features.

### Days 1-2: Word Basics

- Basic Features of Word
  - Teacher will lead an open-ended discussion on the basic features of Microsoft Word (i.e. ribbon, tabs/groups, quick access toolbar, and backstage view to produce Word documents).
  - Students will contribute to the discussion by opening up a blank Word document and identifying what they know about the various tabs and groups.
- Comparing Microsoft Word and Google Docs
  - Pose the question "When working in Microsoft Word, what similarities and differences do you see between Microsoft Word and Google Docs?"
  - Review the pros and cons of Microsoft Word
  - Review the pros and cons of Google Docs
  - Provide students with the [Venn Diagram - Comparing Google Docs and Microsoft Word](#) organizer to use for comparing Google Docs and Microsoft Word.
    - With partners, students will complete a Venn Diagram to identify the pros and cons of Microsoft Word and Google Docs. In the middle of the Venn Diagram, they will identify what Google Docs and Microsoft Word have in common. Once they have completed the Venn Diagram, they will answer questions about both applications.
- Teacher models other text basics including formatting text, find and replace, indents and tabs, line and paragraph spacing, lists and links.
- Possible Resources from GCF Global
  - [Getting Started](#)
  - [Creating and Opening Documents](#)
  - [Saving Documents](#)
  - [Text Basics](#)
  - [Formatting](#)
  - [Using Find and Replace](#)
  - [Indents and Tabs](#)
  - [Line and Paragraph Spacing](#)
  - [Lists](#)
  - [Links](#)

Students will be able to:

- work with objects, pictures and text boxes.
- change the layout of a Microsoft Word document.
- format the margins, headers/footers and page numbering.
- create an acrostic or collage using various Microsoft Word features.

#### Days 3-4: Layout & Printing (Acrostic or Collage)

- Teacher will display an example of a student's acrostic or a completed collage to provide a model for students.
- Explain to students that they will be working with objects as well as learn how to set up the page layout prior to printing.
- Teacher will lead a discussion about the various features in Microsoft Word using either the acrostic or collage.
  - For this assignment, students will use each letter of Rockville High School to describe our school with a positive adjective and/or phrases.
- Over the course of the lesson, the teacher will emphasize the following skills:
  - Working with objects
    - Pictures
    - Formatting pictures
    - Shapes
    - Text boxes
    - Align and ordering
    - Tables and charts
  - Page layout
    - Portrait and landscape
    - Margins
    - Headers and footers
    - Page numbering
  - Print setup and layout
    - Select a printer
    - Settings
    - Pages
    - Print on both sides
    - Landscape orientation
    - Custom margins
    - Custom print pages
    - Pages per sheet
- Students complete one of the following assignments:
  - [Acrostic Activity](#)
  - [Collage Project](#)
- Possible Resources from GCF Global:
  - [Page Layout](#)
  - [Printing](#)
  - [Breaks](#)
  - [Columns](#)
  - [Headers and Footers](#)
  - [Page Numbers](#)
  - [Pictures](#)
  - [Formatting Pictures](#)
  - [Shapes](#)
  - [Text Boxes](#)
  - [Alignment and Ordering](#)
  - [Tables](#)
  - [Table Exercise with Formulas](#)
  - [Charts](#)
  - [Spelling and Review](#)
  - [Smart Graphics](#)



Students will be able to:

- download a template.
- rename and save their own document.
- utilize a variety of Microsoft Word skills to create a newsletter.

#### **Days 5-7: Informal Document (Newsletter)**

- Teacher will demonstrate how to download the [Text for Newsletter](#) document and save it into the Software Applications/Microsoft Word folder.
  - Show students how to download a pre-written, unformatted template.
  - Have them rename it to create their own copy.
- In a blank Word document, the teacher will demonstrate how to start the newsletter through whole group instruction.
- Emphasize the following skills:
  - Columns
    - create vertical lines that separate the right and left side of the page
    - change column width
  - Sections with headings and shading
  - Introduce section breaks at the beginning and end of the copy of the template
  - Add a reverse (Master Heading) in the top section to create a headline
  - Insert images and Word Art using wrap feature
  - Pull quote (changing margins and shading)
  - Adding bullets and numbering
  - Return to another column with a section break
  - Show students drop cap feature to start a paragraph
  - Adding a watermark
- Once students complete the beginning steps and set up, they will continue working independently on creating a newsletter.
- Resources for Newsletter Project:
  - [Text for Newsletter](#)
  - [Directions](#)
  - [Final Example](#)
  - [Newsletter Project](#)

Students will be able to:

- write a block letter using a variety of Microsoft Word features and the proper formatting.
- address an envelope to send their letter.

#### **Days 8-9: Formal Documents (Business Letter)**

- Provide students with notes on the components of a block letter
- Teacher shares proper sequence of writing with students (your name and address, date, recipient's name and address, salutation, body, complimentary closing, and signature).
- Teacher will discuss formal writing procedures, including the following:
  - explaining that using text language (ok, k, hey) is not appropriate
  - margins
  - line spacing between the different areas, such as salutation, between paragraphs, after closing before signature, no indents
- Teacher either models or provides an example of a block letter.
- Students will practice writing block letters.
  - They can choose two people to send a formal block letter to.
  - Note school address should be used for sender's address.
  - Students will share the letters with their teacher who will print them.
- Teacher demonstrates how to:
  - tri-fold a letter
  - address an envelope properly.
- Possible Resources:
  - [Block Letter](#)

Students will be able to:

- utilize a variety of Microsoft Word features to create a properly formatted MLA citation, including parenthetical citations and a works cited page.

#### Days 10-11: MLA

- To determine previous knowledge, ask students, "What is MLA?" and "How many of you have written an MLA report before?"
- Teacher provides notes/guided notes on MLA. Include information such as:
  - a definition for MLA
  - formatting features of properly formatted MLA report
  - font size and font type (Times New Roman 12)
  - found in usually in English and Social Studies classes.
  - explain that APA is different style
  - share information about page layout, margins, line spacing, header/footer, alignment, page number, paragraph spacing, dates, title, centering, etc.
- Students will be provided with a model of an autobiography page which requires each type of citation below:
  - parenthetical citation
  - works cited page
- Have students write an autobiography using the guidelines below. Allow students to choose their own topic if they desire to do so.
  - [MLA Format Autobiography Project](#)
- Other Possible Resources:
  - [MLA](#)
- For students who finish early, they can complete the [Mail Merge Activity](#).

---

## Suggested Formative Assessment Practices/Processes

- Course discussion notes/vocabulary notes
- [Venn Diagram - Comparing Google Docs and Microsoft Word](#)
- Question of the Day Prompts
- [GCF Lesson and Templates](#)
- Documents
  - [Collage](#)
  - [Acrostic Activity](#)
- Exit Cards

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 2 - Excel

District High School / Mixed-grade High / Technology Education

[↗](#) Week 7 - Week 10 | Martucci, Charles | Last Updated: Jan 26, 2024 by Fox, Dominique

## Overview of Unit

In this unit, students will learn how Excel is a tool that allows you to enter quantitative data into an electronic spreadsheet and apply one or more mathematical computations. These computations ultimately convert the quantitative data into information. The information produced in excel can be used to make decisions in both professional and personal contexts. Excel topics will range from basic applications to more advanced features such as incorporating decision making through functions into your worksheet.

## Background Information For The Teacher

### Rationale

Microsoft Excel is a widely used and extremely useful spreadsheet application that is used for collecting, organizing, calculating, and analyzing data. Excel is commonly used by companies, organizations, and individuals throughout the world. Becoming proficient in excel increases your marketability in the job market. The more skills you master, the more efficient you can become at solving tasks.

### Key Learning

While students have had exposure to the Google platform beginning in Grade 3, there are few opportunities for them to become familiar with the Microsoft Office Products which are used throughout college, universities and the workplace.

### Essential Vocabulary for the Teacher and Student

absolute reference, calculation, cell, cell address, chart, column index number, constant, data range, dynamic design, finance, formula, function, function wizard, goal seek, if statement, legend, logical test, lookups, lookup value, mixed reference, payment function, range, rate, relative reference, sort, subtotal, table array, term, value false, value true, workbook, worksheet, x-axis, y-axis

### Possible Teacher Misconceptions

- Teachers assume that students have been exposed to Microsoft products, specifically Excel.
- Teachers may not recognize the difference between a constant and a calculation.
- Teachers may not recognize that an Excel workbook can contain multiple connected worksheets.
- Teachers may not recognize that the easiest way to build a dynamic worksheet is to use the function and formula wizard.
- Teachers may not recognize that you can build in repetitive tasks into Excel worksheets.

## Content Standards

### Curriculum Standards

## Priority Standards/Bold

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 1 – Impact on Society

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

- P  S  O Intermediate: \*Describe the impact of technology on the knowledge and skills needed for success in the workplace.

##### Content Standard 4 - Input Technologies

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

- P  S  O Beginning: Use input technology skills to enter and manipulate text and data.

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- P  S  O Intermediate: \*Evaluate and select the appropriate applications to productively complete tasks.

- P  S  O Advanced: Demonstrate the transferability of skills between applications.

## Vision of the Graduate

### [Definition or Explanation](#)

- Critical thinker
- Collaborator
- Communicator
- Responsible citizen

## Supporting Standards/Regular

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 1 – Impact on Society

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

- P  S  O Beginning: Identify uses of information technology that meets human needs and affects quality of life in the home, school and work.

- P  S  O Beginning: Use information technology skills for lifelong learning.

##### Content Standard 3 – Operating Systems and Utilities

Identify and evaluate various types of operating systems and utilities.

Describe various types of operating systems and utilities.

- P  S  O Beginning: \*Manage files and folders.

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- P  S  O Intermediate: Use help features and reference materials to learn applications and solve problems.

## ISTE: ISTE Students (2019)

### ISTE: All Grades

#### 1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- P  S  O 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

#### 1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- P  S  O 1.5.a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- P  S  O 1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

#### 1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- P  S  O 1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

#### 1.7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- P  S  O 1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Overarching/Italicized

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)

Content Standard 1 – Impact on Society  
Develop a mastery of technology tools required to enhance academic, business and personal performance for success.  
Assess the impact of information technology in a global society.

- Intermediate: Evaluate how information technology transforms business processes and relationships.

#### Content Standard 4 - Input Technologies

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

- Intermediate: \*Develop proper input techniques (e.g., keyboarding, scanning, digital cameras, virtual keypad, and recognition of developing technologies, the use of a multi-touch screen, mouse/pad or stylus, speech recognition, student response systems, digital inking and any new emerging technology).

### ISTE: ISTE Students (2019)

#### ISTE: All Grades

##### 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

##### 1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- 1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

##### 1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

##### 1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## K-U-D

### Know

Students will know...

- Constants
  - alpha
  - numeric
- Math
  - PEMDAS (Please Excuse My Dear Aunt Sally)
- Referencing
  - absolute cell referencing
  - mixed cell referencing
  - relative cell referencing
- Calculation
  - formulas
  - functions
- Formatting
  - text
  - currency
  - dates

### Do

Students will be able to...

- understand the difference between a workbook and worksheet.
- understand only two inputs can go into an excel worksheet.
- identify the difference between a constant and calculation.
- understand when to use a formula vs a function.
- apply math concepts and conditioning statements to solve a task.
- create dynamic solutions.
- manipulate data into information.
- create visual depictions of data through charting.

### Big Ideas

- Using spreadsheets as an introduction to low-level AI
- Data vs. Information
- Designing Dynamic Spreadsheets

### Essential Questions

- **Overarching**
  - Why will a solid mathematical background contribute to problem-solving in Excel.
- **Topical**
  - Why is creating a dynamic spreadsheet important in solving authentic tasks?
  - Why is data different from information?

### Understand

Students will understand that...

- technology is constantly changing, and requires the continuous learning of new skills.
- spreadsheet software is used to analyze data and manipulate it into something useful called information.

## Common Student Misconceptions

Students might...

- believe that constants and calculations are the same thing.
- think they have to continuously recreate formulas and or functions throughout a spreadsheet.
- think that there is no way to isolate cell addresses during the copy process.
- believe that they can't convert how they think into solving a problem in excel.
- think that formulas and functions are the same thing.

---

## Differentiated Instruction

- Differentiation by Learning Style

### Notes

Students who struggle in excel are provided an alternative through self guided videos, templates and challenges.

- [GCF Global Excel](#)

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Stock Market Project | Summative | Performance Task

[Stock Market Project](#)

Assess students using the following [Rubric](#).

(See Days 9-10 in the Suggested Learning Plan)

[4 Standards Assessed](#)

---

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

### Literature/Literacy Connections

---



## Interdisciplinary Connections

This unit requires a solid math background. Students need to understand that Excel follows that basic rules of math (PEMDAS). Excel also provides an opportunity for students who struggle in math to see math concepts in a different setting.

## Tools/Manipulatives

- Computers/Chromebooks
- Internet/Network Connections
- Office Software/Google Suite

## Supplemental Materials and Resources

### Suggested Learning Plan

## Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• enter into multiple worksheets across one workbook, properly organize worksheets and save</li></ul>	<p><b><u>Day 1: Excel Basics: Getting Started with Excel, Creating and Opening Workbooks, and Saving Workbooks</u></b></p> <ul style="list-style-type: none"><li>• Teacher will lead an open-ended discussion on what Excel is, and why is learning Excel important.<ul style="list-style-type: none"><li>◦ Show students worksheets that can be very simple to very complex</li><li>◦ Show students how Excel is used throughout the district (town budget)</li></ul></li><li>• Have students open up a blank workbook in Excel:<ul style="list-style-type: none"><li>◦ Ask students the following questions:<ul style="list-style-type: none"><li>▪ What do you notice about the excel window?</li><li>▪ Is it different than the word window?</li><li>▪ Is it similar to the word window?</li></ul></li></ul></li><li>• Go over parts of the Excel window:<ul style="list-style-type: none"><li>◦ Ribbon</li><li>◦ Backstage view</li><li>◦ Quick Access Toolbar</li><li>◦ Different Views</li></ul></li><li>• Model the modification of the quick access toolbar with students to add more commonly used toolsAs<ul style="list-style-type: none"><li>◦ Ask students, "Why would we want some tools on this customized toolbar?"</li></ul></li><li>• Review the importance of file management and ask students to setup a folder on their x:/drive and label it Excel.</li><li>• Students will save under there Excel folder a blank work book and call it "Working with Cells".</li></ul>

Students will be able to:

- identify that each cell address is unique and how to format cells and manipulate worksheets

**Day 2: Working with Cells and Sheets: Cell Basics, Modifying, Formatting Cells, Working with Sheets, Page Layout and Printing**

- Have students open up the "Working with Cells" worksheet they saved at the end of the previous class.
  - Move around the worksheet and in small groups discuss what they notice about the columns and rows of a worksheet
  - Ask students, "How is an Excel Workbook different from an Excel Worksheet?"
  - Explain that each cell has a unique identification in Excel and that no two cells are ever the same. Each cell is unique like a "thumb print".
    - Each cell address is identified by a column "letter" and its "row" number. For example, "A1" would be where Column A and Row 1 intersect.
- Challenge the students to see who can find the very last cell on a worksheet.
  - Using the control and arrow keys you can see the last cell in the worksheet
  - Tell me what is the last cell you see
  - For those who can not find this, introduce the name box to move your active cell to any cell.
  - Note that the cell address also appears in the **name box** in the top-left corner, and that a cell's **column** and **row headings** are **highlighted** when the cell is selected.
- Selecting Cells
  - Select a cell by placing your mouse cursor over a cell and clicking the left mouse button
  - A border will appear around the selected cell, and the column heading and row heading will be highlighted.
  - Ask students, "Can we select or highlight more than one cell?"
    - Have students select a bunch of cells using their left mouse button and explain that what they have highlighted is called a "range".
    - Ask the following questions:
      - Why would we want to highlight a range of cells?
      - Can we highlight a range of cells that are "non-contiguous"?
      - Can anyone tell me why we may want to select non-contiguous?
- Entering content into the worksheet modify our rows and columns
  - What can we enter into Excel?
  - Break down that there are only two things you can put into an Excel worksheet. The "constant" which is numeric- or alpha-based such as typing in your name and your age; and a "calculation". If you typed in everyone's name and age from this class and then wanted to find out the average age in this class, you would create a "calculation".
- Pose the question, "What happens if what you have entered does not fit or does not look visually appealing?"
  - Review how to modify and format an existing worksheet using the "The Customer Contact List" example
    - Each student will download from their class page this example worksheet
    - We will modify columns, rows and appearances
- Ask the question, "Is it more efficient to have 12 workbooks containing each month of the year or one workbook with 12 worksheets for each month?"
  - Demonstrate how to add, label, and modify worksheets.
  - Explain to students that the workbook can contain many worksheets and think of it as a book with many chapters.

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>begin recognizing and demonstrating the difference between entering in a constant into a cell over a calculation</li> <li>recognize that there are two types of calculations (formulas and functions) and demonstrate the difference</li> </ul>	<p><b><u>Day 3: Formulas and Functions: Constants vs Calculations; Comparing Formulas and Functions</u></b></p> <ul style="list-style-type: none"> <li>Today we will demonstrate how Excel can help us become efficient at solving tasks that involve math.</li> <li>Have students will open a blank workbook. <ul style="list-style-type: none"> <li>Through modeling, demonstrate the difference between constants and calculations.</li> <li>Students will also demonstrate through our example how to further breakdown a calculation between "formulas and functions". <ul style="list-style-type: none"> <li>Can anyone think when a formula maybe used over a function?</li> <li>Provide students with a list of numbers and have them students will be asked to solve for a sum of a list of number? <ul style="list-style-type: none"> <li>Did you find that doing a formula was more efficient then a function?</li> </ul> </li> </ul> </li> </ul> </li> <li>Students will open up a new workbook and create the following with teacher direct instruction: <ul style="list-style-type: none"> <li><a href="#">Initial Gradebook</a></li> </ul> </li> <li>Students open a new work book and complete the Budget and Vacation task below. <ul style="list-style-type: none"> <li>Create and Solve <ul style="list-style-type: none"> <li><a href="#">Budget</a></li> <li><a href="#">Vacation</a></li> </ul> </li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate the copy process involving calculations and how you need to isolate assumptions using the proper reference</li> </ul>	<p><b><u>Day 4: Working with Referencing: Relative, Absolute and Mixed Referencing</u></b></p> <ul style="list-style-type: none"> <li>Activate prior knowledge via question: <ul style="list-style-type: none"> <li>What are the only two things we can enter into a worksheet?</li> </ul> </li> <li>Begin with a teacher-led discussion on the following topics: <ul style="list-style-type: none"> <li>Cell Referencing <ul style="list-style-type: none"> <li>Relative</li> <li>Absolute</li> <li>Mixed</li> </ul> </li> <li>As a whole class, complete Simple Commission example below to demonstrate cell referencing: <ul style="list-style-type: none"> <li><a href="#">Simple Commission</a></li> </ul> </li> </ul> </li> <li>Independently, have students complete Realty and Payroll tasks below to demonstrate copying and pasting with references: <ul style="list-style-type: none"> <li><a href="#">Realty</a></li> <li><a href="#">Payroll</a></li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>using the function Wizard and build a payment function for a car buying exercise</li> <li>implement "Goal Seek" to back into their desired monthly amount by changing a selected variable</li> </ul>	<p><b><u>Day 5: Working with the Function Wizard: Payment Function and Goal Seek</u></b></p> <ul style="list-style-type: none"> <li>Ask students, "What is the largest "asset" purchase they can think of?"</li> <li>Teacher leads a discussion on how car dealerships essentially use Excel to come up with monthly financing.</li> <li>Using the "Function Wizard" in Excel, teacher and students will build a "PMT" function to solve for the monthly car payment in the simulation below: <ul style="list-style-type: none"> <li><a href="#">Car Payment</a></li> </ul> </li> <li>Show students how to back into a monthly amount that fits their budget by changing one of the following: <ul style="list-style-type: none"> <li>Price, Rebate, Down Payment, Interest Rate or Term</li> <li><a href="#">Car Payment</a></li> </ul> </li> </ul>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• build a worksheet that has logic using the if statement</li> <li>• change the appearance of a result through conditional formatting</li> </ul>	<p><b><u>Day 6: Decision Making Process: Working with Logic Statements and Conditional Formatting</u></b></p> <ul style="list-style-type: none"> <li>• Teacher will begin with a discussion on logic and condition. <ul style="list-style-type: none"> <li>◦ Ask students "What happens if you get a 68 in a class?" <ul style="list-style-type: none"> <li>▪ Most will say that they will "fail" the course</li> <li>▪ Explain that by answering they will "fail" and they just did a logical statement</li> </ul> </li> <li>◦ Teacher demonstrates how "conditional formatting" works</li> </ul> </li> <li>• Students will open and save a new workbook titled "Modified Gradebook". <ul style="list-style-type: none"> <li>◦ Together, the teacher and students will create the template and build logic using the "If Statement" and conditional formatting: <ul style="list-style-type: none"> <li>▪ <a href="#">Modified Gradebook</a> (Sheet #1)</li> </ul> </li> </ul> </li> <li>• Independently, students will complete a sales example building in logic where appropriate: <ul style="list-style-type: none"> <li>◦ <a href="#">Hot Spot Template</a></li> <li>◦ <a href="#">Hot Spot Solution</a></li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• build a table with break points and convert data using vertical and horizontal lookups</li> </ul>	<p><b><u>Day 7: Decision Making Process: Working with Lookups</u></b></p> <ul style="list-style-type: none"> <li>• As a review, teacher will ask students, "What are the three pieces to an "If Statement"?" <ul style="list-style-type: none"> <li>◦ The logical test</li> <li>◦ What do we do if the test is met?</li> <li>◦ What do we do if the test is not met?</li> </ul> </li> <li>• An "If Statement" is a clear cut right or wrong, <ul style="list-style-type: none"> <li>◦ Ask students if they can provide an example where there are more than two options?</li> <li>◦ Demonstrate how numeric grades have to be converted to "letter grades" <ul style="list-style-type: none"> <li>▪ Ask students if you have a 95 what is your letter grade? How about a 75? <ul style="list-style-type: none"> <li>▪ When students respond with an "A" then a "C"; explain how they have just completed a lookup.</li> <li>▪ Explain that lookups allow you to convert results based on a series of breakpoints.</li> </ul> </li> </ul> </li> </ul> </li> <li>• Using the modified gradebook from the previous class we will show students how to convert data based on table break points <ul style="list-style-type: none"> <li>◦ <a href="#">Modified Gradebook</a> (Sheet #2 and Sheet #3)</li> </ul> </li> <li>• Students independently complete Car Buying Exercise below involving sales commissions using the "VLOOKUP" <ul style="list-style-type: none"> <li>◦ <a href="#">Exotic Motor Cars Template</a></li> <li>◦ <a href="#">Exotic Motor Cars Solution</a></li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Take a large table of data and manipulate it into information</li> <li>• Create charts and graphs based off of the manipulated data</li> </ul>	<p><b><u>Day 8: Working with Data: Manipulating Data into Information using Charts, Filters and Subtotals</u></b></p> <ul style="list-style-type: none"> <li>• Lead a discussion on the difference between data and information <ul style="list-style-type: none"> <li>◦ "Data that is manipulated into something useful is called information."</li> <li>◦ What is one way we can convey data into information? <ul style="list-style-type: none"> <li>▪ Sorting and Subtotals</li> <li>▪ Charts (visual representation)</li> </ul> </li> </ul> </li> <li>• Using the "Employee Table" example below to demonstrate how data can be manipulated through sorts and subtotals: <ul style="list-style-type: none"> <li>◦ <a href="#">Employee Table</a> <ul style="list-style-type: none"> <li>▪ Show students how to: <ul style="list-style-type: none"> <li>▪ Create a Primary and Secondary Sort</li> <li>▪ Create Subtotals</li> </ul> </li> </ul> </li> </ul> </li> <li>• Show the difference between pie charts, bar charts, and line charts <ul style="list-style-type: none"> <li>◦ Pie Charts for proportions</li> <li>◦ Bars and Lines for growth</li> </ul> </li> <li>• Demonstrate Charting in Excel <ul style="list-style-type: none"> <li>◦ Students will model teacher creating a basic chart</li> <li>◦ Create basic pie and bar charts <ul style="list-style-type: none"> <li>▪ <a href="#">Chart Exercise</a> <ul style="list-style-type: none"> <li>▪ Modify and format chart appearance</li> <li>▪ Change data between the x- and y-axis</li> <li>▪ Modify data so you can chart data that is "non-contiguous" (not connected)</li> </ul> </li> </ul> </li> </ul> </li> </ul>

Students will be able to:

- complete a comprehensive Stock Project utilizing logic, referencing, charts, formulas and functions

### Days 9-10: Completing end of Unit Stock Assignment

- Teacher distributes an authentic task to students on the stock market in order to have them complete an Excel analysis.
  - [Stock Assignment](#)
  - Students will research the price of two stocks over the previous two weeks.
  - Setting up an Excel Workbook students will:
    - using a combination of logic and lookups, determine if they should hold, sell or buy based on the two-week trend of their stocks.
    - analyze the two stock prices and perform analytics using appropriate formulas and functions.
  
    - chart the growth or value of their stock.
    - Note: Students will struggle with determining percentage growth.
  - Assess using the following [Rubric](#).

---

## Suggested Formative Assessment Practices/Processes

- Quizzes
- Authentic Tasks
  - Gradebook
  - Payroll
  - Budget
  - Car Purchasing
  - Travel/Vacation
  - Stocks
- Daily Exit Cards

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 3 - PowerPoint

District High School / Mixed-grade High / Technology Education

⬆ Week 11 - Week 13 | Martucci, Charles | Last Updated: Jan 23, 2024 by Fox, Dominique

#### Overview of Unit

It's hard to imagine a day going by without people passing along large amounts of information. Messages are everywhere, and the number of messages we receive seems to be increasing each day. Whether via phone, email, mass media, or personal interaction, we are subjected to a constant stream of information. With so much communication to contend with, it can be difficult to grab people's attention. But, we are often called upon to do just that. So, how do you grab and maintain an audience's focus when you're asked to present important information? By being clear, organized, and engaging. And, that is exactly what Microsoft® Office PowerPoint® can help you do.

Gone are the days of flip charts or drawing on a white board to illustrate your point. Today's audiences are tech savvy, accustomed to high-impact multimedia content, and stretched for time. By learning how to use the vast array of features and functionality contained within PowerPoint, you will gain the ability to organize your content, enhance it with high-impact visuals, and deliver it with a punch. In this course, you will use PowerPoint to begin creating engaging, dynamic multimedia presentations.

#### Background Information For The Teacher

##### Rationale

PowerPoint can be used to prepare presentations by helping students refine their material to salient points and content. Utilizing transferable skills from other Microsoft Office products, students can create a multimedia presentation that can incorporate text, video and sound.

PowerPoint supports effective communication by creating visually appealing presentations that maintain the audience's attention, making presentations more impactful and memorable. Learning how to use PowerPoint enables individuals to communicate complex ideas, data, and information in a clear and organized manner.

##### Key Learning

While students have had exposure to the Google platform beginning in Grade 3, there are few opportunities for them to become familiar with the Microsoft Office Products which are used throughout college, universities and the workplace.

##### Essential Vocabulary for the Teacher and Student

alignment, animation, audio, bullets, charts, comparison slide, content slide, crop, design tab, format, gallery, grouping, hyperlink, indent, insert, layout, level, line spacing, multi-level, normal view, notes page view, notes pane, objects, orientation, outline tab, outline view, painter, paragraph, placeholders, point, portrait, resizing, scroll arrows, size, slide, slide indicator, slide pane, slide tab, slideshow view, smart graphics, sorter view, style, text box, themes, title slide, transition, video

##### Possible Teacher Misconceptions

- Teachers may believe that students have been exposed to presentation software, specifically PowerPoint.
- Teachers may believe that students know how to properly use PowerPoint because they have used google slides.
- Teachers may not recognize how choosing color schemes, animations and transitions add value to a presentation.
- Teachers assume that the more information on a slide the better the slide.
- Teacher assumes longer is better.

- Teacher assumes the more elements on a slide the better the presentation
- Teacher assumes that presentation automatically saves after each task

## Content Standards

### Curriculum Standards

#### Priority Standards/Bold

**CT: CTE: Business and Finance Technology (2014)**

**Grades 9-12**

**Computer Information Systems (2014)**

#### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks. Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- P  S  O Beginning: Produce projects that include a variety of media (e.g., images, text, video, web-based tools and audio).
- P  S  O Intermediate: \*Evaluate and select the appropriate applications to productively complete tasks.
- P  S  O Intermediate: Use help features and reference materials to learn applications and solve problems.
- P  S  O Intermediate: Identify and use resources to solve problems using application software.

#### Supporting Standards/Regular

**CT: CTE: Business and Finance Technology (2014)**

**Grades 9-12**

**Computer Information Systems (2014)**

#### Content Standard 1 – Impact on Society

Develop a mastery of technology tools required to enhance academic, business and personal performance for success. Assess the impact of information technology in a global society.

- P  S  O Beginning: Identify uses of information technology that meets human needs and affects quality of life in the home, school and work.
- P  S  O Beginning: Use information technology skills for lifelong learning.
- P  S  O Intermediate: \*Describe the impact of technology on the knowledge and skills needed for success in the workplace.
- P  S  O Intermediate: Evaluate how information technology transforms business processes and relationships.

#### Content Standard 2 – Devices and Components

Describe current and emerging hardware; configure, install and

### Vision of the Graduate

#### Definition or Explanation

- Critical thinker
- Communicator

#### Notes

Students will have to research and create a presentation on a school issue/problem they are passionate about. Using PowerPoint, each student will then present their findings and solutions to their audience.

upgrade; diagnose; and repair.

Identify devices and components appropriate for specific tasks

Beginning: Identify the purpose, operations and care of all types of devices and components.

Beginning: Identify examples of emerging hardware technologies.

**Content Standard 3 – Operating Systems and Utilities**

Identify and evaluate various types of operating systems and utilities.

Describe various types of operating systems and utilities.

Beginning: \*Manage files and folders.

**Content Standard 4 - Input Technologies**

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

Beginning: Use input technology skills to enter and manipulate text and data.

Intermediate: Create media using a variety of input technologies.

**Content Standard 5 - Applications**

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

Advanced: Demonstrate the transferability of skills between applications.

## ISTE: ISTE Students (2019)

### ISTE: All Grades

#### 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

#### 1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Overarching/Italicized

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)



**Content Standard 3 – Operating Systems and Utilities**  
Identify and evaluate various types of operating systems and utilities.

Describe various types of operating systems and utilities.

- P  S  O Intermediate: Select operating systems and utilities appropriate for specific hardware, software and tasks.

**Content Standard 9 - Networking Infrastructure and Security**  
Develop skills for networking and security.

**Strand 1: Develop skills to design, deploy and administer networks and telecommunication systems.**

- P  S  O Beginning: Identify and use basic networking resources.

- P  S  O Intermediate: Identify network devices, including connectivity hardware and related software.

**ISTE: ISTE Students (2019)**

**ISTE: All Grades**

**1.1 Empowered Learner**

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- P  S  O 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

**1.2 Digital Citizen**

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- P  S  O 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- P  S  O 1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**1.3 Knowledge Constructor**

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- P  S  O 1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- P  S  O 1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- P  S  O 1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

## K-U-D

### Know

Students will know...

- Common User Interface
  - tabs
  - ribbons
- Presentation
  - create
  - templates
  - themes, layout, and design
- Views
  - normal
  - Outline
  - slide sorter
  - notes
- Inserts
  - placeholders
  - objects
  - links
- Slideshow
  - readability
  - flow – (5/5/5 Rule)
    - no more than 5 words per line of text
    - no more than 5 lines of text per slide
    - no more than 5 text-heavy slides in a row
  - less is more
  - proofread
  - practice

### Do

Students will be able to...

- add, delete and move a slide.
- enter, edit and delete a slide placeholder.
- add and adjust slide themes.
- change the views of a presentation.
- add, delete and move a slide.
- enter, edit and delete a slide placeholder.
- add and adjust slide themes.
- change the views of a presentation.
- enhance their presentation with multimedia features including video and sound.
- incorporate other office objects into their presentation.
- edit their presentation to meet the needs of their “audience”.
- create a multimedia presentation on a school issue or problem in small groups.
- present their presentation to their audience.

### Big Ideas

- Presentation software as a story telling tool
- Audience engagement for a purpose
- Multimedia integration

### Essential Questions

- What strategies can be employed to engage and maintain the attention of the audience throughout a PowerPoint presentation?
- How does the strategic use of multimedia elements, such as images, videos, and audio, contribute to effective storytelling in a PowerPoint presentation?
- In what ways can PowerPoint be utilized to accommodate diverse learning styles and preferences among students during a presentation?

### Understand

Students will understand that...

- PowerPoint can be used as a storytelling tool.
- less is more when creating a presentation.
- an engaging presentation can persuade or inform and audience.
- PowerPoint can help present information in multiple ways (visual, auditory, and reading/writing).

## Common Student Misconceptions

Students might...

- believe that creating a presentation is simply a matter of dropping information onto a slide.
- think putting as much information as a slide as you can will develop a deeper understanding within their audience.
- believe that it is acceptable to read directly from a PowerPoint presentation.
- not consider their audience when creating, formatting, and presenting their PowerPoint presentations.
- not recognize how animations, transitions and/or sounds within a presentation can have a powerful impact on their audience.
- not realize that they can incorporate other Microsoft Office elements into their PowerPoint presentations.

## Differentiated Instruction

- Differentiation by Learning Style
- Differentiation of Content

Notes

Students who struggle or are absent from class may use the online tutorials:

[GCF PowerPoint](#).

For the final assessment, students may chose there own topic to create a persuasive presentation relating to a school issue or problem they feel passionate about.

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Final Powerpoint Project | Summative | Multi-media / Technology Product

[PowerPoint Presentation and Rubric](#)

4 Standards Assessed

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

--	--	--	--	--

---

## Literature/Literacy Connections

---

## Interdisciplinary Connections

---

## Tools/Manipulatives

- Computers/Chromebooks
- Internet/Network Connections
- Office Software/Google Suite

---

## Supplemental Materials and Resources

---

### Suggested Learning Plan

## Summary of Key Learning Events and Instruction

--	--

Students will be able to:

- add, delete and move a slide.
- enter, edit and delete a slide placeholder.
- add and adjust slide themes.
- change the views of a presentation.

**Day 1 and Day 2: PowerPoint Basics and Working with Slides: Opening, Creating, Saving, Slide Basics, Applying/Modifying Themes, Applying Transitions, Managing Slides**

- Teacher opening remarks that PowerPoint is a presentation program that allows you to create dynamic slide presentations. These presentations can include animation, narration, images, videos and much more.
- Students will contribute to the discussion by sharing out when did they have to do a presentation last?
  - What did you like about PowerPoint?
  - What did you struggle when using PowerPoint?
- PowerPoint files are called presentations. Whenever you start a new project in PowerPoint, you'll need to create a new presentation, which can either be blank or from a template.
  - Teacher and students will open up a new blank project.
  - Teacher will ask students if they notice any similarities between the PowerPoint window and other Microsoft Office windows?
    - Students should recognize that the structure of the windows are all similar.
    - Teacher will again explain that this called the "Common User Interface"
    - Each student will save the blank project as "Autobiography" to their x:/drive
- Teacher will state that every PowerPoint presentation is composed of a series of slides. To begin creating a slide show, you'll need to know the basics of working with slides. You'll need to feel comfortable with tasks like **inserting** a new slide, **changing the layout** of a slide, **arranging** existing slides, **changing the slide view**, and **adding notes** to a slide.
  - Following along with the teacher students will:
    - Add a title on the first default slide called "Autobiography"
    - Learn the basics of working with slides:
      - Teacher and students will look at different slide layouts and their place holders
      - Teacher and students will insert a new "Title and Content Slide"
        - Students will add a title "About Me"
        - In the main placeholder students will add 3-5 interesting facts about them
- Pose the question does our current presentation look good?
  - How can we spruce up our presentation
  - Teacher will explain before you get to far along in your development you should think about themes
    - In PowerPoint, **themes** give you a quick and easy way to change the design of your presentation. They control your primary color palette, basic fonts, slide layout, and other important elements. All of the elements of a theme will work well together, which means you won't have to spend as much time formatting your presentation.
  - Teacher and students will select a theme under the "Design Tab". Students can select any theme that they would like to use.
    - Independently, students will add 4 more slides with the following titles and content:
      - Hobbies - Favorite
      - Family - Structure
      - Favorite School Moment - Most Memorable Moment
      - Future - Where Do You See Yourself in 10 Years
- Now that we have 6 slides teachers and students will demonstrate what the slideshow currently looks like in its basic form
  - Teacher will run the slideshow in its basic form
  - Teacher and student will add "transitions" to apply special effects between each slide
- Teacher will ask students what happens if we want to change the order of our slides?
  - Teacher and student will change the order of slides using the "Slides Order View"
- Teacher and student will now run what has been completed

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• add bullets and numbering.</li> <li>• change indents and spacing.</li> <li>• add pictures and modify images.</li> <li>• add SmartArt Graphics and align.</li> <li>• add animation to place holders.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students will save this</li> </ul> <p><b><u>Day 3: Text and Objects: Lists, Indents, Spacing, Pictures, Shapes and Animation</u></b></p> <ul style="list-style-type: none"> <li>• Teacher and student will open up their "Autobiography" presentation.</li> <li>• Pose the question to students what are some things we can do to enhance a presentation?</li> <li>• Teacher and student will work on: <ul style="list-style-type: none"> <li>◦ Creating a list on one of their slides such as "Hobbies"</li> <li>◦ Making sure there is consistent indents and spacing</li> <li>◦ Adding pictures or shapes where appropriate</li> </ul> </li> <li>• Teacher states that in PowerPoint, each slide may have multiple items, such as pictures, shapes, and text boxes. You can arrange the objects the way you want by <b>aligning, ordering, grouping, and rotating</b> them in various ways. <ul style="list-style-type: none"> <li>◦ Teacher and students will use the Format Tab to align and distribute placeholders evenly.</li> </ul> </li> <li>• Teacher states that In PowerPoint, you can <b>animate</b> text and objects like clip art, shapes, and pictures. Animation—or movement—on the slide can be used to <b>draw the audience's attention</b> to specific content or to make the slide easier to read. <ul style="list-style-type: none"> <li>◦ Teacher and students will animate objects using "Animations Tab": <ul style="list-style-type: none"> <li>▪ Entrance</li> <li>▪ Emphasis</li> <li>▪ Exit</li> <li>▪ Motion Path</li> </ul> </li> </ul> </li> <li>• Teacher and students save changes to "Autobiography" presentation.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• enhance their presentation with multimedia features including video and sound.</li> <li>• incorporate other office objects into their presentation.</li> </ul>	<p><b><u>Day 4 and Day 5 (First ½): More Objects: Videos, Audio, Tables, Charts and Smart Graphics</u></b></p> <ul style="list-style-type: none"> <li>• Teacher and student open up "Autobiography" presentation</li> <li>• Pose the question "Do you remember a PowerPoint that you were impressed by?" "Why were you impressed by this presentation?" <ul style="list-style-type: none"> <li>◦ Most students will say that the presentations that were good contained visually stimulating components such as: <ul style="list-style-type: none"> <li>▪ Videos</li> <li>▪ Tables</li> <li>▪ Charts</li> <li>▪ Smart Graphics</li> </ul> </li> </ul> </li> <li>• Teacher will demonstrate how to add videos, audio, tables, charts and smart graphics into a presentation</li> <li>• Independently, students will edit their presentation to add: <ul style="list-style-type: none"> <li>◦ YouTube Video (Video of Hobby)</li> <li>◦ Insert a table or chart (maybe a chart of future potential earnings)</li> <li>◦ Smart graphic (example hierarchy graphic of family household)</li> </ul> </li> <li>• Students save all changes to "Autobiography" Presentation.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• edit their presentation to meet the needs of their "audience".</li> </ul>	<p><b><u>Day 5 (Second ½): Generally Accepted PowerPoint Rules:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher will lead discussion during the second half of class on day 5: <ul style="list-style-type: none"> <li>◦ <a href="#">Simple Rules for Better PowerPoint Presentations</a></li> <li>◦ <a href="#">Video</a></li> </ul> </li> <li>• Independently for the remainder of class, students will lead edit their "Autobiography" presentation to follow the rules previously discussed.</li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• create a multimedia presentation on a school issue or problem in small groups.</li> </ul>	<p><b><u>Day 6 and Day 7: Create a Multimedia Presentation</u></b></p> <ul style="list-style-type: none"> <li>• Teacher will distribute an authentic task to students on preparing a persuasive presentation.</li> <li>• Independently, students will use two days to prepare a persuasive presentation on an approved topic and on the final day of the present to the class. <ul style="list-style-type: none"> <li>◦ Project on Persuasive Presentation on School Issue <ul style="list-style-type: none"> <li>▪ <a href="#">Persuasive Group Presentation (Page #1)</a></li> </ul> </li> </ul> </li> </ul>

Students will be able to:

- present their presentation to their audience.

**Day 8: Presenting to Your Audience a 3-4-minute persuasive argument**

- Teacher will state there are many things to keep in mind when preparing to give a presentation.
  - How long will it last?
  - What will you say?
  - How will your audience react?
- Each student will present their final persuasive presentation.
  - Teacher will emphasize that the goal of this exercise is to allow fellow students see what you have created and to prepare students in becoming more comfortable presenting in a front of an audience.
    - [Presentation Rubric \(Page #2\)](#)

---

## Suggested Formative Assessment Practices/Processes

- In class modeling of examples
- "Autobiography" presentation (to be used and built upon during classes)
- Daily Online Linked Authentic Tasks
  - [GCF Global Challenges](#)
- Daily Exit Cards
- Final Persuasive Presentation

---

## Works Cited

(APA Format)

## Revision History

---

## Teacher Notes and Reflections

---



## Unit Plan

### Unit 4 - Website Design Using Google Sites

District High School / Mixed-grade High / Technology Education

⬆ Week 14 - Week 16 | Martucci, Charles | Last Updated: Today by Fox, Dominique

#### Overview of Unit

In this unit, students will learn the major components that drive and support internet technology. Students will see how the specific content they view on their screens (phones and computers) gets created, and develop an understanding of the relationships between the major technology components/layers that support those screens. Students will create websites using the Google Sites website development tool. Students will be introduced to creating websites and the following objects:

1. banners and headers
2. pre-defined page layouts
3. text and collapsible text
4. images and image carousels
5. embedded video
6. maps
7. links to other pages (within the site (internal) and to other existing websites (external), and
8. sub-pages.

#### Background Information For The Teacher

#### Rationale

Google Sites (Sites) is the website design tool embedded within the Google Suite of applications accessed through each student's Google account. At this point, other website design tools are not approved for use per District student privacy concerns. Sites will enable students the opportunity to create and to preview within a browser websites that they create in class. Sites will enable students to share their work with others in the *vernonschools.org* Google domain without being viewed publicly on the World Wide Web. Sites will enable students to test and preview their work across desktop, Chromebook, laptop, tablet, and mobile devices.

#### Key Learning

Students will have the opportunity to practice website development techniques related to topics that appeal to their own personal interests or are directly related to the explosion of social media platform processing. They will gain an appreciation for how rapidly internet-based technologies have become accessible to the non-programmer. Students will reflect on the magnitude and speed that 'big tech' has woven itself into our everyday lives.

#### Essential Vocabulary for the Teacher and Student

browser, Hyper-Text Markup Language (HTML), internet, network, Uniform Resource Locator (URL), webpage, website

#### Possible Teacher Misconceptions

- Teachers may not recognize that Google has many products in addition to Search and the Chrome browser.
- Teachers may not recognize that many web browsers exist.
- Teachers may not recognize that students may be accessing class material through various browsers.



# Content Standards

## Curriculum Standards

### Priority Standards/Bold

#### CT: CTE: Business and Finance Technology (2014)

Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.  
Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

P  S  O Intermediate: Explore social media applications.

##### Content Standard 7 - Web Development and Design

Design and develop web solutions.  
Design, develop, test, implement, update and evaluate web solutions.

P  S  O Beginning: Identify and utilize various types of resources for web development.

#### ISTE: ISTE Students (2019)

ISTE: All Grades

#### 1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

P  S  O 1.4.c. develop, test and refine prototypes as part of a cyclical design process.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Vision of the Graduate

### [Definition or Explanation](#)

- Critical thinker
- Communicator

### Supporting Standards/Regular

#### CT: CTE: Business and Finance Technology (2014)

Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 2 - Devices and Components

Describe current and emerging hardware; configure, install and upgrade; diagnose; and repair.  
Identify devices and components appropriate for specific tasks

P  S  O Intermediate: Troubleshoot and diagnose applications and devices using appropriate resources (e. g., help desks, online help and manuals).

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.  
Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

P  S  O Advanced: Demonstrate the transferability of skills between applications.

## Content Standard 7 – Web Development and Design

Design and develop web solutions.

Design, develop, test, implement, update and evaluate web solutions.

Intermediate: Test, implement and evaluate the Web site.

Advanced: Build Web sites to support mobile platforms.

## Content Standard 9 - Networking Infrastructure and Security

Develop skills for networking and security.

Strand 1: Develop skills to design, deploy and administer networks and telecommunication systems.

Beginning: \*Identify basic network connectivity concepts.

Beginning: Identify and use basic networking resources.

### ISTE: ISTE Students (2019)

#### ISTE: All Grades

##### 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

##### 1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

##### 1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

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

##### 1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- P S  1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Overarching/Italicized

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 1 – Impact on Society

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

- P S  Beginning: Identify uses of information technology that meets human needs and affects quality of life in the home, school and work.
- P S  Intermediate: Evaluate how information technology transforms business processes and relationships.

##### Content Standard 2 – Devices and Components

Describe current and emerging hardware; configure, install and upgrade; diagnose; and repair.

Identify devices and components appropriate for specific tasks

- P S  Beginning: Identify examples of emerging hardware technologies.

##### Content Standard 3 – Operating Systems and Utilities

Identify and evaluate various types of operating systems and utilities.

Describe various types of operating systems and utilities.

- P S  Beginning: \*Manage files and folders.

##### Content Standard 4 - Input Technologies

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

- P S  Beginning: Use input technology skills to enter and manipulate text and data.

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- P S  Beginning: Produce projects that include a variety of media (e.g., images, text, video, web-based tools and audio).
- P S  Intermediate: \*Evaluate and select the appropriate applications to productively complete tasks.

### ISTE: ISTE Students (2019)

#### ISTE: All Grades

#### 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

### 1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

### 1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

**2016 ISTE Standards** Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

#### Computer Information Systems (2014)

##### Content Standard 5 - Applications

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- Intermediate: Use help features and reference materials to learn applications and solve problems.

## K-U-D

### Know

Students will know...

- Network
  - internet
- Website
  - webpage
  - subpages
- Uniform Resource Locator (URL)
- Browser
- HTML
- Google Sites website development tool

### Do

Students will be able to...

- differentiate between a network and the internet.
- describe a browser.
- identify and describe key components of internet technology through discussion, notes and real-world observation.
- begin to evaluate a website quality, reliability, bias (lack of).
- create a website and its underlying components (pages, objects, external links) using Google Sites.
  - create content viewable through a browser
  - preview developed code in 'preview in browser' mode to determine next editing steps (continuous revision).

- reflect on the culture, inner-workings, and product offerings of Google - a titan of the internet.
- reflect on the predominance (both good and bad) that social media has on our lives today.

---

## Big Ideas

- Website design tools generate HTML code to be viewed in a browser.
- Google Sites is a graphic-based (non-coding) tool to generate HTML
- Internet-based technologies are pervasive in our lives today.

## Essential Questions

- Why is it important for individuals to be technology literate?
- Why is it important when developing a website to consider adding various objects to a page?
- What impact does internet-based technology have on my life today?

---

## Understand

Students will understand that...

- website design software such as Google Sites is used to communicate through web browser applications such as Chrome, Safari, and Firefox.
- adding objects to a webpage can capture individual interest resulting in increased screen time and enhancing the site.
- technology is constantly changing and therefore requires the continuous learning of new skills.

---

## Common Student Misconceptions

Students might...

- believe all networks are internet-based.
- think search engines and browsers are the same thing.
- believe content developed on Google Sites through their vernonschools.org accounts can be viewed on the world-wide-web.
- think HTML coding skills are required to develop websites.

---

## Differentiated Instruction

- Differentiation by Interest
- Differentiation of Content

### Notes

For the final project, students will create a website on a provided topic. However, they may go in a number of directions with the topic.

---

## Unit Assessment

## Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

Day 1 Notes - Key Terms | Formative | Written Product

[Internet Technology key terms](#)

5 Standards Assessed

Website 1 using Sites - Own Topic | Summative | Performance Task

[Begin first site \(student-selected topic\)](#)

3 Standards Assessed

Guided Notes - Inside the Mind of Google | Formative | Written Product

[Student reflection / guided notes](#)

5 Standards Assessed

Guided Notes / Reflection - The Social Dilemma | Formative | Written Product

[Student reflection / Guided notes](#)

4 Standards Assessed

Website 2 using Sites - Social Media for Dummies | Summative | Performance Task

[\(Social Media for Dummies\)](#)

8 Standards Assessed

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Literature/Literacy Connections

## Interdisciplinary Connections

## Tools/Manipulatives

- Computers/Chromebooks
- Internet/Network Connections
- Office Software/Google Suite

## Supplemental Materials and Resources

- Time Permitting:
- Video Case: Browser Wars - The True Story of the Internet <https://www.youtube.com/watch?v=Gh6N1uPjGno>
- Video Case: [Inside the Mind of Google – CNBC Titans](#)
- Netflix - The Social Dilemma
- [CRAAP test](#) for assessing website usefulness and validity

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Students will be able to: <ul style="list-style-type: none"> <li>• differentiate between a network and the internet.</li> <li>• describe a browser.</li> <li>• identify and describe key components of internet technology through discussion, notes and real-world observation.</li> <li>• begin to evaluate a website quality, reliability, bias (lack of).</li> </ul>	<p><b><u>Day 1: Internet Technologies and Google Sites Basics: Defining key terms and components, observing these on a commercially developed website (www.target.com).</u></b></p> <ul style="list-style-type: none"> <li>• Teacher leads a discussion on the "Relationship of Internet Technology Key Terms" to help students understand with greater specificity the terms we hear and use each day. Teacher will project key terms, one at a time, and provide (type) definition, and everyday evidence/examples of each term.               <ul style="list-style-type: none"> <li>◦ Students will take notes, with student participation/discussion</li> <li>◦ <a href="#">Internet Technology Key Terms</a></li> </ul> </li> <li>• Teacher will guide students through observation/recognition of each of they key terms on <a href="http://www.target.com">www.target.com</a></li> <li>• Begin to evaluate a website for lack of bias (<a href="#">CRAAP test</a>)</li> </ul>
Students will be able to: <ul style="list-style-type: none"> <li>• create a website and its underlying components (pages, objects, external links) using Google Sites.</li> <li>• create content viewable through a browser</li> <li>• preview developed code using 'preview in browser' mode to determine next editing steps (continuous revision).</li> </ul>	<p><b><u>Days 2-3: Initial Site Creation</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Begin first site (student-selected topic)</a> using Google Sites.</li> <li>• Teacher will review Internet Technology Key Terms from day one (discussion and review on an open web page).</li> <li>• Teacher and students will open and explore Google Sites together (teacher via whiteboard and students on individual computers) for the following:               <ul style="list-style-type: none"> <li>◦ Finding and opening Google Sites via the Google Apps icon</li> <li>◦ Review the Google Sites workspace:                   <ul style="list-style-type: none"> <li>▪ Create Site</li> <li>▪ Name Site</li> <li>▪ Share Site (teacher will remind students 'share' is for internal sharing, not viewable to outside world)</li> </ul> </li> <li>◦ Teacher will direct students to the 'task pane' on right side of Google Sites workspace and navigate the following:                   <ul style="list-style-type: none"> <li>▪ Change site theme (header type and size, pictures, font and font size, color schemes)</li> <li>▪ Adding (Create) Pages and adding content on pages:                       <ul style="list-style-type: none"> <li>▪ Selecting and adjusting themes, banners, and banner sizing</li> </ul> </li> <li>▪ Text boxes, images, carousel images, upload images from stored media or online, layouts, collapsible text, location maps, video</li> </ul> </li> </ul> </li> </ul>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>reflect on the culture, inner-workings, and product offerings of Google - a titan of the internet,</li> </ul>	<p><b><u>Day 4: CNBC - The Company Google</u></b></p> <ul style="list-style-type: none"> <li>Teacher leads a brief brainstorm discussion re: Google as a firm, its products, its presence in our world today</li> <li>Have students watch the <a href="#">Inside the Mind of Google</a> documentary on YouTube.</li> <li>Students should take notes using the <a href="#">Student Reflection/Guided Notes</a> while watching Inside the Mind of Google documentary.</li> <li>Closing Discussion points/exit ticket: <ul style="list-style-type: none"> <li>What makes Google's search engine unique compared to other search engines?</li> <li>What concerns were raised? Have any of these concerns come true?</li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>reflect on the predominance (both good and bad) that social media has on our lives today.</li> </ul>	<p><b><u>Day 5: Netflix - The Social Dilemma</u></b> (instructor to access via their own account or via some other method)</p> <ul style="list-style-type: none"> <li>Teacher led brief brainstorm discussion re: prevalence including pros, cons of social media in our lives today</li> <li><a href="#">Student Reflection/Guided Notes</a> while watching The Social Dilemma</li> <li>Closing Discussion points/exit ticket <ul style="list-style-type: none"> <li>What themes regarding social media were presented?</li> <li>What themes do you most strongly agree (and disagree) with?</li> <li>What concerns were raised? Have any of these concerns come true?</li> </ul> </li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>create a website and its components (pages, objects, external links) using Google Sites.</li> </ul>	<p><b><u>Days 6-7: Begin Second site (<a href="#">Social Media for Dummies</a>) using Google Sites</u></b></p> <ul style="list-style-type: none"> <li>Summative Assessment <ul style="list-style-type: none"> <li>Create Site</li> <li>Name Site</li> <li>Share Site</li> <li>Change site theme (header type and size, pictures, font and font size)</li> <li>Create Pages and add content including: <ul style="list-style-type: none"> <li>Selecting and adjusting themes and banner sizing</li> <li>Text boxes, images, carousel images, upload images from stored media or online, layouts, collapsible text, location maps, video</li> </ul> </li> </ul> </li> </ul>

---

## Suggested Formative Assessment Practices/Processes

- Discussion and Demonstration/Guided Practice
  - Notes and reflection notes from Day 1 unit kickoff, '*Inside the Mind of Google*', and '*The Social Dilemma*'
- Performance Tasks
  - Creating websites using Google Sites (Website 1 - Own Topic; Website 2 - Social Media for Dummies)
    - Creating pages (editing and revising, theme/color/font adjustments)
      - Adding content to pages ( layouts, text boxes, images and image carousels, embedded video, map feature)
- Ongoing check in each class, review, conference and feedback with focus on student websites as they are developed.

---

## Works Cited

(APA Format)

## Revision History

December 13, 2023 - first draft in Rubicon Atlas

---







## Unit Plan

### Unit 5 - Emerging Technologies

District High School / Mixed-grade High / Technology Education

Week 17 - Week 19 | Martucci, Charles | Last Updated: Today by Martucci, Charles

#### Overview of Unit

In this unit, students be introduced to one slice of the computer programming field: objected-oriented programming. Students will practice coding and debugging their code in order to develop application games (apps) that can be access on their devices through www.code.org. This is a very brief unit with an emphasis on enrichment, using existing technology in a manner that few students have been exposed to (coding through devices), and generating interest for other courses taught at Rockville High School.

#### Background Information For The Teacher

##### Rationale

The world continues to be more and more accessible through an internet connected screen. With the dominance of smartphones as the screen of choice across the globe, applications (apps) connect us to our friends, shopping, banking, music, video and weather. Application Design and Coding careers are high paying and are growing at a 'much faster' than normal pace per the United States Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)). An Emerging Technologies unit exposes students to the world of coding as well as introduces them to some of the foundation strategies and approaches required to succeed in Computer Science and Programming courses also offered at Rockville High School.

##### Key Learning

Students will have the opportunity to create, debug, run, and store code that runs Applications (apps) through the Code.Org platform.

##### Essential Vocabulary for the Teacher and Student

app, blocks, coding, debugging, decision points, events, internet, workspace

##### Possible Teacher Misconceptions

- Teachers may not know how to code (use the coding tools).
- Teachers may not initially know that coding is very much a trial-and-error process requiring multiple revisions.
- Teachers may not recognize that many applications exist to help you code in a visual (object-oriented) fashion.

#### Content Standards

##### Curriculum Standards

Priority Standards/Bold

**CT: CTE: Business and Finance Technology (2014)**

##### Vision of the Graduate

[Definition or Explanation](#)

- Critical thinker
- Resilient Individual

## Grades 9-12

### Computer Information Systems (2014)

**Content Standard 8 - Programming and application development**

Demonstrate the ability to code.

Design, develop, test and implement programs and applications.

- P  S  O Beginning: \*Identify and define object-oriented programming terminology.
- P  S  O Beginning: \*Identify and explain programming structures.
- P  S  O Intermediate: Test, debug and document code.

## Supporting Standards/Regular

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

### Computer Information Systems (2014)

**Content Standard 1 - Impact on Society**

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

- P  S  O Beginning: Identify uses of information technology that meets human needs and affects quality of life in the home, school and work.

**Content Standard 2 - Devices and Components**

Describe current and emerging hardware; configure, install and upgrade; diagnose; and repair.

Identify devices and components appropriate for specific tasks

- P  S  O Intermediate: Troubleshoot and diagnose applications and devices using appropriate resources (e. g., help desks, online help and manuals).

**Content Standard 5 - Applications**

Use emerging applications appropriate for specific tasks.

Identify, evaluate, select, install, use, upgrade, troubleshoot and customize applications.

- P  S  O Beginning: Produce projects that include a variety of media (e.g., images, text, video, web-based tools and audio).

## Overarching/Italicized

### CT: CTE: Business and Finance Technology (2014)

#### Grades 9-12

### Computer Information Systems (2014)

**Content Standard 1 - Impact on Society**

Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Assess the impact of information technology in a global society.

- P  S  O Beginning: Use information technology skills for lifelong learning.

**Content Standard 4 - Input Technologies**

Develop proper input techniques.

Use various input technologies to enter and manipulate information appropriately.

- Beginning: Use input technology skills to enter and manipulate text and data.
- Intermediate: \*Develop proper input techniques (e.g., keyboarding, scanning, digital cameras, virtual keypad, and recognition of developing technologies, the use of a multi-touch screen, mouse/pad or stylus, speech recognition, student response systems, digital inking and any new emerging technology).

## K-U-D

### Know

Students will know...

- Internet
- Application (App)
- Coding
  - blocks
    - decision Points
    - events
  - workspace
- Debugging

### Do

Students will be able to...

- identify and describe key components of App development through discussion, notes, and real-world application.
- develop and debug their own Apps following the script and guided notes on their [Unit Progress Tracking Sheet](#).

### Big Ideas

- App design and coding tools exist to develop apps for mobile devices.
- Apps are pervasive in our lives today.

### Essential Questions

- **Overarching**
  - Why are Apps important today?
  - Why do I need to ensure Apps I develop are bug-free?
- **Topical**
  - What is an app?

### Understand

Students will understand that...

- Apps, like all computer programs, function specifically based on the coding (decision points and events) that you create and apply.
- developing an error-free app requires knowing the desired end result as well as multiple rounds of editing and revision.

### Common Student Misconceptions

Students might...

- believe specific coding language fluency is required to develop mobile Apps.

## Differentiated Instruction

- Differentiation by Readiness
- Differentiation by Interest

### Notes

This unit is a standalone unit for students who have completed work in 'required' units ahead of time.

---

## Unit Assessment

### Assessments

Formative & Summative

Note required assessments using the notation **(REQUIRED)**

End of Unit Performance Project | Summative | Authentic / Transfer Task

End of Unit Performance Project

- Coding and debugging an App of one's choosing through 'Project Inspiration' on [www.code.org](http://www.code.org) [https://docs.google.com/document/d/1r - v04ssaMLU7VzBb6nC24EHuXLzceaon2Xx5hXJqQ/edit](https://docs.google.com/document/d/1r-v04ssaMLU7VzBb6nC24EHuXLzceaon2Xx5hXJqQ/edit)

[3 Standards Assessed](#)

---

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

---

### Literature/Literacy Connections

---

### Interdisciplinary Connections

---

### Tools/Manipulatives

- Computers/Chromebooks
- Internet/Network Connections
- Google Account ([vernonschools.org](http://vernonschools.org)) to access [code.org](http://code.org)

- Optional - smartphone device to demonstrate product

## Supplemental Materials and Resources

- [www.codemonkey.com](http://www.codemonkey.com)
- [www.codehs.com](http://www.codehs.com)

## Suggested Learning Plan

### Summary of Key Learning Events and Instruction

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Students will be able to: <ul style="list-style-type: none"> <li>• identify and describe key components of App development through discussion, notes and real-world application.</li> </ul>	<b>Day 1: The World of Apps and App Coding</b> <ul style="list-style-type: none"> <li>• Discussion coding, App development skills, and career opportunities               <ul style="list-style-type: none"> <li>◦ Video - <a href="#">Code Stars</a>, <a href="#">Guided Notes</a> from video and follow-up discussion:</li> </ul> </li> <li>• Introduce <a href="#">Code.org</a> <ul style="list-style-type: none"> <li>◦ Sign In with Google (students need to be in their vernonschools.org account)</li> <li>◦ Explore and navigate within Code.org as a class (guided notes has navigation assistance as well)</li> </ul> </li> </ul>
Students will be able to: <ul style="list-style-type: none"> <li>• develop and debug their own Apps following the script and guided notes on their <a href="#">Unit Progress Tracking Sheet</a>.</li> </ul>	<b>Days 2 - 3: App Prototyping and Debugging</b> <ul style="list-style-type: none"> <li>• App Prototyping and Debugging using code.org (review sign on process from Day 1)               <ul style="list-style-type: none"> <li>◦ Flappy Bird App</li> <li>◦ Ball Bounce App</li> <li>◦ App of student's own choosing using code.org (or codemonkey.com)</li> <li>◦ For each of the above, students will reflect with a partner and on their <a href="#">Unit Progress Tracking Sheet</a> the revisions/debugging needed to continuously improve the app.</li> </ul> </li> </ul>

## Suggested Formative Assessment Practices/Processes

- Completion of unit [Progress Tracking Sheet](#)
  - Discussion - Apps
  - Notes and Discussion - Key Terms
  - Video and Discussion ([Code Stars](#))
- Authentic Tasks
  - Creating Two Apps (Flappy and Ball Bounce)
    - Debugging Apps as needed
- Daily exit ticket, daily survey, quick conference and feedback with focus on apps as they are developed.

Works Cited

(APA Format)

Revision History

---

Teacher Notes and Reflections

---

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Bus / Street Safety / Ways to Stay Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand how to safely cross the road.
- How to properly travel on the bus and exit the bus in an emergency.
- Ways to stay safe

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Looking both ways
- Pedestrian
- Crosswalk/Beacon
- Emergency exit
- Traffic lights/stop signs
- J walking

### Possible Teacher Misconceptions:

1 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools



## VERNON UNIT ORGANIZER

- Students already know how to cross the street
- Students already know how to properly ride on a school bus
- Students already know how to exit the bus in an emergency
- Student already know the proper terminology

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- In an emergency how should you safely exit the bus?
- How do passengers keep themselves safe while riding on the bus?
- What safety measures are put in place to help you cross the street?

#### Big Idea(s)

- Bus safety
- Street safety
- Ways to stay safe

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SAFETY AND INJURY PREVENTION (SIP):**

SIP 1.3.2 - Identify safe behaviors when getting on and off and while riding on a bus.  
SIP 1.5.2 - Describe how injuries can be prevented.  
SIP 1.7.2 - Describe how to be a safe pedestrian.

**K-U-D**

## VERNON UNIT ORGANIZER

<b>KNOW</b> <i>Facts, formulas, information, vocabulary</i>	<b>DO</b> <i>Skills</i>
<ul style="list-style-type: none"><li>- Proper safety signs and signals</li><li>- Safety protocols on the bus and streets</li></ul>	<ul style="list-style-type: none"><li>- Safely exit off the bus using the back door</li><li>- Identify different safety exits</li><li>- Identify where and when to cross the road</li></ul>
<b>UNDERSTAND</b>	
<ul style="list-style-type: none"><li>● Students will understand that practicing proper bus safety protocols will help passengers remain safe on the bus, reduce the chance of injury while riding and exit the bus safely in an emergency.</li><li>● Students will understand that to stay safe while crossing the street there are different safety measures put in place to cross the road safely.</li></ul>	

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that cars will stop for pedestrians in the crosswalk.
- Students might mistakenly believe that pedestrians are able to cross the road in any location.
- Students might mistakenly believe that if they are not buckled in they can move around/stand up while riding a bus.
- Students might mistakenly believe that if they do not ride a bus to school, bus safety is not important to know for the future (field trips).

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

## VERNON UNIT ORGANIZER

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

### Interdisciplinary Connections

- English/Language Arts

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to get to school safely	Get to School the Safe Way (video) - Scholastic Watch & Learn Library Quiz Whiz - Scholastic Watch & Learn Library
Bus Safety	Bus Jump Identify emergency exits on the bus
Street Safety	Practice crossing the road and using the sidewalk

## VERNON UNIT ORGANIZER

Second Step-Ways to Stay Safe	Child Protection Unit- Lesson 1

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*A video library for early learners.* Scholastic Watch and Learn Library. (n.d.). <https://watchandlearn.scholastic.com/>

Committee for Children “2014” *Children Protection Unit Grade 2* . Manual. Secondstep.org. Committee for Children

### Revision History

## VERNON UNIT ORGANIZER

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Dangerous Household Products / Medication / Safe and Unsafe Touches
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify cleaning supply containers and symbols.
- Students will learn what products could be dangerous for them to use.
- Students will be able to differentiate between medication containers vs food containers.
- Students will learn the difference between safe and unsafe touches.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- inhaled
- absorbed
- cleaning supplies
- medication
- prescribed
- poisonous
- danger/poisonous symbols

## VERNON UNIT ORGANIZER

### Possible Teacher Misconceptions:

- Students know that household products are potentially dangerous.
- Students know that medications are dangerous to people other than the person prescribed to them.
- Students know that household supplies should not be swallowed, absorbed, sprayed near their eyes or inhaled.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What are household supplies and what are they used for?
- What are medications and who should be taking them?

#### Big Idea(s)

- Household supplies
- Medications
- Safe and unsafe touches

### Content Standards

**Subgroup title**  
(see ELA and  
Math samples  
below)

**ALCOHOL, NICOTINE AND OTHER DRUGS (ANOD):**

ANOD 1.1.2 - Identify dangerous household products that are harmful if intentionally, swallowed, inhaled or absorbed.

ANOD 1.2.2 - Explain that medicines are drugs that are helpful when needed and used correctly.

ANOD 1.3.2 - Identify family and school rules about medicine use.

ANOD 1.4.2 - Identify that using medicines requires adult supervision and identifying those adults (e.g. parents, school nurse, doctor, etc.).

### K-U-D

#### KNOW

*Facts, formulas, information, vocabulary*

-Household products should only be used the way they are intended.

#### DO

*Skills*

-Identify household products by their container.

## VERNON UNIT ORGANIZER

-There are safety labels on household products.  
-What medications are.

-Identify dangerous/poisonous symbols  
-Identify medication containers.

### UNDERSTAND

- Students will understand that proper identification of dangerous household products that are harmful if intentionally, swallowed, inhaled or absorbed can keep them safe.
- Students will understand that medicines are drugs that are helpful when needed and used correctly.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that all household products are safe to use.
- Students might mistakenly underestimate the danger of medications if used by someone other than the person prescribed.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P



## VERNON UNIT ORGANIZER


### Supplemental Materials and Resources

- Danger/Poisonous Symbols

### Interdisciplinary Connections

- English and Language Arts

### Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Dangerous Household Products	<ul style="list-style-type: none"> <li>- identify cleaning supply containers</li> </ul>
Medications	<ul style="list-style-type: none"> <li>- identify medication bottles</li> <li>- identify benefits of medications</li> </ul>
Second Step- Safe and Unsafe Touches	<ul style="list-style-type: none"> <li>- Child Protection Unit- Lesson 3</li> </ul>

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2014” *Children Protection Unit Grade 2*. Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

## VERNON UNIT ORGANIZER

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Families and Relationships / The Touching Rule
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand the different families that can exist
- Students will be able to describe what it means to be a good friend
- Students will demonstrate what it looks like to treat everyone with respect
- Students will define what consent is and demonstrate what it looks like (ex. giving a hug)

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Respect
- Family
- Friend
- Consent

## VERNON UNIT ORGANIZER

### Possible Teacher Misconceptions:

- Students know that all families do not look the same
- Students know how to be a good friend

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- How do we define consent?
- What are examples of the different family dynamics that can exist around us?
- How can we be a good friend to others and how can others be a good friend to us?
- What are some ways we can treat others to show them respect?

#### Big Idea(s)

- Consent
- Family dynamics
- Friendships

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

#### **HEALTHY RELATIONSHIPS (HR):**

- HR 1.1.2 - Describe different types of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, mixed-race).  
HR 1.2.2 - Identify the benefits of healthy family and peer relationships.  
HR 1.3.2 - Identify qualities that make a good friend.  
HR 1.4.2 - Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).  
HR 1.5.2 - Define consent (e.g. personal space and boundaries).

# VERNON UNIT ORGANIZER

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- How to have good friendships
- How to give or ask for consent

### DO

*Skills*

- Give consent
- Ask for consent

### UNDERSTAND

- Students will understand that it is important to ask for consent or give consent.
- Students will understand that different families exist and all may look different.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they don't have to ask before giving a hug, high five, or getting in someone else's space.
- Students might mistakenly believe that all families are like theirs.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

## Interdisciplinary Connections

# VERNON UNIT ORGANIZER

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to give consent	Practice giving and asking for consent with their peers
Family Dynamics	Role playing, drawing family pictures
Second Step- The Touching Rule	Child Protection Unit- Lesson 4

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2014” *Children Protection Unit Grade 2* . Manual. Secondstep.org. Committee for Children



# VERNON UNIT ORGANIZER

Revision History	
Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Nutrition
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify the 5 main food groups. Students will gain a basic understanding of the MyPlate graphic and how it is beneficial to one's overall health.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Food groups: Protein, Vegetable, Fruit, Dairy, Grain
- MyPlate
- Healthy vs. unhealthy

### Possible Teacher Misconceptions:

- Students already know what foods go into each food group.
- Students know which foods are healthy and unhealthy for them.
- All students/families make healthy food choices.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What is the Myplate graphic? Why do we use it?
- What are the 5 main food groups?
- Why is a balanced diet important to my health?

### Big Idea(s)

- Healthy vs. unhealthy food choices
- MyPlate
- Food Groups
- Balanced Diet

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA):**

- HEPA 1.1.2 - Explain the importance of trying new foods.  
 HEPA 1.2.2 - Explain the importance of choosing healthy foods and beverages and daily physical activity.  
 HEPA 1.3.2 - Identify a variety of healthy snacks.  
 HEPA 1.4.2 - Describe body signals that tell a person when they are hungry and when they are full.  
 HEPA 1.5.2 - Identify healthy eating patterns that provide energy and help the body grow and develop.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Signals that tell their body that they are hungry or full
- The 5 main food groups
- Beneficial beverages vs sugary beverages

### DO

*Skills*

- Create a healthy and balanced meal/diet
- Categorize various foods into the correct food group

# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that there are healthy and unhealthy food choices.
- Students will understand that there are 5 main food groups.
- Students will understand that the MyPlate graphic can be used as a guide for building a healthy and balanced plate of food.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that certain foods are healthy when they are not.
- Students might mistakenly believe that what they consume does not have an impact on their overall health and wellbeing.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

-MyPlate

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## VERNON UNIT ORGANIZER

--	--	--	--	--

### Supplemental Materials and Resources

- MyPlate graphic
- Food group posters

### Interdisciplinary Connections

- English Language Arts

### Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Healthy vs. unhealthy foods	<ul style="list-style-type: none"> <li>- This or That activity (online resource)</li> </ul>
The 5 main food groups	<ul style="list-style-type: none"> <li>- Sorting activity/ food scavenger hunt</li> <li>- “Garden Heros”-Activity Set</li> <li>- Fruits and Veggies Bingo</li> </ul>
MyPlate	<ul style="list-style-type: none"> <li>- Create personal MyPlate containing all food groups</li> <li>- Boardgame</li> </ul>

# VERNON UNIT ORGANIZER

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Germs and Handwashing
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will understand that germs/bacteria lead to sickness and disease.
- Proper hand washing can prevent the spread of germs and keep your body safe from disease.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Germs
- Bacteria
- Hygiene
- Sanitizer

**Possible Teacher Misconceptions:**

- Students already know how to properly wash their hands.
- Students know how diseases are spread.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What are germs and how do they make you sick?
- In what ways can I prevent my body from disease and illness?
- What are the proper steps for effective hand washing?

### Big Idea(s)

- Hand Washing
- Disease Prevention
- Disease Transmission

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **OPTIMAL WELLNESS AND DISEASE PREVENTION (OWDP):**

OWDP 1.1.2 - Identify different ways that disease-causing germs are transmitted (i.e. skin, mucus membranes, coughing, and contact with bodily fluids).  
OWDP 1.2.2 Identify ways to prevent the spread of germs that cause common communicable diseases (e.g. cover wounds, cover mouth when sneezing/coughing, wash hands, and do not touch other bodily fluids).



# VERNON UNIT ORGANIZER

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Good hand washing can help prevent the spread of illness
- Proper Hand washing includes using soap, rubbing hands together under warm water for at least 20 seconds.

### DO

*Skills*

- Wash hands for 20 seconds with soap and warm water.

### UNDERSTAND

- Students will understand that germs/bacteria lead to sickness and disease.
- Students will understand that proper hand washing will prevent the spread of germs and diseases and keep you physically healthy.

### Common Student Misconceptions for this Unit

- Students might mistakenly underestimate the importance of proper handwashing.
- Students might mistakenly believe that just because your hands “Look” clean they are clean.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## VERNON UNIT ORGANIZER

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

Glo Germ Lotion

### Interdisciplinary Connections

English and Language Arts  
Science

# VERNON UNIT ORGANIZER

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to stay healthy	No More Germs (video) - Scholastic Watch & Learn Library Quiz Whiz - Scholastic Watch & Learn Library
Good Handwashing	Video demonstration from the CDC GlowGerm Activity Wash your hands before or after - picture sort Hand washing sequencing

## Works Cited

(APA Format)

## VERNON UNIT ORGANIZER

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*A video library for early learners.* Scholastic Watch and Learn Library. (n.d.). <https://watchandlearn.scholastic.com/>

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Heart Health / Kids Heart Challenge
<b>Overview of Unit</b>	
<b>Pacing</b>	1 - 2 Lessons

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn about the heart, lungs and cardiorespiratory system.
- Students will understand the importance of having a heart healthy lifestyle.
- Students will participate in the American Heart Association's Kids Heart Challenge Event.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Heart
- Lungs
- Cardiorespiratory System
- Heart Disease
- Stroke

### Possible Teacher Misconceptions:

- Students already know the importance of having a heart healthy lifestyle.
- Students do not have a personal connection to heart related illness.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- Why are my heart and lungs important? What do they do?
- Why is it important to have a heart healthy lifestyle?
- How can my participation in the American Heart Association’s Kids Heart Challenge Event help others?

### Big Idea(s)

- Cardiorespiratory System
- Heart Healthy Lifestyle
- Kids Heart Challenge

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SELF-MANAGEMENT (SM):**  
SM 7.1.2 Identify practices that reduce or prevent health risks.  
SM 7.2.2 Demonstrate healthy practices.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

The heart and lungs are part of the cardiorespiratory system.

The movement of blood through the heart and around the body is called circulation. The heart circulates blood throughout the body providing it with the oxygen and nutrients that it needs.

### DO

*Skills*

Explain what the heart and lungs do and why they are important.

Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco.

Participate in the Kids Heart Challenge Event.

## VERNON UNIT ORGANIZER

Maintaining a heart healthy lifestyle will help reduce the risk of developing heart disease and stroke.

The Kids Heart Challenge is a community service event aimed at educating and promoting heart health, as well as raising funds for the American Heart Association.

### UNDERSTAND

- Students will understand that the heart and lungs are part of the cardiorespiratory system.
- Students will understand that it is important to have a heart healthy lifestyle.
- Students will understand that they are helping others through their participation in the American Heart Association's Kids Heart Challenge Event.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they do not need to know what their heart and lungs do and how they work.
- Students might mistakenly believe that they do not need to start adopting a heart healthy lifestyle at a young age, that they can wait until they get older.
- Students might mistakenly believe that there is no educational value to the Kids Heart Challenge Event, that it is just a fundraiser.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

Kids Heart Challenge Resources

## Interdisciplinary Connections

English and Language Arts  
Science



# VERNON UNIT ORGANIZER

<b>Learning Plan</b>	
<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Heart and Lungs (Cardiorespiratory System)	Worksheets - Color the Heart, Parts of the Heart
Heart Healthy Lifestyle Choices	Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco. Participate in the Kids Heart Challenge Event

<b>Works Cited</b> (APA Format)
------------------------------------

## VERNON UNIT ORGANIZER

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association.* Kids Heart Challenge - American Heart Association. (n.d.).  
[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Injury Prevention / Practicing Staying Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will be able to identify safety hazards both in the home and in the community.
- Students will be able to identify safety rules for playing on a playground, swimming and playing sports.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Safety Hazard
- Injury
- Prevention

**Possible Teacher Misconceptions:**

- Students already know what safety hazards exist both in the home and in the community.
- Students are already familiar with safety rules pertaining to playing on a playground, swimming and playing sports.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What type of safety hazards are present in the home?
- What type of safety hazards are present in the community?
- What precautions can we take to help ensure our safety both in the home and in the community?
- What specific safety rules should we adhere to when playing at the playground, swimming and playing sports?

### Big Idea(s)

- Injury prevention
- Activity Specific Safety Rules

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SAFETY AND INJURY PREVENTION (SIP):**

- SIP 1.4.2 - Identify safety rules for playing on a playground, swimming, and playing sports.
- SIP 1.5.2 - Describe how injuries can be prevented.
- SIP 1.8.2 - Identify safety hazards in the home.
- SIP 1.10.2 - Identify safety hazards in the community.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Injuries can take place both in the home and in the community.
- There are precautions we can take to help ensure our safety and minimize our risk for sustaining injuries.
- There are specific safety rules for certain activities: playing at the playground, swimming, playing sports.
  - Having adult supervision
  - Observing posted signs / warnings
  - Wearing proper safety equipment

### DO

*Skills*

- Identify what safety hazards exist in the home and in the community.
- Identify preventative measures that can be taken to help reduce the risk of injury in these areas.
- Identify and follow posted signs / warnings.
- Wear appropriate safety equipment.

# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that injuries can take place both in the home and in the community.
- Students will understand that there are precautions we can take to help ensure our safety and minimize our risk for sustaining injuries.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that they are not at risk for injury in the home or in the community.
- Students might mistakenly believe that they do not need adult supervision when they are at the playground, swimming or playing sports.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

## Interdisciplinary Connections

English and Language Arts

## Learning Plan

### In order to learn:

(learnings identified in KUD)

### Summary of Key Learning Events and Instruction

(one or more learning experiences, including references to relevant lessons in texts/programs)

Note required learning events and instruction using the notation **(REQUIRED)**

Injury Prevention

Identify safety rules at school and within community activities

Household Safety

Create a household safety rule with a peer to present to class

Compare and Contrast

Using a venn diagram compare different safety practices at home vs at school

Second Step- Practicing Staying Safe

Child Protection Unit- Lesson 5

## VERNON UNIT ORGANIZER


### Works Cited (APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2014” *Children Protection Unit Grade 2* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

## VERNON UNIT ORGANIZER

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>



# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Mental and Emotional Health / Feelings / Always Ask First Rule
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand that there are different feelings every person experiences throughout the day.
- Students will understand that they can change the way they act when they are feeling certain ways.
- Students will understand how to identify different feelings and who they can talk to about them.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Happy
- Sad
- Mad / Angry
- Anxious
- Tired
- Trusted Adult
- Behavior
- Reactions
- Zones of Regulation

# VERNON UNIT ORGANIZER

## Possible Teacher Misconceptions:

- Students already know how to deal with different feelings.
- Students can learn to regulate their feelings on their own.
- Students are always in control of their emotional responses.

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What are some of the feelings we experience throughout our day?
- What strategies can we use to help us when we are feeling certain ways?
- Who can we talk to when we are feeling different ways?
- How can we change the way we react to different feelings?

### Big Idea(s)

- Feelings we experience
- Reactions to different behaviors
- Trusted adults
- Always Ask First Rule

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **MENTAL AND EMOTIONAL HEALTH (MEH):**

- MEH 1.1.2 - Identify a variety of feelings that people experience.
- MEH 1.2.2 - Explain the relationship between feelings and behavior.
- MEH 1.3.2 - Explain the importance of talking with parents and other trusted adults about feelings.

## VERNON UNIT ORGANIZER

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<ul style="list-style-type: none"> <li>- Different feelings students experience</li> <li>- Strategies to help when feeling different ways</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different feelings in situations</li> <li>- Identify an adult they can talk to when they are feeling different emotions</li> </ul>
UNDERSTAND	
<ul style="list-style-type: none"> <li>● Students will understand that everyone has different feelings throughout the day and can use strategies to help them during those situations.</li> <li>● Students will understand that our behaviors usually correlate with different feelings we are experiencing.</li> <li>● Students will understand that they can talk to adults about how they are feeling to help them understand it.</li> </ul>	

Common Student Misconceptions for this Unit
<ul style="list-style-type: none"> <li>● Students might mistakenly believe that they are the only ones feeling a certain way.</li> <li>● Students might mistakenly believe that they can't change their behaviors or reactions to certain feelings.</li> <li>● Students might mistakenly believe that they can't talk to anyone about the way they are feeling.</li> </ul>

Unit Assessment	
Performance Assessment (Overview only; full task in separate document)	Other (Formative, quizzes, tests, etc.) Note required assessments using the notation <b>(REQUIRED)</b>

## VERNON UNIT ORGANIZER

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

Supplemental Materials and Resources
<ul style="list-style-type: none"> <li>- Zones of Regulation</li> <li>- American Heart Association</li> <li>- Second Step- Child Protection Unit</li> </ul>

Interdisciplinary Connections
<ul style="list-style-type: none"> <li>- English and Language Arts</li> </ul>

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Feelings	<ul style="list-style-type: none"> <li>- Zones of Regulation (red, green, blue, yellow)</li> </ul>

## VERNON UNIT ORGANIZER

Coping Strategies	<ul style="list-style-type: none"> <li>- breathing/meditation</li> <li>- using “I” and “you” statements</li> <li>- positive affirmations</li> </ul>
How to Identify Trusted Adults	
Second Step- Always Ask First Rule	- Child Protection Unit- Lesson 2

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.). [https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

Committee for Children “2014” *Children Protection Unit Grade 2*. Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

--

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	2nd
<b>Unit Title</b>	Body Systems- 5 senses / Reviewing Safety Skills
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will know what our 5 major senses are and the parts of the body that uses them.
- Students will know they can use their 5 senses to stay safe.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

Sight, Taste, Hearing, Touch, Smell

**Possible Teacher Misconceptions:**

- Students know what the senses are already
- All students have access to all 5 senses

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What are the 5 senses of the human body?
- What parts of the body uses each sense?
- What is the purpose of each sense that we use?

### Big Idea(s)

- The 5 senses are sight, taste, touch, hear, and smell and they all have important jobs relaying information back to our brains.

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**Sexual Health (SH):**

SH 1.1.2 - Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

the 5 senses are taste, touch, sight, hear and smell

### DO

*Skills*

identify objects, sounds and odors using the 5 senses

## UNDERSTAND

- Students will understand what the 5 senses are and how they relay information back to the brain.



# VERNON UNIT ORGANIZER

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that
  - there are more than 5 senses
  - everybody has all 5 senses forever
  - they do not have much use for the 5 senses

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

Scavenger hunt and my senses worksheets  
Scholastic watch and learn video

# VERNON UNIT ORGANIZER

## Interdisciplinary Connections

ELA  
Science

### Learning Plan

**In order to learn:**

(learnings identified in KUD)

**Summary of Key Learning Events and Instruction**

(one or more learning experiences, including references to relevant lessons in texts/programs)

Note required learning events and instruction using the notation **(REQUIRED)**

About the five senses

The Five Senses (video) - Scholastic Watch & Learn Library  
Quiz Whiz - Scholastic Watch & Learn Library  
Create Five Senses Scavenger Hunt

Second Step- Reviewing Safety Skills

Child Protection Unit- Lesson 6

# VERNON UNIT ORGANIZER

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*A video library for early learners.* Scholastic Watch and Learn Library. (n.d.). <https://watchandlearn.scholastic.com/>

Committee for Children “2014” *Children Protection Unit Grade 2* . Manual. Secondstep.org. Committee for Children

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

5 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Bike Safety / Ways to Stay Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will understand why wearing a helmet while riding a bike is so important.
- Students will understand how to ride a bike on the road.
- Students will understand ways to stay safe

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Helmet
- Concussion
- Yield & stop
- Signals for the road
- Pedestrians

**Possible Teacher Misconceptions:**

- Students know to ride their bike with a helmet.

## VERNON UNIT ORGANIZER

- Students know to look for cars, pedestrians and other cyclists while riding their bike.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- Why do we need to wear helmets while riding a bike?
- What rules do you need to follow when riding your bike?

#### Big Idea(s)

- Bike safety
- Rules of road
- Ways to stay safe

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SAFETY AND INJURY PREVENTION (SIP):**

SIP 1.2.5 - List examples of dangerous or risky behaviors that might lead to injuries.

SIP 1.3.5 - Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.

SIP 1.13.5 - Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets.

### K-U-D

#### KNOW

*Facts, formulas, information, vocabulary*

- Hand signals to use on the road
- Where you should ride your bike if riding on a road
- How to put on the helmet properly (tightly)

#### DO

*Skills*

- Practice arm signals (left/right)
- Practice putting on a helmet

# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that wearing a helmet can reduce the risk of getting injured while riding a bike.
- Students will understand that there are different signals to use while riding on the road to ensure safety.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that they just have to put their helmet on their head.
- Students might mistakenly believe that there are no specific rules for cyclists on the road.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

## VERNON UNIT ORGANIZER

- Bike helmet
- Bicycle

### Interdisciplinary Connections

- English and Language Arts

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Bike safety	<ul style="list-style-type: none"> <li>- Practicing putting on a helmet</li> <li>- Steps for crossing the road on the bike</li> </ul>
Rules of the road	<ul style="list-style-type: none"> <li>- Practicing hand signals</li> </ul>
Road signs	<ul style="list-style-type: none"> <li>- Matching the road sign to the meaning</li> </ul>
Second Step-Ways to Stay Safe	<ul style="list-style-type: none"> <li>- Child Protection Unit- Lesson 1</li> </ul>

## VERNON UNIT ORGANIZER

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

5 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools



# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Bullying / Practicing Staying Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will understand the impact teasing and bullying has on others.
- Students will learn how to manage anger in nonviolent ways.
- Students will know the difference between tattling and reporting.
- Students will know how to stay safe.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Teasing
- Bullying
- Harrassment
- Tattling vs. Reporting

**Possible Teacher Misconceptions:**

- Students already know what bullying is and the impact it has on others.

## VERNON UNIT ORGANIZER

- Students already know when to report bullying, fighting and/or violence.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What is the impact of teasing and bullying on others?
- What are some nonviolent ways you can manage anger?
- What is the difference between tattling and reporting?
- What should you do if you see bullying, fighting and/or violence.

#### Big Idea(s)

- Bullying
- Reporting aggressive or violent behaviors
- Practicing Staying Safe

### Content Standards

#### Subgroup title (see ELA and Math samples below)

#### **VIOLENCE PREVENTION (VP):**

VP 1.1.5 - Summarize the impact of teasing or bullying others.

VP 1.2.5 - Identify nonviolent ways to manage anger.

VP 1.3.5 - Describe the difference between mean spirited behavior, bullying, and harassment.

VP 1.4.5 - Explain the difference between tattling and reporting aggressive or violent behavior.

VP 1.4.6 - Explain what to do if you see bullying, fighting, and/or violence.

### K-U-D

#### **KNOW**

*Facts, formulas, information, vocabulary*

#### **DO**

*Skills*

## VERNON UNIT ORGANIZER

- What bullying is.
- What tattling is.
- When you should report.
- What you should do if you see bullying, fighting and/or violence.

- Identify nonviolent ways to manage anger.
- Identify trusted adults that you can report to.

### UNDERSTAND

- Students will understand that teasing and bullying negatively impacts others.
- Students will understand that there are nonviolent ways to manage anger.
- Students will understand that there is a difference between tattling and reporting.
- Students will understand what to do if they see bullying, fighting and/or violence.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that teasing and bullying do not negatively impact others.
- Students might mistakenly believe that tattling and reporting are the same thing.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

Kidshealth.org: Bullying Quiz

## VERNON UNIT ORGANIZER

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

### Interdisciplinary Connections

ELA - vocabulary

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
What bullying is.	Role playing Kidshealth.org worksheet: “Acting against bullying”
Nonviolent ways to manage anger.	Role Playing

## VERNON UNIT ORGANIZER

What tattling vs reporting is	discussion
Second Step- Practicing Staying Safe	Child Protection Unit- Lesson 5

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

## VERNON UNIT ORGANIZER

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Communication / Coping Skills / The Touching Rule
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will demonstrate healthy ways to express love, affection, friendship
- Students will understand characteristics of healthy relationships
- Students will understand the touching rule

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Love
- Affection
- Friendship
- Strengths & talents
- Healthy expressions
- Healthy relationships

# VERNON UNIT ORGANIZER

## Possible Teacher Misconceptions:

- Students know the difference between showing love and affection to family member vs friends
- Students know what a healthy relationship looks like

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What are some ways we can show love, affection, and friendships in healthy ways?
- What are some gender-role stereotypes and how do they impact us and those around us?

### Big Idea(s)

- Gender-role stereotypes
- Healthy relationships
- Expression of love & affection
- The touching rule

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **HEALTHY RELATIONSHIPS (HR):**

- HR 1.1.5 - List healthy ways to express affection, love, and friendship.
- HR 1.2.5 - Identify characteristics and benefits of healthy family and peer relationships.
- HR 1.3.5 - Describe the value of others' talents and strengths.
- HR 1.4.5 - Describe gender-role stereotypes and their potential impact on self and others.



# VERNON UNIT ORGANIZER

HR 1.4.5 - Define and discuss consent as it relates to personal boundaries.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Healthy expression of love and affection
- Characteristics of healthy family relationships

### DO

*Skills*

- Describe gender-role stereotypes and their impact
- Identify if their relationship is healthy

## UNDERSTAND

- Students will understand that there is a difference between healthy and unhealthy relationships.
- Students will understand that there are healthy ways to show love, affection, and friendship.
- Students will understand that there are different gender-role stereotypes that have an impact on us and others.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that gender-role stereotypes do not exist
- Students might mistakenly believe that they are demonstrating healthy relationships

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## VERNON UNIT ORGANIZER

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

### Interdisciplinary Connections

# VERNON UNIT ORGANIZER

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Difference between healthy relationships & unhealthy relationships	Students will perform skits/role play different scenarios Graphic organizer
Gender-role stereotypes	Social story
Second Step-The Touching Rule	Child Protection Unit- Lesson 4

## Works Cited

(APA Format)

## VERNON UNIT ORGANIZER

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Dangerous Household Products / Medications / Safe and Unsafe Touches
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify cleaning supply containers and the proper way to use them.
- Students will learn what products could be dangerous for them to use.
- Students will be able to differentiate between medication containers vs food containers.
- Students will be able to explain the benefits and correct use of medications and potential risks associated with inappropriate use of medication.
- Difference between a safe and an unsafe touch.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- inhaled
- absorbed
- cleaning supplies
- medication
- perscribed
- poisonous

## VERNON UNIT ORGANIZER

- danger/poisonous symbols

### **Possible Teacher Misconceptions:**

- Students know that household products are dangerous.
- Students know that medications are dangerous to people other than the person prescribed to them.
- Students know that household supplies should not be swallowed, sprayed near their eyes or inhaled.
- Students know the benefits and correct use of medications and potential risks associated with inappropriate use of medications.

### Essential Questions (and Corresponding Big Ideas)

#### **Essential Question(s)**

- What are household supplies and what are they used for?
- What is the proper way to use a household cleaner?
- What are medications and who should be taking them?
- What are the benefits and correct use of medications?
- What are the risks associated with inappropriate use of medications?

#### **Big Idea(s)**

- Household supplies
- Medications
- Safe and unsafe touches

### Content Standards

## VERNON UNIT ORGANIZER

<b>Subgroup title</b> (see ELA and Math samples below)	<b>ALCOHOL, NICOTINE AND OTHER DRUGS (ANOD):</b> ANOD 1.1.5 - Explain why household products are harmful if intentionally absorbed or inhaled. ANOD 1.2.5 - Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.
---	---

### K-U-D

<b>KNOW</b> <i>Facts, formulas, information, vocabulary</i>	<b>DO</b> <i>Skills</i>
<ul style="list-style-type: none"> <li>-Household products should only be used the way they are intended.</li> <li>-There are safety labels on household products.</li> <li>-What the benefits and correct use of medications</li> <li>-What are the potential risks associated with inappropriate use of medications.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify household products by their container and how to use them appropriately.</li> <li>-Identify dangerous/poisonous symbols.</li> <li>-Identify medication containers.</li> <li>-identify benefits for people using medication.</li> </ul>

### UNDERSTAND

- Students will understand that proper identification of dangerous household products and how to use them will keep them safe.
- Students will understand that medications are beneficial to people who are prescribed it.
- Students will understand that there are potential risks associated with inappropriate use of medications.

### Common Student Misconceptions for this Unit

- Students might mistakenly underestimate the danger of household products.
- Students might mistakenly underestimate the danger of medications if used by someone other than the person prescribed.

### Unit Assessment

<b>Performance Assessment</b> (Overview only; full task in separate document)	<b>Other</b> (Formative, quizzes, tests, etc.) Note required assessments using the notation <b>(REQUIRED)</b>

# VERNON UNIT ORGANIZER

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

- Danger/Poisonous Symbols

## Interdisciplinary Connections

- English and Language Arts
- Math
- Science



# VERNON UNIT ORGANIZER

<b>Learning Plan</b>	
<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Dangerous Household Products	<ul style="list-style-type: none"> <li>- identify cleaning supply containers</li> <li>- absorption demonstration</li> </ul>
Medications	<ul style="list-style-type: none"> <li>- identify medication bottles</li> <li>- identify benefits of medications</li> <li>- identify potential risks associated with inappropriate use of medication</li> <li>- practice measuring liquid</li> </ul>
Second Step - Safe and Unsafe Touches	<ul style="list-style-type: none"> <li>- Child Protection Unit- Lesson 3</li> </ul>

<b>Works Cited</b> (APA Format)
------------------------------------

## VERNON UNIT ORGANIZER

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Dental Hygiene
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will understand that dental hygiene such as brushing teeth, flossing, and mouthwash prevents cavities and other oral diseases.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Flossing
- Brushing
- Cavity/ Bacteria
- Gum disease
- Gingivitis

**Possible Teacher Misconceptions:**

- Students know how to practice proper dental hygiene.
- Students own a toothbrush.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- Why is it important to clean my teeth and mouth?
- What disease can occur from poor mouth care?

### Big Idea(s)

- Healthy Gums
- Teethbrushing
- Daily Mouth Care

## Content Standards

### Subgroup title (see ELA and Math samples below)

### OPTIMAL WELLNESS AND DISEASE PREVENTION (OWDP):

OWDP 1.1.5 - Describe ways to prevent the spread of germs that cause infectious diseases.

OWDP 1.2.5 - Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.

OWDP 1.6.5 - Describe the importance of seeking help and treatment for diseases.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Brushing teeth can prevent cavities, bad breath and oral disease
- Flossing can keep gums clean and prevent gum disease
- Visiting the dentist twice a year can prevent oral decline

### DO

*Skills*

- Brush your teeth twice a day with a fluoride toothpaste
- Clean between your teeth daily with floss
- Eat a healthy diet that limits sugary beverages and snacks
- Visit a dentist twice a year

## UNDERSTAND

- Students will understand that oral care can help prevent cavities and oral diseases.
- Students will understand that brushing teeth will prevent bad breath.
- Students will understand that visiting the dentist twice a year is an important component of dental hygiene.

# VERNON UNIT ORGANIZER

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that brushing once a day is sufficient.
- Students might mistakenly believe that oral care is not important.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

- Toothbrushes
- Floss
- Brushing/Flossing handout

# VERNON UNIT ORGANIZER

## Interdisciplinary Connections

- English/Language Arts
- Science

## Learning Plan

### In order to learn:

(learnings identified in KUD)

### Summary of Key Learning Events and Instruction

(one or more learning experiences, including references to relevant lessons in texts/programs)

Note required learning events and instruction using the notation **(REQUIRED)**

Teethbrushing

- Snip and flip toothbrush activity
- “Amazing World of Oral Health”- video

Flossing

- Snip and flip toothbrush activity

## VERNON UNIT ORGANIZER

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*Dental Care Information for Professionals*. Dental Care Information for Professionals | Dentalcare.com. (n.d.). <https://www.dentalcare.com/en-us>

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

5 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Nutrition / Healthy Food Choices
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will be able to differentiate between the 5 main food groups.
- Students will understand the difference between various types of foods in those food groups.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Food groups: Protein, Dairy, Vegetables, Grains, Fruits
- Carbohydrates (simple and complex), whole wheat, Multi Grain
- MyPlate

**Possible Teacher Misconceptions:**

- Students already have prior knowledge of the food groups, vocabulary and what it means to have a balanced diet.



# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- Why is it important to have a balanced diet?
- What are the different types of grains and carbohydrates?
- What should a healthy MyPlate look like?

### Big Idea(s)

- Healthy vs. Unhealthy MyPlate
- 5 main food groups

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA):**

HEPA 1.1.5 - Name the food groups and variety of nutritious food choices for each food group.

HEPA 1.2.5 - Explain the importance of eating a variety of foods from all the food groups.

HEPA 1.3.5 - Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- The 5 main food groups
- Difference between types of foods in each food group

### DO

*Skills*

- Create a healthy and balanced MyPlate
- Identify foods that belong to each food group

## UNDERSTAND

- Students will understand that there are 5 main food groups that contribute to a healthy and balanced meal.
- Students will understand that some types of foods in each food group can be better for you than others.

## Common Student Misconceptions for this Unit

## VERNON UNIT ORGANIZER

- Students might mistakenly believe that all foods in each food group are equally good for you
- Students might mistakenly believe that they have a healthy and balanced diet and make responsible food choices.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

- MyPlate design

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

- MyPlate Graphic
- Food Group Posters

# VERNON UNIT ORGANIZER

## Interdisciplinary Connections

- English and Language Arts

## Learning Plan

### In order to learn:

(learnings identified in KUD)

### Summary of Key Learning Events and Instruction

(one or more learning experiences, including references to relevant lessons in texts/programs)

Note required learning events and instruction using the notation **(REQUIRED)**

5 main food groups

- Food group posters/scavenger hunt
- MyPlate Pursuit- Board Game
- Fruits and Veggies Bingo

Healthy and balanced meal

- MyPlate activity

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

### Revision History

Revision Date	Explanation of change(s) made to document

## VERNON UNIT ORGANIZER

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Heart Health / Kids Heart Challenge
<b>Overview of Unit</b>	
<b>Pacing</b>	1 - 2 Lessons

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will learn about the heart, lungs and cardiorespiratory system.
- Students will understand the importance of having a heart healthy lifestyle.
- Students will participate in the American Heart Association's Kids Heart Challenge Event.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Heart
- Lungs
- Cardiorespiratory System
- Heart Disease
- Stroke

**Possible Teacher Misconceptions:**

- Students already know the importance of having a heart healthy lifestyle.

## VERNON UNIT ORGANIZER

- Students do not have a personal connection to heart related illness.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- Why are my heart and lungs important? What do they do?
- Why is it important to have a heart healthy lifestyle?
- How can my participation in the American Heart Association’s Kids Heart Challenge Event help others?

#### Big Idea(s)

- Cardiorespiratory System
- Heart Healthy Lifestyle
- Kids Heart Challenge

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SELF-MANAGEMENT (SM):**

SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.

SM 7.2.5 Demonstrate healthy practices and behaviors.

SM 7.3.5 Make a commitment to practice healthy behaviors.

### K-U-D

**KNOW**

**DO**

## VERNON UNIT ORGANIZER

<i>Facts, formulas, information, vocabulary</i>	<i>Skills</i>
<p>The heart and lungs are part of the cardiorespiratory system.</p> <p>The movement of blood through the heart and around the body is called circulation. The heart circulates blood throughout the body providing it with the oxygen and nutrients that it needs.</p> <p>Maintaining a heart healthy lifestyle will help reduce the risk of developing heart disease and stroke.</p> <p>The Kids Heart Challenge is a community service event aimed at educating and promoting heart health, as well as raising funds for the American Heart Association.</p>	<p>Explain what the heart and lungs do and why they are important.</p> <p>Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco.</p> <p>Participate in the Kids Heart Challenge Event.</p>

### UNDERSTAND

- Students will understand that the heart and lungs are part of the cardiorespiratory system.
- Students will understand that it is important to have a heart healthy lifestyle.
- Students will understand that they are helping others through their participation in the American Heart Association's Kids Heart Challenge Event.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they do not need to know what their heart and lungs do and how they work.
- Students might mistakenly believe that they do not need to start adopting a heart healthy lifestyle at a young age, that they can wait until they get older.
- Students might mistakenly believe that there is no educational value to the Kids Heart Challenge Event, that it is just a fundraiser.



# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

Kids Heart Challenge Resources

## Interdisciplinary Connections

English and Language Arts  
Science

# VERNON UNIT ORGANIZER

<b>Learning Plan</b>	
<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Heart and Lungs (Cardiorespiratory System)	Worksheets - Color the Heart, Parts of the Heart
Heart Healthy Lifestyle Choices	Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco. Participate in the Kids Heart Challenge Event

# VERNON UNIT ORGANIZER

--	--

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.).  
[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback*

## VERNON UNIT ORGANIZER

*when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Mental / Emotional Health /Always Ask First Rule
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand that sleeping for an adequate amount of time can benefit their mental and emotional health.
- Students will identify what it means to be mentally and emotionally healthy.
- Students will understand the correlation of feelings and behaviors.
- Students will understand the always ask first rule

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Feelings
- Reactions
- Behaviors
- Mental health
- Emotional health
- Healthy
- Happiness, sadness, excitement, tiredness, anger, frustration, etc.

# VERNON UNIT ORGANIZER

## Possible Teacher Misconceptions:

- Students know how to handle different emotions.
- Students know that they should be sleeping at least 9 hours a night.
- Students are getting full amounts of sleep each night.

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What does it mean to be mentally and emotionally healthy?
- How can we take care of our mental and emotional health?
- Why does getting enough sleep affect our mental and emotional health?
- How can we express the ways we are feeling?

### Big Idea(s)

- Adequate amounts of sleep
- Mental and emotional health
- Feelings
- Always ask first rule

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **MENTAL AND EMOTIONAL HEALTH (MEH):**

MEH 1.1.5 - Explain why sleep and rest are important for proper growth and good health.

MEH 1.2.5 - Explain what it means to be mentally or emotionally healthy.

MEH 1.3.5 - Describe the relationship between feelings and behavior and describe appropriate ways to express a variety of feelings (i.e. anger, happiness, sadness, frustration, excitement, etc.).

## VERNON UNIT ORGANIZER

--	--

### K-U-D

<b>KNOW</b> <i>Facts, formulas, information, vocabulary</i>	<b>DO</b> <i>Skills</i>
<ul style="list-style-type: none"> <li>- Different feelings (happiness, sadness, frustrations, anger, tiredness, annoyed, etc.)</li> <li>- Why sleep is so important for our bodies</li> <li>- Relationship between feelings and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different strategies to help reactions to different feelings</li> <li>- Identify how we can be mentally and emotionally healthy</li> <li>- Explain the benefits of sleeping</li> </ul>

### UNDERSTAND

- Students will understand that getting the proper amount of sleep is important for our bodies growth and our mental health.
- Students will understand that there is a relationship between feelings and behaviors.
- Students will understand that we can be mentally and emotionally healthy.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they can stay up all night and still be ready to learn.
- Students might mistakenly believe that they aren't acting a certain way because of a way they are feeling.

### Unit Assessment

<b>Performance Assessment</b> (Overview only; full task in separate document)	<b>Other</b> (Formative, quizzes, tests, etc.) Note required assessments using the notation <b>(REQUIRED)</b>

## VERNON UNIT ORGANIZER

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

Supplemental Materials and Resources
American Heart Association

Interdisciplinary Connections
English and Language Arts

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Adequate Amount of Sleep	<ul style="list-style-type: none"> <li>- Students will create a pre-bed routine to use each night in order to create a plan for getting enough sleep</li> </ul>



## VERNON UNIT ORGANIZER

Mental and Emotional Health	- Students will identify different activities that can assist them in having good mental health
Feelings	- Students can read the book “A Little Spot of Emotion”
Second Step- The Always Ask First Rule	- Child Protection Unit- Lesson 2

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Alber, D. (2020). *A Little Spot of Feelings: Emotion Detective*. Published in the United States by Diane Alber Art LLC.

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.).  
[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3*. Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

--

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	3rd
<b>Unit Title</b>	Skeletal System / Reviewing Safety Skills
<b>Overview of Unit</b>	
<b>Pacing</b>	1

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:** Students will learn that the skeletal system is our body's frame and there are 206 bones in the human body.  
Students will learn and identify some of the major bones in the human body.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

Skeletal System

Bones

Joints

1 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children "2014" *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

### Skeleton

#### **Possible Teacher Misconceptions:**

Students have previous knowledge of the bones in the body.

Students know what the skeletal system is.

### Essential Questions (and Corresponding Big Ideas)

#### **Essential Question(s)**

- How many bones are in the human body?
- What is the purpose of the skeletal system?
- What are some of the major bones in the body?

#### **Big Idea(s)**

- The skeletal system helps you move and protects the organs inside your body.
- What is the purpose of joints and ligaments?
- Reviewing Safety Skills

### Content Standards

2 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

<b>Subgroup title (see ELA and Math samples below)</b>	<b>Sexual Health (SH):</b> SH 1.1.2 - Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).
--	---

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<ul style="list-style-type: none"> <li>- Some of the major bones that make up the body</li> <li>- What the purpose of the skeletal system is</li> <li>- What happens when a bone breaks</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different bones in the body</li> <li>- List what happens when a bone breaks and how it heals</li> </ul>
UNDERSTAND	
<ul style="list-style-type: none"> <li>● Students will understand that the skeletal system is the reason for movement and protects our body from damage.</li> <li>● Students will understand that different bones have different jobs and what happens when a bone breaks.</li> </ul>	

Common Student Misconceptions for this Unit
<ul style="list-style-type: none"> <li>● Students might mistakenly believe that               <ul style="list-style-type: none"> <li>- A broken bone can't heal</li> <li>- There aren't a lot of bones in the body</li> <li>- The skeletal system is not important to the body</li> </ul> </li> </ul>

3 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED  
 © 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

# VERNON UNIT ORGANIZER

Unit Assessment	
<b>Performance Assessment</b> (Overview only; full task in separate document)	<b>Other</b> (Formative, quizzes, tests, etc.) Note required assessments using the notation <b>(REQUIRED)</b>

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

4 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED  
 © 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

## Interdisciplinary Connections

ELA  
Math

## Learning Plan

### In order to learn:

(learnings identified in KUD)

### Summary of Key Learning Events and Instruction

(one or more learning experiences, including references to relevant lessons in texts/programs)

5 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

Note required learning events and instruction using the notation **(REQUIRED)**

How the skeletal system works	How Do Bones Work and What Do Bones Do? (video) - Kids Health
About bones	Your Bones (article) - Kids Health
Where different bones are located	How the Body Works - Skeleton (worksheet) - Kids Health Puzzle of the human skeleton
Second Step- Reviewing Safety Skills	Child Protection Unit- Lesson 6

### Works Cited

(APA Format)

--

6 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED  
 © 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children



## VERNON UNIT ORGANIZER

--

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

7 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED  
© 2020 All Rights Reserved Vernon Public Schools

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2014” *Children Protection Unit Grade 3* . Manual. Secondstep.org. Committee for Children

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Alcohol / Tobacco & Drugs / Practicing Ways to Stay safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify short- and long-term effects of alcohol and nicotine use, including second hand effects.
- Students will be able to explain the dangers of experimenting with nicotine and alcohol.
- Students will be able to describe family rules about avoiding nicotine and alcohol use.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Alcohol
- Tobacco
- Drugs
- Addicted
- Alcoholism
- Prescription drugs

## VERNON UNIT ORGANIZER

### Possible Teacher Misconceptions:

- Students know the short- and long-term effects of alcohol and nicotine use, including second hand effects.
- Students know the dangers of experimenting with nicotine and alcohol.
- Students have family rules about avoiding nicotine and alcohol use.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What is alcohol and what are the short and long term effects?
- What is second hand smoke?
- What is tobacco/nicotine and what are the short and long term effects?
- What are prescription drugs vs street drugs?

#### Big Idea(s)

- Short and long term effects of alcohol and nicotine use
- Dangers of experimenting with nicotine and alcohol
- Practicing Ways to Stay Safe

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**ALCOHOL, NICOTINE AND OTHER DRUGS (ANOD):**

ANOD 1.3.5 - Identify short- and long-term effects of alcohol and nicotine use, including second hand effects.  
 ANOD 1.4.5 - Explain the dangers of experimenting with nicotine and alcohol.  
 ANOD 1.5.5 - Describe family rules about avoiding nicotine and alcohol use.

### K-U-D

#### KNOW

*Facts, formulas, information, vocabulary*

- There are short and long term effects from alcohol and nicotine use
- There are second hand effects from tobacco use

#### DO

*Skills*

- Identify short and long term effects of alcohol and nicotine
- Identify effects from secondhand smoke

## VERNON UNIT ORGANIZER

- Experimenting with nicotine and alcohol is dangerous

- Identify dangers from experimenting with nicotine and alcohol

### UNDERSTAND

- Students will understand that there are short and long term effects from alcohol and nicotine use.
- Students will understand that there are effects on them from second hand smoke.
- Students will understand that experimenting with nicotine and alcohol is very dangerous.
- Students will understand that vaping is just as dangerous as smoking.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that if someone they know uses alcohol or tobacco that it is safe.
- Students might mistakenly underestimate the dangers from alcohol and nicotine.
- Students might mistakenly underestimate the effects of secondhand smoke.
- Students might mistakenly underestimate the danger of experimenting with nicotine and alcohol.
- Students might mistakenly believe that vaping is safer than smoking.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

# VERNON UNIT ORGANIZER

--	--	--	--	--

## Supplemental Materials and Resources

--

## Interdisciplinary Connections

- English and Language Arts

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Alcohol and nicotine	<ul style="list-style-type: none"> <li>- identify the short and long term effects of alcohol and nicotine use</li> <li>- American Heart Association worksheets</li> </ul>
Experimenting with alcohol and nicotine	<ul style="list-style-type: none"> <li>- identify the dangers of experimenting with alcohol and nicotine</li> </ul>
Medications	<ul style="list-style-type: none"> <li>- identify medication bottles</li> <li>- identify benefits of medications</li> </ul>
Second Step- Practicing Ways to Stay Safe	<ul style="list-style-type: none"> <li>- Child Protection Unit- Lesson 5</li> </ul>

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.).  
[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational) American Heart Association

Committee for Children “2015” *Children Protection Unit Grade 4* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date

Explanation of change(s) made to document

5 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools

## VERNON UNIT ORGANIZER


*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Anatomy / Muscles- Muscular System / Reviewing Safety Skills
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn the different kinds of muscles in our bodies and their functions.
- Students will learn how many muscles are in our bodies
- Students will learn to review safety skills

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

Muscles:

- Skeletal muscle
- Smooth Muscle
- Cardiac Muscle

Tendon

### Possible Teacher Misconceptions:

1 |CONTENTXX\_UnitXX\_UnitTemplate\_REVISED

© 2020 All Rights Reserved Vernon Public Schools



## VERNON UNIT ORGANIZER

Students have prior knowledge of what muscles are and what they are able to do.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- How many muscles are in the human body?
- What are the 3 main types of muscles?
- Can you name any skeletal muscles?

#### Big Idea(s)

- There are 650 muscles in the human body and the 3 types are skeletal, smooth and cardiac.
- Tendons connect muscles to bones and aid in preventing injury to different muscles
- Reviewing Safety Skills

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**Sexual Health (SH):**

SH 1.1.2 - Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).

# VERNON UNIT ORGANIZER

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
That there are 650 muscles in the human body The 3 types of muscles are skeletal, smooth, cardiac	Describe what each type of muscle is responsible for
UNDERSTAND	
<ul style="list-style-type: none"><li>• Students will understand that skeletal muscles help us move, smooth muscles we cannot control and help with body processes, and cardiac muscles help control our heart.</li><li>• Students will understand the purpose of tendons in the body and how they help the muscles in their bodies.</li></ul>	

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that all muscles do the same job.
- Students might mistakenly believe that muscles do not connect to bones

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

Supplemental Materials and Resources

Interdisciplinary Connections
ELA Science

## VERNON UNIT ORGANIZER

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How the muscular system works	How Does the Muscular System Work? (video) - Kids Health
About different muscles	Your Muscles (article) - Kids Health
Where different muscles are located	How the Body Works - The Muscles (worksheet) - Kids Health
Second Step- Reviewing Safety Skills	Child Protection Unit - Lesson 6

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - kidshealth in the classroom. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2015” *Children Protection Unit Grade 4* . Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

Revision History	
Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Communicable Diseases
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify the benefits of good hygiene.
- Students will be able to compare and contrast communicable and non-communicable diseases.
- Students will be able to understand that communicable diseases can be spread from person to person.
- Students will be able to identify ways to keep themselves healthy and safe from the spread of illness.
- 

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Hygiene
- Communicable diseases
- Non-communicable diseases

### Possible Teacher Misconceptions:

- Students already know how to protect themselves from the spread of disease.
- Students know the different ways illnesses spread.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- In what ways can I prevent my body from disease and illness?
- What are communicable diseases?
- What are non-communicable diseases?

### Big Idea(s)

- Hand Washing
- Disease Prevention
- Disease Transmission

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**OPTIMAL WELLNESS AND DISEASE PREVENTION (OWDP):**

- OWDP 1.1.5 - Describe ways to prevent the spread of germs that cause infectious diseases.
- OWDP 1.2.5 - Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.
- OWDP 1.3.5 - Define the terms communicable and non-communicable disease and identify ways to help prevent disease (e.g. HIV, diabetes, cancer, heart disease).
- OWDP 1.4.5 - Describe symptoms that prevent a person from daily activities (i.e. going to school, practices, playing with friends, etc.).
- OWDP 1.5.5 - Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- OWDP 1.6.5 - Describe the importance of seeking help and treatment for diseases.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Good hand washing can help prevent the spread of illness.

### DO

*Skills*

- Wash hands for 20 seconds with soap and warm water

## VERNON UNIT ORGANIZER

- Communicable diseases are illnesses that can be spread from one person to another.
- Non-communicable diseases are illnesses that you are either born with or that develop in your body over time.

- Identify communicable vs. non communicable diseases
- Demonstrate proper disease prevention techniques.

### UNDERSTAND

- Students will understand that by having good hygiene, a knowledge of various illnesses and an understanding of disease prevention they will have a lower risk of disease transmission.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they wash their hands properly.
- Students might believe that all diseases are contagious.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P



# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

## Interdisciplinary Connections

- English and Language Arts
- Science

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Good Handwashing	<ul style="list-style-type: none"><li>- Video demonstration from the CDC</li><li>- GlowGerm Activity</li></ul>
Communicable diseases and noncommunicable diseases	<ul style="list-style-type: none"><li>- Classroom Clinic Activity</li><li>- Research Poster Activity</li></ul>

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

## VERNON UNIT ORGANIZER

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	First Aid / Keeping Yourself Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn how to recognize injuries when they occur.
- Students will know how to respond to injuries (when to call for help, what to do until help arrives).
- Students will learn basic first aid (how to clean and dress a minor wound, how to apply ice to an injured area).
- Students will learn how to keep themselves safe.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Injury
- Emergency vs. Non-emergency
- First Responder
- Wound
- Swelling

### Possible Teacher Misconceptions:

- Students already know how to recognize and respond to injuries when they occur.
- Students already know what to do in case of an emergency.

## VERNON UNIT ORGANIZER

- Students already know basic first aid.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What constitutes an emergency?
- When should I call for help?
- What do I do until help arrives?
- When can I provide basic first aid?

#### Big Idea(s)

- Injury Recognition and Response
- Emergencies vs. Non-Emergencies
- Basic First Aid
- How to keep themselves safe

### Content Standards

**Subgroup title**  
(see ELA and  
**Math samples**  
**below)**

#### **SAFETY AND INJURY PREVENTION (SIP):**

SIP 1.9.5 - List ways to prevent injuries at home, school and community.  
SIP 1.10.5 - Identify ways to reduce risk of injuries from animal and insect bites and stings.  
SIP 1.12.5 - Explain what to do if someone is poisoned or injured and needs help.

### K-U-D

#### KNOW

*Facts, formulas, information, vocabulary*

Injuries occur all around us every day.

#### DO

*Skills*

- Recognize that an injury has occurred.
- Apply basic first aid:

## VERNON UNIT ORGANIZER

Some injuries are minor and may require basic first aid.

Some injuries are more serious and may require more advanced medical care.

- Cleaning and dressing a minor wound.
- Applying ice to an injured area.
- Know your local emergency numbers.

### UNDERSTAND

- Students will understand that it is important to be able to recognize and respond to injuries.
- Students will understand that in some cases they will be able to apply basic first aid.
- Students will understand that in some cases they may need to call for help and it is important to know their local emergency numbers.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that someone else will see and respond to an injury when it occurs.
- Students might mistakenly believe that it is not important to know basic first aid or what to do in an emergency.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## VERNON UNIT ORGANIZER

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

- First Aid Kit

### Interdisciplinary Connections

- English and Language Arts
- Science

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to recognize an injury when it occurs	discussion and practice on how to notice an unsafe situation
The difference between an emergency and non-emergency	Identifying pictures of emergencies and non-emergencies

## VERNON UNIT ORGANIZER

Basic first aid	Model first aid kit
Emergency numbers	emergency card creation
Second Step- How to keep yourself safe	Child protection unit- Lesson 1

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2015” *Children Protection Unit Grade 4* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document
---------------	---



## VERNON UNIT ORGANIZER


*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Heart Health / Kids Heart Challenge
<b>Overview of Unit</b>	
<b>Pacing</b>	1 - 2 Lessons

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn about the heart, lungs and cardiorespiratory system.
- Students will understand the importance of having a heart healthy lifestyle.
- Students will participate in the American Heart Association's Kids Heart Challenge Event.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Heart
- Lungs
- Cardiorespiratory System
- Heart Disease
- Stroke

### Possible Teacher Misconceptions:

- Students already know the importance of having a heart healthy lifestyle.

## VERNON UNIT ORGANIZER

- Students do not have a personal connection to heart related illness.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- Why are my heart and lungs important? What do they do?
- Why is it important to have a heart healthy lifestyle?
- How can my participation in the American Heart Association’s Kids Heart Challenge Event help others?

#### Big Idea(s)

- Cardiorespiratory System
- Heart Healthy Lifestyle
- Kids Heart Challenge

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SELF-MANAGEMENT (SM):**

- SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
- SM 7.2.5 Demonstrate healthy practices and behaviors.
- SM 7.3.5 Make a commitment to practice healthy behaviors.

### K-U-D

**KNOW**

**DO**

## VERNON UNIT ORGANIZER

<i>Facts, formulas, information, vocabulary</i>	<i>Skills</i>
<p>The heart and lungs are part of the cardiorespiratory system.</p> <p>The movement of blood through the heart and around the body is called circulation. The heart circulates blood throughout the body providing it with the oxygen and nutrients that it needs.</p> <p>Maintaining a heart healthy lifestyle will help reduce the risk of developing heart disease and stroke.</p> <p>The Kids Heart Challenge is a community service event aimed at educating and promoting heart health, as well as raising funds for the American Heart Association.</p>	<p>Explain what the heart and lungs do and why they are important.</p> <p>Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco.</p> <p>Participate in the Kids Heart Challenge Event.</p>

### UNDERSTAND

- Students will understand that the heart and lungs are part of the cardiorespiratory system.
- Students will understand that it is important to have a heart healthy lifestyle.
- Students will understand that they are helping others through their participation in the American Heart Association's Kids Heart Challenge Event.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they do not need to know what their heart and lungs do and how they work.
- Students might mistakenly believe that they do not need to start adopting a heart healthy lifestyle at a young age, that they can wait until they get older.
- Students might mistakenly believe that there is no educational value to the Kids Heart Challenge Event, that it is just a fundraiser.

# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

Kids Heart Challenge Resources

## Interdisciplinary Connections

English and Language Arts  
Science

# VERNON UNIT ORGANIZER

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Heart and Lungs (Cardiorespiratory System)	Worksheets - Color the Heart, Parts of the Heart
Heart Healthy Lifestyle Choices	Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco. Participate in the Kids Heart Challenge Event

# VERNON UNIT ORGANIZER

--	--

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.). [https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as*

## VERNON UNIT ORGANIZER

*many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>



# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Mental / Emotional Health / Always ask 1st
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify trusted adults and why they should talk to them about their feelings.
- Students will understand different strategies to cope with loss or grief.
- Students will be able to identify different role models who demonstrate positive emotional health.
- Students will recognize that there are 5 stages of grief.
- Students will know the always ask 1st rule.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Trusted Adults
- Loss
- Grief
- Role Models
- Emotional Health Practices

# VERNON UNIT ORGANIZER

## Possible Teacher Misconceptions:

- Students know who positive role models are in their lives.
- Students know strategies and can cope with loss and grief.

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- Who is a positive role model in your life?
- What makes someone a positive role model? Do they have certain qualities or practice certain things?
- Why should you talk to trusted adults/parents about how you are feeling?
- What can we do when we experience loss or grief? How can we help our friends that are feeling this way?

### Big Idea(s)

- Trusted Adults
- Postive Role Models
- Feelings of Loss or Grief
- Always ask first rule

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **MENTAL AND EMOTIONAL HEALTH (MEH):**

MEH 1.4.5 - Identify feelings and emotions associated with loss and grief.  
MEH 1.5.5 - Identify role models who demonstrate positive emotional health.  
MEH 1.6.5 - Explain the importance of talking with parents and other trusted adults about feelings.

# VERNON UNIT ORGANIZER

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<ul style="list-style-type: none"><li>- Why they should talk about their feelings</li><li>- What they can do to help/strategies they can use when they are experiencing loss and grief</li><li>- Stages of grief (denial, anger, bargaining, depression, acceptance)</li></ul>	<ul style="list-style-type: none"><li>- Identify a positive role model and why they are one</li><li>- Explain why talking to others may help them overcome certain feelings</li></ul>
UNDERSTAND	
<ul style="list-style-type: none"><li>● Students will understand that not everyone in their life is a positive role model.</li><li>● Students will understand that they can talk to trusted adults/parents to help them when they are feeling certain ways.</li><li>● Students will understand and recognize that there are 5 stages of grief.</li></ul>	

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that all adults are positive role models.
- Students might mistakenly believe that they have no one to talk to about their feelings.
- Students might mistakenly believe that grief has one stage.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

Supplemental Materials and Resources

Interdisciplinary Connections
English and language Arts

# VERNON UNIT ORGANIZER

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Feelings of Grief	- Discuss stages of grief
Qualities of a role model/trusted adult	- Create a role model poster
Second Step-Always ask first rule	- Child Protection Unit- Lesson 2

## Works Cited (APA Format)

## VERNON UNIT ORGANIZER

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2015” *Children Protection Unit Grade 4* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Nutrition
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:**

- Students will learn what a healthy and balanced diet looks like.
- Students will learn how to read and understand a nutrition label to guide their food/beverage choices.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

**Essential Vocabulary for the Teacher and Student:**

- Nutrition Label
- Serving size
- Healthy/unhealthy Beverages

**Possible Teacher Misconceptions:**

- Students already know how to read a nutrition label.
- Students remember from previous lessons how to make a healthy MyPlate.
- Students know the 5 main food groups.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What is a nutrition label and how is it read?
- What are the most important parts of the nutrition label?
- How can I use a nutrition label to create a healthy and balanced diet?

### Big Idea(s)

- Nutrition Labels
- Balanced Diet
- Healthy/unhealthy Beverages

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

### **HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA):**

- HEPA 1.3.5 - Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity.  
 HEPA 1.4.5 - Identify nutritious and non-nutritious beverages.  
 HEPA 1.5.5 - Describe the benefits of consuming plenty of water.  
 HEPA 1.6.5 - Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.  
 HEPA 1.8.5 - Explain body signals that tell a person when they are hungry and when they are full.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- How to read the basics of a nutrition label
- How to put together and healthy and balanced meal
- Know the pros/cons of certain beverages

### DO

*Skills*

- Identify if a food is healthy for you or not
- Create a healthy and balanced MyPlate



# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that having a healthy and balanced diet is good for your overall health.
- Students will understand how to read a nutrition label and apply that knowledge in their food choices.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that food labels are easy to read.
- Students might mistakenly believe that they are putting together a healthy diet.
- Students might mistakenly believe that beverages don't play a role in their diet.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

- MyPlate graphic

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

- Food label quiz

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

- Various Food labels
- MyPlate Graphic

## Interdisciplinary Connections

- Math
- English and Language Arts

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to read a food label	- Food label activity
a Healthy and balanced diet	- MyPlate activity

# VERNON UNIT ORGANIZER

--	--

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*Learn how to eat healthy with myplate.* MyPlate. (n.d.). <https://www.myplate.gov/>

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as*

## VERNON UNIT ORGANIZER

*many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Personal Boundaries / Consent / Unsafe and Unwanted touches / Private Body Parts Rule
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand what gender-role stereotypes are and how they impact ourselves and others
- Students will understand what it means to give consent or ask for consent in relation to personal boundaries
- Students will understand the difference between safe and unsafe/unwanted touches

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Stereotype
- Gender-role stereotypes
- Consent
- Personal boundaries

### Possible Teacher Misconceptions:

Students are aware of and respect other people's boundaries.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- How do we give consent or ask for consent?
- What are gender-role stereotypes?
- How might gender-role stereotypes impact us or others?

### Big Idea(s)

- Consent
- Gender-role stereotypes
- Unsafe and unwanted touches

## Content Standards

**Subgroup title**  
**(see ELA and**  
**Math samples**  
**below)**

### **HEALTHY RELATIONSHIPS (HR):**

- HR 1.1.5 - List healthy ways to express affection, love, and friendship.
- HR 1.2.5 - Identify characteristics and benefits of healthy family and peer relationships.
- HR 1.3.5 - Describe the value of others' talents and strengths.
- HR 1.4.5 - Describe gender-role stereotypes and their potential impact on self and others.
- HR 1.4.5 - Define and discuss consent as it relates to personal boundaries.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- What a stereotype is
- Gender-role stereotypes
- What consent is and why we need it

### DO

*Skills*

- Demonstrate asking for consent
- Demonstrate giving consent/not giving consent
- List gender-role stereotypes

# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that you should always ask for consent or speak up if you do not like something.
- Students will understand that gender-role stereotypes may impact them and those around them.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that others want them in their space giving them a hug, high 5, sitting next to them, etc.
- Students might mistakenly believe that someone knows they don't like them in their personal space
- Students might mistakenly believe that gender-role stereotypes don't exist

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## VERNON UNIT ORGANIZER


### Supplemental Materials and Resources

--

### Interdisciplinary Connections

--

### Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Personal Boundaries	Identify what personal boundaries are & what other people may have as personal boundaries
Consent	Practice asking for consent (high fives, hugs, etc.) Practice giving consent (no thank you, etc.)
Second Step- Unsafe/Unwanted Touches	Child Protection Unit- Lesson 3
Second Step- Private Body Parts Rule	Child Protection Unit- Lesson 4



# VERNON UNIT ORGANIZER

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2015” *Children Protection Unit Grade 4* . Manual. Secondstep.org. Committee for Children

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

## VERNON UNIT ORGANIZER

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	4th
<b>Unit Title</b>	Violence Prevention
<b>Overview of Unit</b>	
<b>Pacing</b>	

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand the impact teasing and bullying has on others.
- Students will learn how to manage anger in nonviolent ways.
- Students will know the difference between tattling and reporting.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Teasing
- Bullying
- Harrassment
- Tattling vs. Reporting

### Possible Teacher Misconceptions:

- Students already know what bullying is and the impact it has on others.
- Students already know when to report bullying, fighting and/or violence.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What is the impact of teasing and bullying on others?
- What are some nonviolent ways you can manage anger?
- What is the difference between tattling and reporting?
- What should you do if you see bullying, fighting and/or violence?

### Big Idea(s)

- Bullying
- Reporting aggressive or violent behaviors

## Content Standards

**Subgroup title**  
**(see ELA and**  
**Math samples**  
**below)**

**VIOLENCE PREVENTION (VP):**

- VP 1.1.5 - Summarize the impact of teasing or bullying others.  
 VP 1.2.5 - Identify nonviolent ways to manage anger.  
 VP 1.3.5 - Describe the difference between mean spirited behavior, bullying, and harassment.  
 VP 1.4.5 - Explain the difference between tattling and reporting aggressive or violent behavior.  
 VP 1.4.6 - Explain what to do if you see bullying, fighting, and/or violence.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- What bullying is.

### DO

*Skills*

- Identify nonviolent ways to manage anger.

## VERNON UNIT ORGANIZER

- What tattling is.
- When you should report.
- What you should do if you see bullying, fighting and/or violence.

- Identify trusted adults that you can report to.

### UNDERSTAND

- Students will understand that teasing and bullying negatively impacts others.
- Students will understand that there are nonviolent ways to manage anger.
- Students will understand that there is a difference between tattling and reporting.
- Students will understand what to do if they see bullying, fighting and/or violence.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that teasing and bullying do not negatively impact others.
- Students might mistakenly believe that tattling and reporting are the same thing.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

Supplemental Materials and Resources

Interdisciplinary Connections
ELA - vocabulary

## VERNON UNIT ORGANIZER

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
What bullying is and how we can prevent it	Role playing scenarios where students turn and talk about what happened
Ways to manage anger	Review different coping strategies to use when feeling angry
When to tell an adult something a peer has done	Size of the problem
Reporting to an adult	identify a trusted adult both at home, in school, and within the community

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

## VERNON UNIT ORGANIZER

*Size of the problem.* SELspace. (n.d.). <https://selspace.ca/size-of-the-problem/>

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>



# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Alcohol / Tobacco & Drugs
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify short- and long-term effects of alcohol and nicotine use, including second hand effects.
- Students will be able to explain the dangers of experimenting with smoking, vaping and alcohol.
- Students will be able to describe family rules about avoiding nicotine and alcohol use.
- Students will be able to identify and describe influences of peers, family, school, and community on health practices and behaviors.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Alcohol
- Nicotine
- Tobacco
- Vaping
- Drugs

## VERNON UNIT ORGANIZER

- Addicted
- Alcoholism
- Prescription drugs vs street drugs
- Peer Pressure

### Possible Teacher Misconceptions:

- Students know the short- and long-term effects of alcohol and nicotine use, including second hand effects.
- Students know the dangers of experimenting with nicotine and alcohol.
- Students have family rules about avoiding nicotine and alcohol use.

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What is alcohol and what are the short and long term effects?
- What is secondhand smoke?
- What is tobacco/nicotine and what are the short and long term effects?
- What are prescription drugs?

### Big Idea(s)

- Short and long term effects of alcohol and nicotine use
- Dangers of experimenting with nicotine and alcohol

## Content Standards

Subgroup title  
(see ELA and

### ALCOHOL, NICOTINE AND OTHER DRUGS (ANOD):

ANOD 1.2.5 - Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.  
ANOD 1.3.5 - Identify short- and long-term effects of alcohol and nicotine use, including second hand effects.

## VERNON UNIT ORGANIZER

<b>Math samples below)</b>	ANOD 1.4.5 - Explain the dangers of experimenting with nicotine and alcohol. ANOD 1.5.5 - Describe family rules about avoiding nicotine and alcohol use. INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.
----------------------------	--

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<ul style="list-style-type: none"> <li>-There are short and long term effects from alcohol and nicotine use</li> <li>-There are second hand effects from tobacco use</li> <li>-Experimenting with nicotine and alcohol is dangerous</li> <li>-Medications have benefits to the people prescribed to them</li> <li>-There are potential risks if medications are used inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Identify short and long term effects of alcohol and nicotine</li> <li>-Identify effects from secondhand smoke</li> <li>-identify dangers from experimenting with nicotine and alcohol</li> <li>-Identify benefits of using medications for people who are prescribed them.</li> <li>-Identify potential risks if medications are used inappropriately.</li> </ul>

UNDERSTAND
<ul style="list-style-type: none"> <li>● Students will understand <b>that</b> <ul style="list-style-type: none"> <li>-there are short and long term effects from alcohol and nicotine use.</li> <li>-there are effects on them from second hand smoke.</li> <li>-experimenting with nicotine and alcohol is very dangerous.</li> <li>- medicines are drugs that are helpful when needed and used correctly.</li> </ul> </li> </ul>

Common Student Misconceptions for this Unit
<ul style="list-style-type: none"> <li>● Students might mistakenly underestimate the dangers from alcohol and nicotine.</li> <li>● Students might mistakenly underestimate the effects of secondhand smoke.</li> <li>● Students might mistakenly underestimate the danger of experimenting with nicotine and alcohol.</li> </ul>

# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

## VERNON UNIT ORGANIZER

### Interdisciplinary Connections

- English and Language Arts

### Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Alcohol and nicotine	<ul style="list-style-type: none"> <li>- identify the short and long term effects of alcohol and nicotine use</li> <li>- American Heart Association Worksheets</li> </ul>
Experimenting with alcohol and nicotine	<ul style="list-style-type: none"> <li>- identify the dangers of experimenting with alcohol and nicotine</li> </ul>
Medications	<ul style="list-style-type: none"> <li>- identify medication bottles</li> <li>- identify benefits of medications</li> </ul>
Peer Pressure	<ul style="list-style-type: none"> <li>- identify and describe influences of peers, family, school, and community on health practices and behaviors.</li> </ul>

# VERNON UNIT ORGANIZER

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.). [https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Communicable Diseases
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify the benefits of good hygiene.
- Students will be able to compare and contrast communicable and non-communicable diseases.
- Students will be able to understand that communicable diseases can be spread from person to person.
- Students will be able to identify ways to keep themselves healthy and safe from the spread of illness.
- 

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Hygiene
- Communicable diseases
- Non-communicable diseases

### Possible Teacher Misconceptions:

- Students already know how to protect themselves from the spread of disease.
- Students know the different ways illnesses spread.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- In what ways can I prevent my body from disease and illness?
- What are communicable diseases?
- What are non-communicable diseases?

### Big Idea(s)

- Hand Washing
- Disease Prevention
- Disease Transmission

## Content Standards

### Subgroup title (see ELA and Math samples below)

### OPTIMAL WELLNESS AND DISEASE PREVENTION (OWDP):

OWDP 1.1.5 - Describe ways to prevent the spread of germs that cause infectious diseases.

OWDP 1.2.5 - Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.

OWDP 1.3.5 - Define the terms communicable and non-communicable disease and identify ways to help prevent disease (e.g. HIV, diabetes, cancer, heart disease).

OWDP 1.4.5 - Describe symptoms that prevent a person from daily activities (i.e. going to school, practices, playing with friends, etc.).

OWDP 1.5.5 - Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.

OWDP 1.6.5 - Describe the importance of seeking help and treatment for diseases.

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

- Good hand washing can help prevent the spread of illness.

### DO

*Skills*

- Wash hands for 20 seconds with soap and warm water



## VERNON UNIT ORGANIZER

- Communicable diseases are illnesses that can be spread from one person to another.
- Non-communicable diseases are illnesses that you are either born with or that develop in your body over time.

- Identify communicable vs. non communicable diseases
- Demonstrate proper disease prevention techniques.

### UNDERSTAND

- Students will understand that by having good hygiene, a knowledge of various illnesses and an understanding of disease prevention they will have a lower risk of disease transmission.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they wash their hands properly.
- Students might believe that all diseases are contagious.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

## Interdisciplinary Connections

- English and Language Arts
- Science

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Good Handwashing	<ul style="list-style-type: none"><li>- Video demonstration from the CDC</li><li>- GlowGerm Activity</li></ul>
Communicable diseases and noncommunicable diseases	<ul style="list-style-type: none"><li>- Classroom Clinic Activity</li><li>- Research Poster Activity</li></ul>

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

## VERNON UNIT ORGANIZER

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Conflict Resolution / Unsafe and Unwanted Touches /Private Body Parts
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will practice effective verbal and nonverbal communication skills.
- Students will understand the healthy ways to resolve conflict.
- Students will show empathetic, compassionate, and supportive behaviors towards other people.
- Students will know the difference between safe and unwanted touches.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Verbal & Non-verbal communication
- Empathetic
- Compassionate
- Supportive
- Conflict
- Healthy

## VERNON UNIT ORGANIZER

- Effective
- Personal health

### **Possible Teacher Misconceptions:**

- Students already know how to resolve conflict
- Students know how to have positive relationships

### Essential Questions (and Corresponding Big Ideas)

#### **Essential Question(s)**

- What are effective verbal and non-verbal communication skills?
- How can we demonstrate empathetic, compassionate, and supportive behaviors toward our peers and other people?
- What are some ways we can manage conflict?
- How do we ask for help when we need it?

#### **Big Idea(s)**

- Communication skills
- Behaviors towards other people
- Resolving conflict
- Asking for help
- Unsafe and unwanted touches

### Content Standards

## VERNON UNIT ORGANIZER

<b>Subgroup title (see ELA and Math samples below)</b>	<b>Interpersonal Communication:</b> IC. 4.1.5 Demonstrates effective verbal and nonverbal communication skills IC. 4.2.5 Demonstrates empathetic, compassionate, and supportive behavior toward others IC. 4.4.5 Demonstrates healthy ways to manage or resolve conflict IC. 4.5.5 Demonstrates how to effectively ask for help to improve personal health
--	--

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<ul style="list-style-type: none"> <li>- Verbal vs. non-verbal communication skills</li> <li>- Different behaviors toward other people</li> <li>- How to resolve conflict in healthy ways</li> <li>- How to ask someone for help</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate verbal vs. non-verbal communication skills</li> <li>- Identify and demonstrate healthy ways to resolve conflict</li> </ul>
UNDERSTAND	
<ul style="list-style-type: none"> <li>● Students will understand that we can communicate in verbal and non verbal ways.</li> <li>● Students will understand that it is okay to ask for help</li> </ul>	

Common Student Misconceptions for this Unit
<ul style="list-style-type: none"> <li>● Students might mistakenly believe that we only communicate verbally.</li> <li>● Students might mistakenly believe that we can't resolve conflict or repair relationships.</li> </ul>

Unit Assessment
-----------------

## VERNON UNIT ORGANIZER

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

### Supplemental Materials and Resources

### Interdisciplinary Connections

English Language Arts



## VERNON UNIT ORGANIZER

<b>Learning Plan</b>	
<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Conflict resolution	Go over strategies Role play Social Stories
Verbal vs. non-verbal communication	Matching game
Second Step- Unsafe and unwanted touches	Child Protection Unit- Lesson 3
Second Step- Private Body Parts Rule	Child Protection Unit- Lesson 4

<b>Works Cited</b> (APA Format)
<p>Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf</a></p> <p>Committee for Children “2015” <i>Children Protection Unit Grade 5</i> . Manual. Secondstep.org. Committee for Children</p>

# VERNON UNIT ORGANIZER

Revision History	
Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	First Aid / Keeping Yourself Safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn how to recognize injuries when they occur.
- Students will know how to respond to injuries (when to call for help, what to do until help arrives).
- Students will learn basic first aid (how to clean and dress a minor wound, how to apply ice to an injured area).
- Students will learn about universal precautions (wearing gloves when treating someone else, glove removal).
- Students will Learn how to keep yourself safe.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Injury
- Emergency vs. Non-emergency
- First Responder
- Wound
- Swelling
- Universal Precautions

## VERNON UNIT ORGANIZER

- Bloodborne Pathogens

### Possible Teacher Misconceptions:

- Students already know how to recognize and respond to injuries when they occur.
- Students already know what to do in case of an emergency.
- Students already know basic first aid.
- Students already know the importance of wearing gloves when treating someone else and how to remove them safely.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What constitutes an emergency?
- When should I call for help?
- What do I do until help arrives?
- When can I provide basic first aid?
- How can I protect myself while treating someone else?

#### Big Idea(s)

- Injury Recognition and Response
- Emergencies vs. Non-Emergencies
- Basic First Aid
- Universal Precautions
- Keeping yourself Safe

### Content Standards

**Subgroup title**  
(see ELA and

**SAFETY AND INJURY PREVENTION (SIP):**

SIP 1.2.5 - List examples of dangerous or risky behaviors that might lead to injuries.  
SIP 1.9.5 - List ways to prevent injuries at home, school and community.

## VERNON UNIT ORGANIZER

<b>Math samples below)</b>	SIP 1.10.5 - Identify ways to reduce risk of injuries from animal and insect bites and stings. SIP 1.12.5 - Explain what to do if someone is poisoned or injured and needs help.
----------------------------	---

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills</i>
<p>Injuries occur all around us every day.</p> <p>Some injuries are minor and may require basic first aid.</p> <p>Some injuries are more serious and may require more advanced medical care.</p> <p>Universal precautions will help protect you against bloodborne pathogens and gloves should be worn when treating someone else.</p>	<ul style="list-style-type: none"> <li>- Recognize that an injury has occurred.</li> <li>- Apply basic first aid:               <ul style="list-style-type: none"> <li>- cleaning and dressing a minor wound.</li> <li>- applying ice to an injured area.</li> </ul> </li> <li>- Know your local emergency numbers.</li> <li>- Practice putting on gloves and removing them safely.</li> </ul>
UNDERSTAND	
<ul style="list-style-type: none"> <li>● Students will understand that it is important to be able to recognize and respond to injuries.</li> <li>● Students will understand that in some cases they will be able to apply basic first aid.</li> <li>● Students will understand that in some cases they may need to call for help and it is important to know their local emergency numbers.</li> <li>● Students will understand that it is important to practice universal precautions and wear gloves when treating someone else.</li> </ul>	

Common Student Misconceptions for this Unit
<ul style="list-style-type: none"> <li>● Students might mistakenly believe that someone else will see and respond to an injury when it occurs.</li> <li>● Students might mistakenly believe that it is not important to know basic first aid or what to do in an emergency.</li> <li>● Students might mistakenly believe that it is not important to practice universal precautions and wear gloves when treating someone else.</li> </ul>

# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

## Interdisciplinary Connections

## VERNON UNIT ORGANIZER

- English and Language Arts
- Science

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to recognize and injury when it occurs	discussion and practice on how to notice an unsafe situation
The difference between an emergency and non-emergency	Identifying pictures of emergencies and non-emergencies
Basic first aid	Model first aid kit
Universal Precautions	Modeling how to remove disposable gloves, discuss other universal precautions
Emergency numbers	emergency card creation
Second Step- Keeping yourself safe	Child Protection Unit- lesson 1

## VERNON UNIT ORGANIZER

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2015” *Children Protection Unit Grade 5* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>



# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Heart Health / Kids Heart Challenge
<b>Overview of Unit</b>	
<b>Pacing</b>	1 - 2 Lessons

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn about the heart, lungs and cardiorespiratory system.
- Students will understand the importance of having a heart healthy lifestyle.
- Students will participate in the American Heart Association's Kids Heart Challenge Event.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Heart
- Lungs
- Cardiorespiratory System
- Heart Disease
- Stroke

### Possible Teacher Misconceptions:

- Students already know the importance of having a heart healthy lifestyle.

## VERNON UNIT ORGANIZER

- Students do not have a personal connection to heart related illness.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- Why are my heart and lungs important? What do they do?
- Why is it important to have a heart healthy lifestyle?
- How can my participation in the American Heart Association’s Kids Heart Challenge Event help others?

#### Big Idea(s)

- Cardiorespiratory System
- Heart Healthy Lifestyle
- Kids Heart Challenge

### Content Standards

**Subgroup title**  
**(see ELA and**  
**Math samples**  
**below)**

**SELF-MANAGEMENT (SM):**

- SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
- SM 7.2.5 Demonstrate healthy practices and behaviors.
- SM 7.3.5 Make a commitment to practice healthy behaviors.

### K-U-D

**KNOW**

**DO**

## VERNON UNIT ORGANIZER

<i>Facts, formulas, information, vocabulary</i>	<i>Skills</i>
<p>The heart and lungs are part of the cardiorespiratory system.</p> <p>The movement of blood through the heart and around the body is called circulation. The heart circulates blood throughout the body providing it with the oxygen and nutrients that it needs.</p> <p>Maintaining a heart healthy lifestyle will help reduce the risk of developing heart disease and stroke.</p> <p>The Kids Heart Challenge is a community service event aimed at educating and promoting heart health, as well as raising funds for the American Heart Association.</p>	<p>Explain what the heart and lungs do and why they are important.</p> <p>Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco.</p> <p>Participate in the Kids Heart Challenge Event.</p>

### UNDERSTAND

- Students will understand that the heart and lungs are part of the cardiorespiratory system.
- Students will understand that it is important to have a heart healthy lifestyle.
- Students will understand that they are helping others through their participation in the American Heart Association's Kids Heart Challenge Event.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that they do not need to know what their heart and lungs do and how they work.
- Students might mistakenly believe that they do not need to start adopting a heart healthy lifestyle at a young age, that they can wait until they get older.
- Students might mistakenly believe that there is no educational value to the Kids Heart Challenge Event, that it is just a fundraiser.

# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

Kids Heart Challenge Resources

## Interdisciplinary Connections

English and Language Arts  
Science

# VERNON UNIT ORGANIZER

Learning Plan	
In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Heart and Lungs (Cardiorespiratory System)	Worksheets - Color the Heart, Parts of the Heart
Heart Healthy Lifestyle Choices	Identify heart healthy habits - diet, exercise, sleep, hydration and avoiding tobacco. Participate in the Kids Heart Challenge Event

# VERNON UNIT ORGANIZER

--	--

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

*American Heart Association*. Kids Heart Challenge - American Heart Association. (n.d.). [https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_educational](https://www2.heart.org/site/SPageServer?pagename=khc_resources_educational)

## Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition,*

## VERNON UNIT ORGANIZER

*consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Human Development / Reviewing Safety Skills
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

**Key Learning:** Students will know the changes that their body goes through during puberty and how to handle the effects of those changes.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

Puberty  
Body Oder  
Sebum

### Possible Teacher Misconceptions:

- Nobody in class has started these changes
- Students have heard about these changes from others
- Not every person goes through these changes
- Everyone goes through the changes at the same time



# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What is puberty and how does it affect our bodies?
- What are ways to prevent body odor?
- How does our body producing sebum help us?

### Big Idea(s)

- What puberty is and the changes our body goes through
- Reviewing Safety Skills

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**SEXUAL HEALTH (SH):**

- SH 1.1.5 - Describe basic reproductive body parts and their functions.
- SH 1.2.5 - Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- SH 1.3.5 - Describe the range of physical, social, and emotional changes that occur during puberty.
- SH 1.4.5 - Explain how puberty and development can vary greatly and still be normal.
- SH 1.5.5 - Describe how people are similar and different (e.g. sexual identity, gender, gender identity, gender expression, etc.).

## K-U-D

### KNOW

*Facts, formulas, information, vocabulary*

Puberty is a natural body change that everyone goes through  
Personal hygiene is important during puberty

### DO

*Skills*

Engage in class discussion after video

## UNDERSTAND

## VERNON UNIT ORGANIZER

- Students will understand **that** everyone goes through puberty at different ages and experiences the different changes in their body.
- Students will understand that there are ways to prevent body odor and describe everyday practices that will help keep their body clean.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that

The changes their bodies are going through are not normal  
Everyone experiences the same thing at the same time.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

### Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

# VERNON UNIT ORGANIZER


## Supplemental Materials and Resources

--

## Interdisciplinary Connections

--

## Learning Plan

### In order to learn:

(learnings identified in KUD)

### Summary of Key Learning Events and Instruction

(one or more learning experiences, including references to relevant lessons in texts/programs)

Note required learning events and instruction using the notation **(REQUIRED)**

## VERNON UNIT ORGANIZER

What happens during puberty	Human development video
	Question and Answer opportunity
Second Step- Reviewing Safety Skills	Child Protection Unit- Lesson 6

### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

YouTube. (2015, April 16). *Always changing puberty education program girls*. YouTube. <https://www.youtube.com/watch?v=0RrXAhtObBI>

*Always changing and growing up- boys puberty education*. YouTube. (2020, May 4). <https://youtu.be/2XF0awGRTWs>

Committee for Children “2015” *Children Protection Unit Grade 5* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

## VERNON UNIT ORGANIZER

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Mental / Emotional Health / Always Ask First
<b>Overview of Unit</b>	
<b>Pacing</b>	1 Lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will understand the importance of identifying how they are feeling and how those around them are feeling.
- Students will understand what prosocial behaviors are and how we can practice them.
- Students will understand when they should tell an adult about themselves or someone else hurting themselves.
- Students will understand the always ask first rule.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Feelings (happiness, sadness, frustration, anger, etc.)
- Prosocial behaviors
  - Respectful
  - Cooperation
  - Consideration
  - Helping others
- Self-harm

# VERNON UNIT ORGANIZER

**Possible Teacher Misconceptions:**

- Students know different prosocial behaviors.
- Students will tell teachers about themselves or others thinking of self harm.

## Essential Questions (and Corresponding Big Ideas)

**Essential Question(s)**

- What are prosocial behaviors and what can we do to practice them?
- Why is it so important to tell an adult if ourselves or someone we know is thinking of self-harm?
- How can we identify our feelings and the feelings of those around us?

**Big Idea(s)**

- Prosocial behaviors
- Self-harm
- Feelings
- Always Ask First

## Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**MENTAL AND EMOTIONAL HEALTH (MEH):**

MEH 1.7.5 - Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.  
 MEH 1.8.5 - Give examples of pro social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).  
 MEH 1.9.5 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.

## K-U-D

**KNOW**

*Facts, formulas, information, vocabulary*

- How to tell adults about self harm
- What prosocial behaviors are

**DO**

*Skills*

- Identify prosocial behaviors

# VERNON UNIT ORGANIZER

## UNDERSTAND

- Students will understand that they should tell adults about themselves or others practicing self-harm.
- Students will understand that practicing prosocial behaviors is important.
- Students will understand that it is important to identify how themselves or others are feeling.

## Common Student Misconceptions for this Unit

- Students might mistakenly believe that if they tell an adult about their friend saying something about self-harm they will get in trouble or their friend will be upset.
- Students might mistakenly believe that they don't need to be considerate of others.

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P



# VERNON UNIT ORGANIZER

## Supplemental Materials and Resources

--

## Interdisciplinary Connections

English and Language Arts

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Communication around self-harm	<ul style="list-style-type: none"> <li>- The signs of self-harm</li> <li>- Students identify what they should do if they suspect a peer is self-harming</li> </ul>
Identifying personal feelings and feelings of others	<ul style="list-style-type: none"> <li>- What are feelings we feel in different settings</li> </ul>
How to demonstrate prosocial behaviors	<ul style="list-style-type: none"> <li>- Create initiative in their school around prosocial behaviors</li> </ul>
Second Step- Always Ask First	<ul style="list-style-type: none"> <li>- Child Protection Unit- Lesson 2</li> </ul>

## VERNON UNIT ORGANIZER


### Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

The Nemours Foundation. (n.d.). - *kidshealth in the classroom*. KidsHealth. <https://classroom.kidshealth.org/classroom/>

Committee for Children “2015” *Children Protection Unit Grade 5* . Manual. Secondstep.org. Committee for Children

### Revision History

Revision Date	Explanation of change(s) made to document

## **VERNON UNIT ORGANIZER**

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Nutrition
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will learn how to create a healthy and balanced diet from the 5 main food groups for breakfast, lunch and dinner.
- Students will learn how to read and understand a nutrition label and apply it to creating a healthy MyPlate.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Nutrition Label
- Serving Size
- Moderation
- Satiety (feeling of fullness)

### Possible Teacher Misconceptions:

- Students already know how to read and understand a nutrition label.
- Students already know how to create a healthy meal plan.

# VERNON UNIT ORGANIZER

## Essential Questions (and Corresponding Big Ideas)

### Essential Question(s)

- What does a nutrition label really tell me?
- How do I use a nutrition label to guide me in creating a healthy and balanced meal plan?

### Big Idea(s)

- Nutrition Labels
- Meal Planning
- Moderation
- Satiety (feeling of fullness)

## Content Standards

**Subgroup title**  
**(see ELA and**  
**Math samples**  
**below)**

### **HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA):**

- HEPA 1.5.5 - Describe the benefits of consuming plenty of water.  
HEPA 1.6.5 - Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.  
HEPA 1.7.5 - Explain the concept of eating in moderation.  
HEPA 1.8.5 - Explain body signals that tell a person when they are hungry and when they are full.

## K-U-D

### **KNOW**

*Facts, formulas, information, vocabulary*

- How to read the basics of a nutrition label

### **DO**

*Skills*

- Identify if a food is healthy for you or not

## VERNON UNIT ORGANIZER

- How much water to consume daily
- When your body is hungry and when it is full
- How to put together a healthy and balanced breakfast, lunch and dinner

- Create a healthy and balanced MyPlate for breakfast, lunch and dinner
- Describe feelings of being full vs being hungry

### UNDERSTAND

- Students will understand that having a healthy and balanced diet is good for your overall health.
- Students will understand how to read a nutrition label and apply that knowledge in their meal plans.
- Students will understand when to know their body is full.
- Students will understand why it is important to drink plenty of water each day.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that food labels are easy to read.
- Students might mistakenly believe that they are putting together a healthy diet.
- Students might mistakenly believe that water is not as important.

### Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

# VERNON UNIT ORGANIZER

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

MyPlate Graphic  
Various Nutrition Labels

## Interdisciplinary Connections

English and Language Arts  
Math

# VERNON UNIT ORGANIZER

## Learning Plan

<b>In order to learn:</b> (learnings identified in KUD)	<b>Summary of Key Learning Events and Instruction</b> (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
How to read a food label	Food label activity
a Healthy and balanced diet	MyPlate activity

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)



## VERNON UNIT ORGANIZER

Learn how to eat healthy with myplate. MyPlate. (n.d.). <https://www.myplate.gov/>

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

# VERNON UNIT ORGANIZER

<b>Grade/Subject</b>	5th
<b>Unit Title</b>	Online Safety / Practicing ways to stay safe
<b>Overview of Unit</b>	
<b>Pacing</b>	1 lesson

## Background Information For The Teacher

**Rationale:** Aligns with the Healthy and Balanced Living Curriculum Framework.

### Key Learning:

- Students will be able to identify the risks of sharing personal identification online.
- Students will be able to identify risks of interacting with strangers online.
- Students will be able to identify the problems with sharing photos or videos online.
- Students will be able to identify what cyberbullying is and how to report it.

*These pre-requisite skills and concepts are not intended to be addressed in Tier 1/Core instruction, but can guide selection of Tier 2 & 3 interventions, along with the relevant assessments/diagnostics.*

### Essential Vocabulary for the Teacher and Student:

- Personal information
- Cyberbullying
- Harrassment

### Possible Teacher Misconceptions:

## VERNON UNIT ORGANIZER

- Students know that they should not share their personal information online.
- Students know that they should not interact with strangers online.
- Students know that they should not share videos or photos online of themselves or others without consent and what videos or photos are appropriate and not appropriate to share.
- Students know what cyberbullying is and how to report it.

### Essential Questions (and Corresponding Big Ideas)

#### Essential Question(s)

- What is appropriate to share online and what is not?
- Who is it safe to interact with online?
- What are the risks of interacting with strangers online?
- What is cyberbullying and how should you report it?

#### Big Idea(s)

- Appropriate things to share online
- Dangers of interacting with strangers online
- Impact of teasing and bullying online.

### Content Standards

**Subgroup title  
(see ELA and  
Math samples  
below)**

**VIOLENCE PREVENTION (VP):**

VP 1.1.5 - Summarize the impact of teasing or bullying others.

VP 1.2.5 - Identify nonviolent ways to manage anger.

VP 1.3.5 - Describe the difference between mean spirited behavior, bullying, and harassment.

VP 1.4.5 - Explain the difference between tattling and reporting aggressive or violent behavior.

## VERNON UNIT ORGANIZER

VP 1.4.6 - Explain what to do if you see bullying, fighting, and/or violence.

INF 2.2.5 Identify and describe influences of media and technology that affect personal health practices and behaviors.

### K-U-D

#### KNOW

*Facts, formulas, information, vocabulary*

- There are risks and consequences for sharing personal information online.
- There are risks and consequences for interacting with strangers online
- What cyberbullying is and how to report it.

#### DO

*Skills*

- identify possible risks and consequences of sharing personal information online
- Identify risks and consequences of interacting with strangers online.
- Identify what cyberbullying is.
- Identify how to report cyberbullying.

### UNDERSTAND

- Students will understand **that**
  - There are risks when sharing personal information online.
  - There are risks of interacting with strangers online.
  - Cyberbullying is inappropriate and should be reported.

### Common Student Misconceptions for this Unit

- Students might mistakenly believe that making friends online is okay
- People online are harmless
- Making comments online is not bullying

# VERNON UNIT ORGANIZER

## Unit Assessment

**Performance Assessment** (Overview only; full task in separate document)

**Other** (Formative, quizzes, tests, etc.)

Note required assessments using the notation **(REQUIRED)**

## Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/F&P

## Supplemental Materials and Resources

## Interdisciplinary Connections

# VERNON UNIT ORGANIZER

## Learning Plan

In order to learn: (learnings identified in KUD)	Summary of Key Learning Events and Instruction (one or more learning experiences, including references to relevant lessons in texts/programs) Note required learning events and instruction using the notation <b>(REQUIRED)</b>
Personal Information	-Identify what personal information is. It can be pictures and videos
Cyberbullying	-Identify what is cyberbullying -identify what harassment is online
Second Step- Practicing ways to stay safe	-Child Protection unit- lesson 5

## Works Cited

(APA Format)

Healthy and Balanced Living Curriculum Framework: Health Education and ... (n.d.). [https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy\\_and\\_Balanced\\_Living\\_Curriculum\\_Framework\\_May\\_2022.pdf](https://portal.ct.gov/-/media/SDE/Health-Education/Publications/Healthy_and_Balanced_Living_Curriculum_Framework_May_2022.pdf)

Committee for Children “2015” *Children Protection Unit Grade 5* . Manual. Secondstep.org. Committee for Children

## VERNON UNIT ORGANIZER

--

### Revision History

Revision Date	Explanation of change(s) made to document

*Please use the link below to provide constructive feedback on this curricular resource. The survey provides teachers an opportunity to comment and/or rate each of the unit elements. Respondents can choose to provide feedback on one or all elements. In addition, consider providing feedback when it is “fresh in your mind” rather than waiting until the end of the unit; you can enter the survey as many times as you need. Feedback will be reviewed at regular intervals throughout the year and will inform priorities for the first round of revision.*

<http://tinyurl.com/VernonCurriculumFeedback2017>

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 10.1

Decision Requested

X

April 22, 2024

Date

AGENDA REPORTING FORM

Subject


Approval of Rockville High School Graduation Date (BOE Goal #1)

Background:

The Board of Education is requested to approve Wednesday, June 12, 2024 as the date of the Rockville High School Graduation Ceremony.

Recommendation:

MOTION: That the Board approve and set the Rockville High School graduation date for Wednesday, June 12, 2024.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 10.2

Decision Requested

X

April 22, 2024


Date


AGENDA REPORTING FORM

Subject: Approval of the Program Enhancement Projects (PEP) Grant Application  
(BOE Goal #1, #2, #3)

Background: The Board will review and approve the Program Enhancement Projects  
(PEP) Grant Application.

Recommendation: MOTION: That the Board approve the Program Enhancement Projects  
(PEP) Grant Application as discussed and presented.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



## REGIONAL ADULT BASED EDUCATION

Melissa Iles  
Director  
(860) 870-6060  
Fax (860) 870-6455  
miles@vernon-ct.gov

**To:** Dr. Joseph Macary  
**From:** Melissa Iles, Regional Director, Vernon Regional Adult Based Education  
**Date:** March 13, 2024  
**Subject:** Request for Board of Education Approval – Program Enhancement Projects (PEP) grant

Vernon Regional Adult Based Education is seeking approval from the Board of Education to apply for the Program Enhancement Projects (PEP) grant. The Request For Proposal (RFP) is for five Priority Areas as follows:

	PRIORITY AREA	MAXIMUM FUNDS AVAILABLE	EXPECTED FUNDS REQUESTED
<input checked="" type="checkbox"/>	Family Literacy Services	\$50,000	\$ 50,000
<input checked="" type="checkbox"/>	Integrated Education and Training (IET)	\$50,000	\$ 50,000
<input checked="" type="checkbox"/>	Integrated English Literacy and Civics Education + Training (IELCE)	\$75,000	\$ 75,000
<input checked="" type="checkbox"/>	Technology Integration and Expansion of Services	\$30,000	\$ 30,000
<input checked="" type="checkbox"/>	Transition, Career Navigation and Support	\$50,000	\$ 50,000
<b>Total Expected Funds Requested:</b>			<b>\$255,000</b>

### FAMILY LITERACY SERVICES - \$50,000

Under the Workforce Innovation and Opportunity Act (WIOA) Section 203, “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.

**Student Demographic:** Parents enrolled in adult education services and their children from birth to grade three who would benefit from a class environment focused on enabling parents to become full partners in the education of their children while also providing academic instruction and workforce readiness activities.

70 Loveland Hill Road, Vernon, CT 06066 860-870-6060 www.vrabe.com

Serving the Adult Education needs of

Ashford  
Griswold

Bolton  
Mansfield

Colchester  
South Windsor

Coventry  
Tolland

East Windsor  
Vernon

Ellington  
Wethersfield

Glastonbury  
Willington

### **INTEGRATED EDUCATION AND TRAINING (IET) - \$50,000**

The Integrated Education and Training (IET) model has been nationally validated as an effective method for teaching adults who need both academic skills and work readiness skills.

Under WIOA Section 203, “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Student Demographic:** Students enrolled in mandated adult education services, and who are identified as having the interest and ability to participate in an IET program that leads to an industry-recognized postsecondary certificate or credential.

### **INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) + TRAINING - \$75,000**

Integrated English Literacy and Civics Education (IELCE) activities assist individuals who must be able to read and communicate in English in order to understand and navigate governmental, educational, workplace systems and key American institutions.

Under WIOA Section 203, “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

For the purpose of educational and career advancement, IELCE also provides adult education and literacy activities concurrently and contextually with workforce readiness activities and workforce training for a specific occupation or occupational cluster under Section 243 funding.

Under WIOA Section 203, “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Student Demographic:** Immigrants and other limited English proficient individuals enrolled in adult education at an English as a Second Language (ESL) 4-6/Adult Basic Education (ABE) 3-4 National Reporting System (NRS) level, including professionals with degrees and credentials in their native countries, who would benefit from contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government and who are identified as having the interest and ability to participate in an Integrated Education and Training (IET) program that leads to an industry-recognized postsecondary certificate or credential.

### **TECHNOLOGY INTEGRATION AND EXPANSION OF SERVICES - \$30,000**

Digital literacy is an essential skill for a competitive workforce. WIOA includes digital literacy as a workforce preparation activity, increasing students’ ability to successfully transition into postsecondary education and training or employment.

Distance education provides equitable access and additional opportunity for students to participate. It is a named and prioritized initiative of WIOA.

**Student Demographic:** Students enrolled in adult education classes that would benefit from direct instruction in digital literacy in order to increase their skills and better prepare them for success at work, postsecondary education or training, or other life contexts.

---

**70 Loveland Hill Road, Vernon, CT 06066 860-870-6060 [www.vrabe.com](http://www.vrabe.com)**

*Serving the Adult Education needs of*

*Ashford  
Griswold*

*Bolton  
Mansfield*

*Colchester  
South Windsor*

*Coventry  
Tolland*

*East Windsor  
Vernon*

*Ellington  
Wethersfield*

*Glastonbury  
Willington*

**TRANSITION, CAREER NAVIGATION AND SUPPORT - \$50,000**

To promote the self-sufficiency of adult education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to, and experience in, relevant industry sectors/career pathways as identified in the Workforce Development Board [WDB local plans](#), and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21<sup>st</sup> century workplace including broadening opportunities for students in adult education by creating a bridge between adult education programs, employment, postsecondary education and training opportunities.

**Student Demographic:** Students enrolled in adult education services who have an expressed interest in participating in an additional class of sufficient intensity and quality designed to provide intensive exposure to, experience in, and exploration of career pathways to enhance employability or transition to a postsecondary education or training program.

**GRANT PERIOD:**

The grant cycle is for four years, and all providers are subject to the same funding cycle.

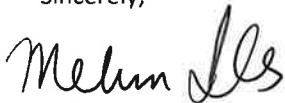
- Year One: July 1, 2024- June 30, 2025
- Year Two: July 1, 2025- June 30, 2026
- Year Three: July 1, 2026- June 30, 2027
- Year Four: July 1, 2027- June 30, 2028

The Request for Proposal is due to the State of Connecticut by May 3, 2024.

Vernon Regional Adult Education has a long history of being awarded PEP Grants and we hope to continue.

Thank you for your consideration.

Sincerely,



Melissa Iles  
Regional Supervisor

/smb

c: Cortney Gerlach

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

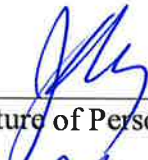
Information Only	<u>          X          </u>	Agenda Item	<u>          10.3          </u>
Decision Requested	<u>                          </u>		<u>          April 22, 2024          </u>
			<u>                          Date          </u>

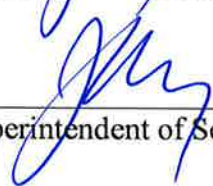
AGENDA REPORTING FORM

Subject: 10-Year Facility Study and Master Plan (BOE Goal #3)

Background: Dr. Joseph Macary, Superintendent of Schools, will share the 10-Year Facility Study and Master Plan with the Board.

Recommendation: No action required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# VERNON PUBLIC SCHOOLS



Office of the Superintendent  
30 Park Street • P.O. Box 600  
Vernon, CT 06066-0600

Fax (860) 870-6005

Website: [www.vernonpublicschools.org](http://www.vernonpublicschools.org)

**Joseph Macary, Ed.D.**  
*Superintendent of Schools*  
(860) 870-6000 x4660

**Robert Testa**  
*Assistant Superintendent*  
(860) 870-6000 x4680

To: Vernon Board of Education  
From: Joseph Macary, Superintendent of Schools  
Date: April 22, 2024  
Re: 10 Year Facility Study & Master Plan

In the summer of 2023, the Vernon Board of Education commissioned a 10 Year Facility Study and Master Plan with Friar Associates of Farmington, Connecticut for the seven schools and three additional district-maintained buildings. There were three essential questions for the study: 1) identify major facility projects (over \$150,000) that will be required in the next 10 years; 2) assess the condition of current buildings to plan for any major school construction and renovation projects to ensure they will meet the future needs (infrastructure & capacity) of Vernon's projected student population; and 3) provide an initial plan to move forward and prioritize projects based on this assessment and findings.

Based on the District Strategic Plan, the Vernon Public Schools focused the study on three key areas: 1) efficiencies of facility maintenance and energy savings; 2) effectiveness of resources to ensure no school disruptions; and 3) targeting school populations to maximize state reimbursement of renovations.

The highlights of the key findings and recommendations include: 1) many of the school buildings will require considerable renovations and updates in the next ten years due to the age and condition of existing structures and original systems (the newest school in the Town of Vernon (CRS) was constructed in 1969); 2) many of the mechanical systems will require replacements as they were original to the buildings and need to meet newly enacted indoor air quality standards; 3) Maple Street School is approaching the end of its useful life; 4) the district enrollment and space needs are expected to remain stable; and 5) consideration should be given to consolidation of two elementary schools.

Attached is the four-page 'Executive Summary' based on over 1700 pages of the 10 year Facility Study report. The key takeaways from the report are: 1) planning for a 10 year rollout of facility upgrades; 2) HVAC mechanical systems need to be prioritized in the renovation cycle; and 3) Maple Street School is approaching the end of useful life and will need to be replaced. This full report can be found on the district web site at : <https://www.vernonpublicschools.org/departments/facilities>

The recommended next steps are:

- Create a 10 Year Capital Improvement Plan inclusive of HVAC needs
- Develop a plan to construct a New School to consolidate two school buildings
- Construct a Facilities Plan for non-capital improvements based on priorities

Thank you for your consideration and continued support. If you have any questions, please contact me.

*The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.*

Facility Study and Master Plan  
Executive Summary

# Vernon Public Schools



FALL 2023



## **BACKGROUND**

Friar Architecture Inc. was engaged by Vernon Public Schools to prepare a comprehensive 10-year facilities study and master plan for their seven schools and three additional District-maintained buildings.

The study was designed to answer three essential questions:

- 1.) Identify major facilities projects that will be required in the next 10 years. For the purpose of this analysis, the threshold for a major project was set at \$150,000
- 2.) Assess the condition of current buildings to plan for any major school construction and renovation projects to ensure they will meet the future needs of Vernon's projected student population. This includes a comprehensive determination of all schools' infrastructure and capacity.
- 3.) Provide an initial plan to move forward and prioritize projects based on this assessment and findings.

The information gathered can be used to guide decisions on school development and ensure the school facilities promote:

- Efficiencies of facility maintenance and energy savings
- Effectiveness of resources to ensure no school disruptions
- Targeting school populations to maximize State reimbursement of renovations.

## **STUDY METHODS**

Friar Architecture partnered with Consulting Engineering Services (CES) to conduct this comprehensive assessment during the Summer of 2024. The study included:

- Inspections and walk-thru of each building with a multidisciplinary team
- Incorporation of data from the recently completed HVAC commissioning study
- Evaluating the Existing Conditions of the facilities in contrast with a 20-year life expectancy
  - Verifying all floor plans and assessing all building systems, including but not limited to, Architectural, Structural, Mechanical systems, Security, and Technology
  - Assessing compliance with current Codes and the Americans with Disabilities Act (Section 504)
  - Incorporating data from other studies, including: VPS Hazardous Material reports, the Roof Asset Management Reports by The Garland Company, and the Ventilation Assessments by Consulting Engineering Services.



A binder with detailed findings, analysis, and recommendations was created for each of the ten buildings. This effort resulted in a total facility study report of 1,728 pages.

#### **ASSUMPTIONS**

The study used the following assumptions and data to provide the conclusions and recommendations:

- A minimum 20-year useful life of the buildings and all systems based on State guidelines
- Compliance with applicable Building Codes based upon the proposed work
- Prowda Enrollment study dated January 2022
- NESDEC School Year 2023-24 Enrollment Projection Report
- Current (FY2024) construction cost reimbursement formula from the State of Connecticut Office of Grants Administration.

#### **HIGHLIGHT OF KEY FINDINGS AND RECOMMENDATIONS:**

- 1.) The newest school in the Town of Vernon, Center Road School, was constructed in 1969. Many of the buildings will require considerable renovations and updates in the next ten years due to the age and condition of the structure and many of the original systems.
- 2.) Many of the mechanical systems will require replacement in the next ten years as they are original to the buildings and do not meet current industry standards for ventilation.
- 3.) Based on the enrollment studies and analysis of existing space, the District's enrollment and space needs are trending flat. There are no major increases or decreases projected for the next ten years. However, additional classroom space may be required if the District chooses to expand Pre-Kindergarten or other programs.
- 4.) Maple Street School is approaching the end of its useful life. The building is not compliant with current Building Codes and it would be cost prohibitive to upgrade the building to meet Code. The school is also not compliant with the Americans with Disabilities Act (ADA), and lacks an elevator allowing access between the floors. The site lacks adequate parking, and adjacent land is not available for expansion or further development. Additionally, due to the age and condition of the building, there are extensive mechanical and structural concerns that would need to be remediated. Maple Street School is currently ineligible for additional school construction funding from the State due to its lack of compliance.

- 5.) Consideration should be given to the consolidation of two elementary schools. The efficiencies of larger school buildings include reduced expenditures in the areas of staffing, transportation, maintenance, and energy as well as providing greater flexibility with enrollment variations between grade levels from year-to-year. Northeast School has the most space available for a potential addition to a current site.

### **OPINIONS OF PROBABLE COSTS**

Based on the findings and recommendations of the study, initial estimates were generated for planning purposes. The projected Project Costs to undertake the collective recommendations for building improvements over the next 10 years amount to approximately \$120M in 2023 dollars, without escalation factored in.

In conjunction with the facility directors, the recommendations at each building were analyzed to identify individual Capital Projects of +\$150,000 over the next 5-10 years. The projected Project Costs for these individual improvement projects amount to approximately \$108M in 2023 dollars, without escalation.

Each building's report includes a comparison of the cost for the recommended work to that of industry standards for \$/sf repairs at a building of similar construction and size. Also provided is a comparison with the cost to replace the existing building with a new facility of similar construction and size, excluding site costs.

### **SUMMARY AND NEXT STEPS**

Our analysis has determined that there will be extensive needs for renovation, construction, and repairs at the subject properties over the next ten years. Included in the facility report for each building are the detailed assessment, initial cost estimates, and recommendations for prioritization of work.

Implementation of the Master Plan will require further strategy formation and timeline planning with the District to define the recommended projects, and align proposed capital expenditures with yearly budgets over a 5-10 year timeline. This would include development of the individual project budgets to incorporate projected escalation costs and forecast potential State Reimbursement.







# VERNON PUBLIC SCHOOLS

## BUSINESS AND FINANCE REPORT

*April 22, 2024*

**William Meier III**

*Director of Business and Finance*

wmeier@vernon-ct.gov

(860) 896-4661

- **Budget**

- Executive Summary of Account Balances (Exhibit A, pages 1-2)
- Master Scholarship Account Balances (Exhibit B, page 3)
- FY2024 Year-to-Date Budget Summary (Exhibit C, pages 4-7)
- Budget Transfer Requests (Exhibit D, pages 8-10)
- Budget Amendment Requests (Exhibit E, page 11)
  - Action Item
    - Motion to approve as presented
- Budget Transfer and Amendments Summary (Exhibit F, page 12)
- Tuition Revenue and Expenses (Exhibit G, pages 13-15)

- **General Business**

- Subaru Donation (Exhibit H, pages 16-19)
  - Action Item
    - Motion to approve as presented

- **Food & Nutrition Services**

- Financial Report
  - P&L March 2024 (Exhibit I, page 20)
- Healthy Food Certification 2024-2025 (Exhibit J, page 21)
  - Action Item
    - Motion to approve as read into the record
    - Suggested Motion – The Board will approve the Healthy Food Options and will permit Food Exemptions
- Meal Price Increase (Exhibit K, page 22)
  - Action Item
    - Motion to approve as presented



**VERNON PUBLIC SCHOOLS  
EXECUTIVE SUMMARY  
YTD ACCOUNT BALANCES  
FISCAL YEAR 2023-2024  
April 22, 2024**

ACCOUNT TYPE	ORIGINAL APPROP	TRANSFERS & ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
LOCAL as of 04/01/2024	57,867,876.00	0.00	57,867,876.00	39,620,627.44	16,382,721.99	1,864,526.41	96.80%
LOCAL as of 03/06/2023	55,775,479.00	0.00	55,775,479.00	35,563,534.80	18,801,038.21	1,410,905.59	97.50%
<b>GRANTS (AS OF 03/28/2024)</b>							
21st Century Workforce PIP	40,000.00	0.00	40,000.00	24,546.53	49.80	15,403.67	61.50%
ABE PEP IELCE	70,348.00	-11,650.00	58,698.00	23,996.26	3,038.30	31,663.44	46.10%
ABE State & Local Provider	400,728.00	0.00	400,728.00	288,429.16	75,392.63	36,901.21	90.80%
ABE Tuition	699,469.00	0.00	699,469.00	455,235.85	35,129.54	203,103.61	70.10%
APR Esser HCY I	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00	0.00%
ARP Right To Read	140,000.00	0.00	140,000.00	44,558.00	0.00	95,442.00	31.80%
Alliance District Ed. Funding	3,661,118.00	0.00	3,661,118.00	2,227,225.82	966,076.92	467,815.26	87.20%
ASTE Additional Funding	1,198,793.00	0.00	1,198,793.00	1,954.54	22,479.42	1,174,359.11	2.00%
Carl Perkins Vocation Ed	74,400.00	0.00	74,400.00	38,413.06	28,501.35	7,485.59	89.90%
ESSER Dual Credit Expan	40,000.00	0.00	40,000.00	246.28	0.00	39,753.72	0.60%
ESSER III ARP	2,081,387.00	0.00	2,081,388.00	1,589,921.03	304,482.86	186,983.80	91.00%
FAFSA Challenge	5,710.00	0.00	5,710.00	2,349.17	766.43	2,594.40	54.60%
Family Lit. Grant - PIP	50,000.00	0.00	50,000.00	27,402.79	4,154.15	18,443.06	63.10%
HTFD Foundation Planning	147,442.00	0.00	147,443.00	108,825.72	32,859.72	5,757.21	96.10%
IDEA 611 Indiv. w/Disabilities	1,119,839.00	0.00	1,119,839.00	619,639.28	313,859.98	186,339.28	83.36%
IDEA 619 Special Education Preschool	79,431.00	0.00	79,431.00	32,454.05	24,655.97	1,800.85	97.73%
McKinney Vento Education of Homeless	45,000.00	0.00	45,000.00	29,807.52	6,834.24	8,358.24	81.43%
Open Choice Program-Receive	3,306.00	0.00	3,306.00	575.46	1,000.00	1,730.26	47.70%
Para Health Deductable Assi	44,431.00	0.00	44,431.00	35,262.65	0.00	9,168.32	79.40%
Pegpetia (Pura)	91,000.00	0.00	91,000.00	91,000.00	0.00	0.00	100.00%
PIP Expansion of EDP	30,000.00	0.00	30,000.00	23,627.67	26.50	6,345.83	78.80%
Post Secondary Transition	40,000.00	0.00	40,000.00	18,209.53	190.08	21,600.39	46.00%
Pre-Apprenticeship Program	33,651.00	0.00	33,651.00	203.00	0.00	33,447.79	0.60%
School Readiness	144,000.00	0.00	144,000.00	79,735.07	49,822.30	14,442.63	90.00%
Schl Mental Hlth Sp Grant	119,631.00	0.00	119,631.00	89,617.18	30,013.70	0.12	100.00%
SR Enrollment Grant	15,360.00	0.00	15,360.00	9,659.87	144.64	555.49	63.80%
Sykes Foundation Trust	150,364.00	0.00	150,364.00	96,226.80	0.00	54,137.20	64.00%
TEAM	7,034.00	0.00	7,034.00	0.00	0.00	7,034.00	0.00%
TITLE I - ESEA	883,125.00	0.00	883,125.00	532,452.36	309,379.24	41,293.81	95.32%
TITLE II - Teachers	129,426.00	0.00	129,426.00	79,520.45	49,378.15	527.40	99.60%
TITLE III - English Language	16,037.00	0.00	16,037.00	9,730.44	5,695.20	611.36	96.20%
Title IV Student Supp and Acad	62,969.00	0.00	62,969.00	62,969.00	0.00	0.00	100.00%
UConn ASTE Subaward	1,850.00	0.00	1,850.00	573.98	0.00	1,276.02	31.00%
Universal Service Grant	90,280.00	0.00	90,280.00	0.00	0.00	90,280.42	0.00%
Wethersfield Family Learning	3,602.00	0.00	3,602.00	0.00	0.00	3,601.97	0.00%
<b>SUBTOTAL</b>	<b>11,739,731.00</b>	<b>-11,650.00</b>	<b>11,728,083.00</b>	<b>6,644,368.52</b>	<b>2,263,931.12</b>	<b>2,788,257.46</b>	<b>75.96%</b>
<b>EDUCATION CAPITAL AND NON-RECURRING ACCOUNT</b>						<b>754,778.14</b>	
<b>SCHOOL ROOF CAPITAL PROJECTS FUND</b>						<b>135,769.03</b>	
<b>MEDICAID REIMBURSEMENT</b>						<b>97,884.33</b>	
<b>SPECIAL EDUCATION/SPECIAL REVENUE FUND</b>						<b>350,000.00</b>	
<b>STATE REVENUE</b>							
Excess Cost						899,523.00	
Education Cost Sharing						8,822,582.00	
Vocational Agriculture						491,088.00	
<b>TOTAL</b>						<b>10,213,193.00</b>	



**VERNON PUBLIC SCHOOLS  
EXECUTIVE SUMMARY  
YTD ACCOUNT BALANCES  
FISCAL YEAR 2023-2024  
April 22, 2024**

ACCOUNT TYPE						BALANCE
<b><u>OUT-OF-DISTRICT TUITION REVENUE</u></b>						
Vocational Agriculture						444,934.58
VoAg/Special Education						34,154.91
Special Education						4,832.62
<b>TOTAL</b>						<b>483,922.11</b>
<b><u>FOOD AND NUTRITION SERVICES - Bank Statement Balance as of 02/29/2024</u></b>						
						<b>288,470.30</b>
<b><u>SCHOOL ACTIVITY ACCOUNTS - Bank Statement Balance as of 02/29/2024</u></b>						
Continuing Education						74,855.31
Continuing Education						7,322.18
CRS Student Activity						15,454.13
LSS Student Activity						3,778.55
MSS Student Activity						12,383.17
NES Student Activity						4,477.28
NextSTEP Activity						6,181.73
RHS Student Activity						111,926.60
RHS Student Activity STIF Account						102,792.86
School Use Fund						35,519.33
School Use Fund STIF Account						232,192.81
SRS Student Activity						2,693.14
Summer School Activity						16,544.45
Vernon Friends of Music - CD						8,788.45
VCMS Student Activity						65,364.84
Vernon Regional Adult Based Ed						8,683.28
VPS District Activity Acct.						13,556.96
<b>TOTAL</b>						<b>722,515.07</b>
<b><u>SCHOLARSHIP ACCOUNTS - as of 02/29/2024</u></b>						
Master Scholarship Account						47,542.39
Master Scholarship STIF Account						361,811.29
Master Scholarship Check Writing Account						205.89
Pitkat Scholarship Trust Fund (as of 12/31/2023)						142,181.18
<b>TOTAL</b>						<b>551,740.75</b>

**FY2023-2024 VERNON PUBLIC SCHOOLS - SCHOLARSHIP ACCOUNTS BALANCES as of 02/29/2024**

Account	Total Balance	Total Interest
Master Scholarship Account	\$47,542.39	\$3.76
STIF Master Scholarship Account	\$361,811.29	\$1,550.25

Account Name	Total Interest and Principal as of January 31, 2024	February 2024 Deposits/ Transfers	February 2024 Sub-Total	February % to Master Acct. Balance	February 2024 Interest	Total Interest and Principal as of February 29, 2024
<b>RHS SCHOLARSHIP BANK ACCOUNTS</b>						
Ballos, Seymour Scholarship	\$4,307.75	\$0.00	\$4,307.75	0.01060	\$16.47	\$4,324.21
Bellino, Claire Scholarship	\$4,195.11	\$0.00	\$4,195.11	0.01032	\$16.04	\$4,211.14
Bellino, John Mem. Scholarship	\$4,195.08	\$0.00	\$4,195.08	0.01032	\$16.04	\$4,211.11
Berger, Don Family Scholarship	\$1,657.68	\$0.00	\$1,657.68	0.00408	\$6.34	\$1,664.02
Colvin, Lawrence Memorial Scholarship	\$4,247.26	\$0.00	\$4,247.26	0.01045	\$16.23	\$4,263.50
Dailey, Louise & Virginia Memorial Scholarship	\$79,640.09	\$0.00	\$79,640.09	0.19589	\$304.41	\$79,944.50
Doss, Bruno Scholarship	\$3,039.92	\$0.00	\$3,039.92	0.00748	\$11.62	\$3,051.54
Duell, Joan Nursing Scholarship	\$3,910.02	\$0.00	\$3,910.02	0.00962	\$14.95	\$3,924.97
Edwards, Fred & Shirley Memorial Scholarship	\$2,546.43	\$0.00	\$2,546.43	0.00626	\$9.73	\$2,556.16
Fagan, Martin Memorial Scholarship	\$20,836.98	\$0.00	\$20,836.98	0.05125	\$79.65	\$20,916.63
Hammar, Alice H Scholarship	\$23,560.88	\$0.00	\$23,560.88	0.05795	\$90.06	\$23,650.94
Hartmann, Russell Scholarship	\$21,948.99	\$0.00	\$21,948.99	0.05399	\$83.90	\$22,032.89
Kuhnly, Lucille E., Chemistry Scholarship	\$3,522.28	\$0.00	\$3,522.28	0.00866	\$13.46	\$3,535.74
Lachut, Nancy McMahon '52 Scholarship	\$3,077.08	\$0.00	\$3,077.08	0.00757	\$11.76	\$3,088.85
Lipman, Leonard Music Scholarship	\$5,527.95	\$0.00	\$5,527.95	0.01360	\$21.13	\$5,549.08
Lipton, Simon Scholarship	\$689.85	\$1,244.00	\$1,933.85	0.00170	\$2.64	\$1,936.49
Merk, Kenneth C Memorial Scholarship	\$34,235.78	\$0.00	\$34,235.78	0.08421	\$130.86	\$34,366.64
Moulin, Peter Memorial Scholarship	\$2,255.59	\$0.00	\$2,255.59	0.00555	\$8.62	\$2,264.21
O'Donnell, Ryan H. Memorial Band Scholarship	\$1,543.04	\$0.00	\$1,543.04	0.00380	\$5.90	\$1,548.94
Pease, Richard Memorial Fund	\$225.15	\$0.00	\$225.15	0.00055	\$0.86	\$226.01
Ramsdell, Peter Memorial Scholarship	\$780.19	\$0.00	\$780.19	0.00192	\$2.98	\$783.17
RHS Principals Award Fund	\$6,632.36	\$0.00	\$6,632.36	0.01631	\$25.35	\$6,657.71
Rock, Ernie Music Memorial Fund	\$797.00	\$0.00	\$797.00	0.00196	\$3.05	\$800.05
Saimond, Chuck Scholarship	\$33,784.16	\$0.00	\$33,784.16	0.08310	\$129.14	\$33,913.30
Smith, Mark / Williams, John Memorial Award	\$61,309.39	\$0.00	\$61,309.39	0.15080	\$234.35	\$61,543.74
Vernon Board of Education Scholarship	\$4,047.45	\$0.00	\$4,047.45	0.00996	\$15.47	\$4,062.92
Vernon Teachers Scholarship	\$63,193.67	\$0.00	\$63,193.67	0.15544	\$241.55	\$63,435.22
<b>TOTAL: RHS SCHOLARSHIPS</b>	<b>\$395,707.13</b>	<b>\$1,244.00</b>	<b>\$396,951.13</b>	<b>0.97332</b>	<b>\$1,512.54</b>	<b>\$398,463.67</b>
<b>VCMS AWARD BANK ACCOUNTS</b>						
Amongst the Waves - The Andrew Aggarwala Memorial Scholarship	\$8,003.93	\$0.00	\$8,003.93	0.01969	\$30.59	\$8,034.52
John Kalina Memorial Award	\$327.04	\$0.00	\$327.04	0.00080	\$1.25	\$328.29
<b>TOTAL: VCMS AWARD ACCOUNTS</b>	<b>\$8,330.97</b>	<b>\$0.00</b>	<b>\$8,330.97</b>	<b>0.02049</b>	<b>\$31.84</b>	<b>\$8,362.82</b>
<b>CRS SCHOLARSHIP BANK ACCOUNTS</b>						
Joseph Novack Memorial Fund	\$2,157.62	\$0.00	\$2,157.62	0.00531	\$8.25	\$2,165.87
<b>TOTAL: CRS SCHOLARSHIP ACCOUNTS</b>	<b>\$2,157.62</b>	<b>\$0.00</b>	<b>\$2,157.62</b>	<b>0.00531</b>	<b>\$8.25</b>	<b>\$2,165.87</b>
<b>MSS SCHOLARSHIP BANK ACCOUNTS</b>						
Owen Woods Scholarship	\$359.95	\$0.00	\$359.95	0.00089	\$1.38	\$361.33
<b>TOTAL: MSS SCHOLARSHIP ACCOUNTS</b>	<b>\$359.95</b>	<b>\$0.00</b>	<b>\$359.95</b>	<b>0.00089</b>	<b>\$1.38</b>	<b>\$361.33</b>
<b>GRAND TOTAL: SCHOLARSHIP ACCOUNTS</b>	<b>\$406,555.67</b>	<b>\$1,244.00</b>	<b>\$407,799.67</b>	<b>1.00000</b>	<b>\$1,554.01</b>	<b>\$409,353.68</b>



VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2024 13

	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 GENERAL CONTROL	844,131	0	844,131	681,400.86	193,271.24	-30,540.64	103.6%
51112 PRINCIPALS & SUPERVISORS	2,163,417	0	2,163,417	1,664,114.96	498,927.24	374.80	100.0%
51113 CLASSROOM TEACHERS	17,119,993	-1,020	17,118,973	10,601,087.36	6,521,594.35	-3,708.26	100.0%
51114 SPECIAL EDUCATION PERSONNEL	3,476,638	0	3,476,638	2,117,515.57	1,339,906.54	19,216.14	99.4%
51115 COORDINATORS/FACILITY MANAGER	144,455	0	144,455	111,119.40	33,335.82	-.22	100.0%
51116 DEPARTMENT HEAD/FACILITATOR	125,887	0	125,887	67,694.40	32,250.80	25,941.40	79.4%
51117 COACHING	352,928	0	352,928	213,254.22	.00	139,673.58	60.4%
51118 SOCIAL WORKERS - SALARY	0	0	0	56,952.15	37,968.10	-94,920.25	100.0%
51119 SCHOOL PSYCHOLOGISTS - SALARY	670,578	0	670,578	384,395.30	209,643.20	76,539.50	88.6%
51120 GUIDANCE COUNSELOR - SALARY	701,728	0	701,728	431,832.48	269,895.30	.22	100.0%
51121 STUDENT ACTIVITY-SALARY STIPE	120,299	0	120,299	55,920.33	.00	64,378.67	46.5%
51122 TRAVEL SUPPLEMENT	9,700	0	9,700	7,461.60	2,238.48	-.08	100.0%
51123 SALARY NON-AFFILIATED	1,019,753	0	1,019,753	830,660.27	269,381.46	-80,288.42	107.9%
51124 HOURLY NON AFFILIATED	519,199	0	519,199	359,149.01	37,728.00	122,322.33	76.4%
51125 LIBRARIAN & ASSISTANTS SALARY	114,669	0	114,669	75,569.82	46,118.30	-7,019.44	106.1%
51126 SECRETARIES - SALARIES	1,161,838	0	1,161,838	811,752.77	362,179.20	-12,093.89	101.0%
51127 NURSES - SALARY	663,250	-48,000	615,250	403,900.97	196,960.10	14,388.93	97.7%
51128 CUSTODIAL/MAINTENANCE SALARIE	2,225,309	-65,702	2,159,607	1,532,100.99	575,357.60	52,148.51	97.6%
51129 NON-CERTIFIED GEN CONTROL SAL	89,142	0	89,142	91,216.07	17,142.70	-19,216.77	121.6%
51131 CERTIFIED PERSONNEL - OT SALA	48,653	0	48,653	19,499.49	.00	29,153.32	40.1%
51132 CUSTODIAL/MAINTENANCE OT SALA	123,110	0	123,110	79,402.01	.00	43,707.99	64.5%
51133 SECRETARIAL OT	17,200	0	17,200	12,617.17	.00	4,582.83	73.4%
51136 ANNUITY BOARD OF EDUCATION	15,000	0	15,000	20,000.00	.00	-5,000.00	133.3%
51151 PARAPROFESSIONALS	2,874,415	0	2,874,415	1,726,138.12	965,840.20	182,436.88	93.7%
51152 SUBSTITUTE TEACHERS	498,000	0	498,000	544,671.96	.00	-46,671.96	109.4%
51153 TUTORS	30,000	0	30,000	5,771.61	.00	24,228.39	19.2%
51154 SUBSTITUTE NURSES	10,000	-3,500	6,500	693.75	.00	5,806.25	10.7%
51156 CURRICULUM DEVELOPMENT SALARY	28,000	0	28,000	2,446.31	.00	25,553.69	8.7%
51157 CLERICAL SALARIES	39,870	0	39,870	26,286.58	2,353.50	11,229.72	71.8%
51158 TEMPORARY/CUSTODIAL SALARY	52,602	0	52,602	12,842.10	.00	39,759.90	24.4%
51159 TEMPORARY SALARIES	109,745	0	109,745	49,123.86	1,248.80	59,372.34	45.9%
51270 SEVERANCE PAY - TEACHERS	105,000	0	105,000	.00	.00	105,000.00	.0%
51275 SEVERANCE PAY - ADMINISTRATOR	0	0	0	16,192.48	.00	-16,192.48	100.0%
51276 SEVERANCE PAY - SECRETARIAL	30,000	0	30,000	64,347.19	.00	-34,347.19	214.5%
51278 SEVERANCE PAY- CUSTODIAL/MAIN	20,000	0	20,000	54,813.94	.00	-34,813.94	274.1%
51281 EARLY RETIREMENT-INSTRUCTION	90,000	0	90,000	69,486.06	.00	20,513.94	77.2%
51283 TRB REIMBURSEMENT	16,585	0	16,585	12,202.15	.00	4,382.85	73.6%
52132 LIFE INSURANCE	130,000	0	130,000	10,585.49	.00	119,414.51	8.1%
52171 HSA EMPLOYER CONTRIBUTIONS	670,000	0	670,000	603,246.69	.00	66,753.31	90.0%
52172 PPO/HMO MEDICAL INSURANCE	5,225,233	0	5,225,233	5,013,795.14	.00	211,437.86	96.0%
52173 MEDICAL	300	0	300	.00	.00	300.00	.0%
52174 DENTAL	195,000	0	195,000	187,927.00	.00	7,073.00	96.4%
52179 MEDICARE	545,000	0	545,000	375,608.47	.00	169,531.53	68.9%
52220 SOCIAL SECURITY	485,000	0	485,000	429,604.44	.00	55,395.56	88.6%

YEAR-TO-DATE BUDGET REPORT

FOR 2024 13

52500	UNEMPLOYMENT COMPENSATION	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
52500	UNEMPLOYMENT COMPENSATION	50,000	0	50,000	34,496.00	15,504.00	.00	100.0%
52600	WORKERS' COMPENSATION	160,000	0	160,000	.00	160,000.00	.00	100.0%
52620	WORKERS' COMPENSATION EXCESS	50	0	50	.00	.00	50.00	.0%
52860	LONG & SHORT TERM DISABILITY	8,000	0	8,000	5,508.31	.00	2,491.69	68.9%
52919	TOWN PENSION	1,261,100	0	1,261,100	1,190,918.00	.00	70,182.00	94.4%
52920	PENSION - DEFINED CONTRIBUTIO	120,000	0	120,000	122,030.42	.00	-2,030.42	101.7%
52930	OPEB TRUST FUND CONTRIBUTION	95,000	0	95,000	95,000.00	.00	.00	100.0%
53070	ENGINEERING FEES	1,000	0	1,000	.00	.00	1,000.00	.0%
53321	INSTRUCTIONAL SERVICES - BOE	102,000	0	102,000	35,729.00	50,846.00	15,425.00	84.9%
53322	INSTRUCTIONAL PROGRAM IMPROV.	31,000	0	31,000	24,539.94	2,019.27	4,440.79	85.7%
53323	PUPIL SERVICES	45,390	0	45,390	7,110.00	5,640.00	32,640.00	28.1%
53330	EMPLOYEE TRAINING AND DEV	3,000	0	3,000	1,605.72	.00	1,394.28	53.5%
53332	BOARD OF ED LEGAL SERVICES	85,000	0	85,000	69,226.50	27,171.00	-11,397.50	113.4%
53339	OTHER PROF & TECH SERVICES BO	1,405,888	51,500	1,457,388	917,793.46	517,203.12	22,391.42	98.5%
54110	UTILITY SERVICES: ELECTRIC	852,000	-46,000	806,000	419,278.51	340,494.09	46,227.40	94.3%
54120	UTILITY SERVICES: NATURAL GAS	489,460	0	489,460	274,659.16	211,923.10	2,877.99	99.4%
54130	UTILITY SERVICES: WATER	78,800	0	78,800	48,295.50	30,504.50	.00	100.0%
54140	UTILITY SERVICES: SEWER USE	35,345	0	35,345	16,365.40	18,979.64	.00	100.0%
54200	CLEANING SERVICES	6,800	0	6,800	5,360.09	639.91	800.00	88.2%
54217	DISPOSAL - HAZARDOUS WASTE	7,500	0	7,500	4,370.00	.00	3,130.00	58.3%
54320	MACHINERY & EQUIPMENT REPAIRS	29,000	0	29,000	21,904.90	4,734.80	2,360.30	91.9%
54332	COPIER MAINTENANCE	38,000	0	38,000	23,435.66	.00	14,564.34	61.7%
54350	REPAIR NON-INSTRUCTIONAL EQUI	4,450	0	4,450	200.00	.00	4,250.00	4.5%
54351	REPAIR INSTRUCTIONAL EQUIPMEN	33,340	-1,638	31,702	9,171.71	3,992.00	18,538.29	41.5%
54390	OTHER REPAIR AND MAINTENANCE	53,650	0	53,650	1,237.07	62,094.80	-9,681.87	118.0%
54450	RENTAL OF EQUIPMENT/VEHICLE	5,000	1,537	6,537	2,862.75	2,460.75	1,213.50	81.4%
54460	RENTAL OF LAND/BUILDINGS	1,500	0	1,500	.00	.00	1,500.00	.0%
54490	COPIER RENTAL/LEASE	55,000	0	55,000	48,450.70	17,289.30	-10,740.00	119.5%
54802	ROOF REPAIRS	10,000	60,000	70,000	65,254.00	.00	4,746.00	93.2%
54813	AIR CONDITIONING REPAIRS	33,550	0	33,550	11,861.97	2,389.05	19,298.98	42.5%
54814	REPAIR ENERGY MANAGEMENT SYST	60,000	0	60,000	41,400.00	16,600.00	2,000.00	96.7%
54816	FIRE SAFETY SYSTEM REPAIRS	34,965	0	34,965	19,594.33	12,904.17	2,466.50	92.9%
54818	SECURITY/ALARM SYSTEM REPAIRS	23,000	0	23,000	13,727.33	3,602.87	5,669.80	75.3%
54830	INTERCOM SYSTEM REPAIRS	6,000	0	6,000	865.74	.00	5,134.26	14.4%
54890	MISC. BUILDING & GROUND REPAI	22,000	0	22,000	10,433.38	2,165.62	9,401.00	57.3%
54895	SCHOOL REPAIRS-SUMMER PROJECT	0	0	0	.00	5,950.00	-5,950.00	100.0%
55020	EMPLOYEE TRAVEL	27,888	0	27,888	6,744.40	4,594.13	16,549.87	40.7%
55210	GENERAL LIABILITY INSURANCE	205,640	0	205,640	224,302.00	.00	-18,662.00	109.1%
55219	INTERSCHOLASTIC ACTIVITY INSU	30,000	0	30,000	25,795.00	.00	4,205.00	86.0%
55246	REIMBURSEMENT-PRIVATE AGENCIE	109,335	0	109,335	133,540.88	161,702.97	-185,908.45	270.0%
55310	TELEPHONE/DATA LINES	70,000	0	70,000	34,097.72	35,856.76	45.52	99.9%
55330	COMMUNICATIONS	59,000	0	59,000	33,186.78	23,679.61	2,133.61	96.4%
55400	ADVERTISING	25,000	0	25,000	13,934.20	4,256.00	6,809.80	72.8%
55500	PRINTING & BINDING	40,050	-517	39,533	26,003.23	3,532.01	9,997.76	74.7%

YEAR-TO-DATE BUDGET REPORT

FOR 2024 13

55650	CONFERENCE FEES & MEMBERSHIP	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
55650	CONFERENCE FEES & MEMBERSHIP	103,095	0	103,095	86,769.31	150.00	16,175.69	84.3%
55710	MEDICAL SERVICES	1,000	0	1,000	.00	.00	1,000.00	.0%
55800	ADULT ED TUITION IN LEA	226,371	0	226,371	133,044.92	93,326.08	.00	100.0%
55810	TUITION TO OTHER LEA'S	802,800	0	802,800	261,089.41	707,462.30	-165,751.71	120.6%
55815	MAGNET SCHOOL TUITION	770,000	0	770,000	774,615.45	55,486.00	-60,101.45	107.8%
55816	MAGNET TUITION - SPECIAL ED	390,000	0	390,000	327,602.04	215,462.80	-153,064.84	139.2%
55820	TUITION NON-PUB SCHOOL NO CON	975,800	0	975,800	601,194.00	569,633.85	-195,027.85	120.0%
55911	CONTRACTED SERVICE - BUSES	938,617	0	938,617	622,435.05	303,299.61	12,882.77	98.6%
55912	CONTRACT SERVICE VANS/LIFT BU	1,618,541	0	1,618,541	773,211.72	756,889.56	88,439.95	94.5%
55913	CONTRACTED SERVICE VO-TECH BU	90,000	0	90,000	102,274.42	2,725.58	-15,000.00	116.7%
55917	HOMELESS TRANSPORTATION	30,000	0	30,000	49,414.40	35,882.38	-55,296.78	284.3%
55920	FIELD & ATHLETIC TRIPS	174,360	-450	173,910	88,153.04	47,793.98	37,962.83	78.2%
55999	PURCHASED SERVICES	247,644	3,104	250,748	212,398.77	14,884.40	23,465.19	90.6%
56130	CUSTODIAL SUPPLIES	133,000	8,000	141,000	132,873.52	8,126.48	.00	100.0%
56136	CEILING SUPPLIES	5,000	0	5,000	.00	.00	5,000.00	.0%
56140	PAINTING SUPPLIES	25,000	0	25,000	11,512.34	1,132.10	12,355.56	50.6%
56141	PLUMBING SUPPLIES	22,500	0	22,500	22,168.64	331.30	.06	100.0%
56142	ELECTRICAL SUPPLIES	30,000	0	30,000	21,387.68	5,910.86	2,701.46	91.0%
56148	BOILER & HEATING SUPPLIES	30,000	0	30,000	24,041.72	2,479.75	3,478.53	88.4%
56152	AIR FILTER SUPPLIES	7,500	0	7,500	4,637.46	362.54	2,500.00	66.7%
56160	HAND TOOL SUPPLIES	7,500	0	7,500	1,513.57	.00	5,986.43	20.2%
56161	SMALL HARDWARE SUPPLIES	32,500	0	32,500	16,050.82	988.05	15,461.13	52.4%
56180	LANDSCAPING SUPPLIES	30,000	0	30,000	12,293.00	13,707.00	4,000.00	86.7%
56183	CHEMICAL TREATMENT SUPPLIES	5,000	-3,000	2,000	915.00	1,085.00	.00	100.0%
56199	MISC. BUILDING MATERIALS	8,000	0	8,000	5,735.54	878.96	1,385.50	82.7%
56252	HEATING OIL #2	22,470	0	22,470	.00	.00	22,470.00	.0%
56260	AUTOMOTIVE FUEL - GASOLINE	20,440	46,200	66,640	63,457.62	3,935.04	-752.66	101.1%
56261	AUTOMOTIVE FUEL - DIESEL	177,000	-59,200	117,800	67,415.31	18,334.02	32,050.67	72.8%
56410	TEXTBOOKS	76,930	0	76,930	52,274.63	3,974.51	20,681.35	73.1%
56420	LIBRARY BOOKS	31,005	0	31,005	25,899.52	1,435.73	3,669.75	88.2%
56430	NEW INSTRUCTIONAL MATERIALS	30,000	0	30,000	838.74	11,283.09	17,878.17	40.4%
56440	INSTRUCTIONAL SUPPLIES	519,555	0	519,555	322,004.54	36,825.77	160,724.27	69.1%
56450	OTHER NEW CURRICULUM SUPPLIES	9,000	0	9,000	8,733.13	.00	266.87	97.0%
56500	CLOTHING AND UNIFORM	52,500	0	52,500	46,672.56	2,127.44	3,700.00	93.0%
56900	OTHER SUPPLIES & MATERIALS	428,961	15,946	444,907	260,970.16	89,054.52	94,882.52	78.7%
56910	FIRE SAFETY SYSTEM SUPPLIES	7,500	0	7,500	.00	.00	7,500.00	.0%
57100	LAND IMPROVEMENT REPAIRS	35,000	0	35,000	13,496.12	657.55	20,846.33	40.4%
57220	HEATING SYSTEM REPAIRS	20,000	24,000	44,000	27,299.20	.00	16,700.80	62.0%
57230	PLUMBING SYSTEM REPAIRS	7,500	0	7,500	5,865.98	.00	1,634.02	78.2%
57710	COMPUTER HARDWARE	40,000	0	40,000	39,512.87	447.78	39.35	99.9%
57712	REPLACE COMPUTER EQUIPMENT	85,000	0	85,000	80,481.38	4,093.53	425.09	99.5%
57720	COMPUTER SOFTWARE	394,376	0	394,376	390,662.19	5,279.75	-1,565.71	100.4%
57811	FURNISHINGS	5,000	0	5,000	2,060.92	479.94	2,459.14	50.8%
57850	NEW INSTRUCTIONAL EQUIPMENT	17,600	-261	17,340	9,804.63	481.17	7,053.70	59.3%

**YEAR-TO-DATE BUDGET REPORT**

FOR 2024 13

57852	REPLACE INSTRUCTIONAL EQUIP	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
57852	REPLACE INSTRUCTIONAL EQUIP	3,500	0	3,500	1,566.58	91.90	1,841.52	47.4%
57854	NON-INSTRUCTIONAL EQUIPMENT	46,300	19,000	65,300	30,742.17	3,981.05	30,576.78	53.2%
57856	REPLACE NON-INSTRUCTION EQUIP	23,080	0	23,080	4,198.09	170.22	18,711.69	18.9%
57866	MUSICAL INSTRUMENTS	7,000	0	7,000	6,788.98	.00	211.02	97.0%
57873	OTHER SAFETY EQUIPMENT	8,600	0	8,600	.00	.00	8,600.00	.0%
58400	CONTINGENCY	400,000	0	400,000	.00	.00	400,000.00	.0%
GRAND TOTAL		57,867,876	0	57,867,876	39,620,627.44	16,382,721.99	1,864,526.41	96.8%

\*\* END OF REPORT - Generated by Natalia Hudson \*\*



**Budget Transfer Request**  
 Transfer Within Location  
 Fiscal Year 2023-2024

<b>INITIATING DEPARTMENT:</b>	Health Services	<b>DATE:</b>	3/15/2024
-------------------------------	-----------------	--------------	-----------

*Request is hereby submitted to transfer funds as indicated.*

From: Organization Code	Object Code	Description	Amount	
1	91323213	51154	Substitute Nurses	3,500.00
2				
3				
4				
5				
			<b>"FROM" Total:</b>	<b>3,500.00</b>

To: Organization Code	Object Code	Description	Amount	
1	91323213	53339	Other Prof and Technical Services	3,500.00
2				
3				
4				
5				
			<b>"TO" Total:</b>	<b>3,500.00</b>

<i>Detailed reason for budget transfer request.</i>	
1	Funds are needed to cover the cost of 1 to 1 Nurse for Summer School
2	
3	
4	
5	

SCHOOL ADMINISTRATOR SIGNATURE	DATE	APPROVED BY DIRECTOR OF BUSINESS AND FINANCE	DATE
	3/21/2024		3/21/24

**BUSINESS OFFICE USE ONLY**  
 Recommendations and comments.

JE #	333	JE DATE:	March 22, 2024	
------	-----	----------	----------------	--



## Budget Transfer Request

Transfer Within Location  
Fiscal Year 2022-2023

INITIATING DEPARTMENT:	BOE - Maint Dept	DATE:	3/20/2024
------------------------	------------------	-------	-----------

*Request is hereby submitted to transfer funds as indicated.*

From:	Organization Code	Object Code	Description	Amount
1	91450261	56900	Other Supplies	5,000.00
2	91437261	56183	Chemical Treatment	3,000.00
3				
4				
5				
<b>"FROM" Total:</b>				<b>8,000.00</b>

To:	Organization Code	Object Code	Description	Amount
1	91450261	56130	Custodial Supplies	8,000.00
2				
3				
4				
5				
<b>"TO" Total:</b>				<b>8,000.00</b>

<i>Detailed reason for budget transfer request.</i>	
1	Increase in cleaning supplies cost and demand.
2	Chemical treatment will resume when heating season returns in the fall
3	Other supplies were not needed due to state mandate not taking affect this FY
4	
5	

SCHOOL ADMINISTRATOR SIGNATURE	DATE	APPROVED BY DIRECTOR OF BUSINESS AND FINANCE	DATE
<i>Mark Rizzo</i>	03/20/2024	<i>[Signature]</i>	3/21/24

<b>BUSINESS OFFICE USE ONLY</b> <i>Recommendations and comments.</i>	
JE # <i>332</i>	JE DATE: <i>March 22, 2024</i>   <i>PR</i>



## Budget Transfer Request

Transfer Within Location  
Fiscal Year 2023-2024

INITIATING DEPARTMENT:	Administration	DATE:	3/22/2024
------------------------	----------------	-------	-----------

*Request is hereby submitted to transfer funds as indicated.*

From:	Organization Code	Object Code	Description	Amount
1	90125240	55500	PRINTING & BINDING	517.00
2				
3				
4				
5				
<b>"FROM" Total:</b>				<b>517.00</b>

To:	Organization Code	Object Code	Description	Amount
1	90125240	54450	RENTAL OF EQUIPMENT/VEHICLE	517.00
2				
3				
4				
5				
<b>"TO" Total:</b>				<b>517.00</b>

***Detailed reason for budget transfer request.***

1	An additional 200 chairs required for 2024 graduation; increased contract \$517.00. Additional funds available from
2	Printing and Binding due to not ordering Hall Passes this year.
3	
4	
5	

SCHOOL ADMINISTRATOR SIGNATURE	DATE	APPROVED BY DIRECTOR OF BUSINESS AND FINANCE	DATE
<i>Jan S. Mayo</i>	<i>3/22/24</i>	<i>[Signature]</i>	<i>3/22/24</i>

**BUSINESS OFFICE USE ONLY**  
*Recommendations and comments.*

JE # <i>328</i>	JE DATE: <i>March 22, 2024</i>	
-----------------	--------------------------------	--



**Budget Amendment Request**

Transfer Between Locations

Fiscal Year: 2023-2024

To: **Vernon Board of Education**

Date: 4/1/2024

*Request is hereby submitted for amendment(s) of budget as indicated.*

From Location:	Organization Code	Object	Description	Amount
1 CA	91352270	55912	CONTRACTED VAN/LIFTS	22,740.00
2				
3				
4				
5				
<b>"FROM" Total:</b>				<b>\$22,740.00</b>

To Location:	Organization Code	Object	Description	Amount
1 VCMS	90225240	55920	FIELD & ATHLETIC TRIPS	9,625.00
2 CRS	90825100	55920	FIELD & ATHLETIC TRIPS	5,675.00
3 LSS	90925100	55920	FIELD & ATHLETIC TRIPS	1,835.00
4 MSS	90425100	55920	FIELD & ATHLETIC TRIPS	1,795.00
5 NES	90525100	55920	FIELD & ATHLETIC TRIPS	1,975.00
6 SRS	90625100	55920	FIELD & ATHLETIC TRIPS	1,835.00
<b>"TO" Total:</b>				<b>\$22,740.00</b>

No.	Detailed reason and comments concerning requested budget amendment(s).
1	Funds are needed to cover 5th and 8th grade field trips to Boston
2	Projected to have a surplus in contracted vans/lifts Due to changes in busing needs
3	
4	
5	

	1	2	3	4	5
Available balance in "To Location" account					
Original budget appropriation in the "From Location" acct	1,618,541.00				
Encumbrances and expenditures in the "From" account	1,530,101.28				
Available Balance in the "From Location" account	88,439.72	0.00	0.00	0.00	0.00

**William Meier**

Requested by

  
Signature

**4/1/2024**

Date

At a meeting of the Board of Education held on \_\_\_\_\_ the above request(s) was/were approved in the amount of \$ \_\_\_\_\_

Signature of Director of Business and Finance: \_\_\_\_\_ Date \_\_\_\_\_

For Business Office Use Only: JE# _____	Date _____	Initials _____
---	------------	----------------



**Vernon Public Schools  
Budget Transfers and Amendments  
FY2023-2024**

**EXHIBIT F**

Location	Amount	From: Funding String	To: Funding String	Justification	Disposition	Amendment or Transfer
MAINT	\$24,000.00	91353261-54110	91437261-57220	Emergency heating repairs at RHS	JE#9 11/01/2023	A
MAINT	\$60,000.00	91437261-51128 91353261-54100 91352270-56561	91437261-54802	Emergency roof repairs at RHS	JE#8 11/01/2023	A
RHS	\$1,020.00	90129100-51113	90125240-54450	Increase in cost of graduation chairs	JE#218 11/20/2023	T
CRS	\$450.00	90825100-55920	90829100-56900	Replacing risers in music room for student stools	JE#238 01/17/2024	T
MAINT	\$19,000.00	91437261-51128	91437261-57854	New camera and jetter equipment for scaping and cleaning pipes inside buildings	JE#321 01/26/2024	T
RHS	\$3,104.00	90129100-54351 90129100-56900 90129100-57850	90129221-55999	Musical rights for "Mamma Mia" play	JE#21 01/26/2024	T
VCMS	\$200.00	90226221-55650	90239100-55650	Two teachers to attend CT Education Network Technology Conference	JE#200 2/14/2024	T
MAINT	\$48,000.00	91323213-51127	91323213-53339	Maxim 1:1 LPN Services	JE#45 2/6/2024	T
ATHLETICS	\$21,701.70	91437621-51128	91343262-56900	Purchase AED's with outdoor enclosure for athletic fields	JE#222 3/15/2024	A
MAINT	\$8,000.00	91450261-56900 91437261-56183	91450261-56130	Cleaning supplies/chemical treatment to resume when heating season returns in the fall	JE#332 3/22/2024	T
RHS	\$517.00	90125240-55500	90125240-54450	Additional chairs for 2024 graduation	JE#328 3/22/2024	T
HEALTH SERVICES	\$3,500.00	91323213-51154	91323213-53339	1:1 Nurse for Summer School	JE#333 3/22/2024	T
<b>TOTAL</b>	<b>\$189,492.70</b>					

MAGNET SCHOOL TUITION		2023-2024 April 1, 2024			
CREC Schools	Actual by CREC 10/01/2023	Tuition 2023-24	Projected Amount	Invoice Amount	Notes
Academy of Aerospace & Engineering <b>Elem</b>	2	\$6,335.00	\$12,670.00	\$12,670.00	Paid
Academy of Aerospace & Engineering <b>HS</b>	8	\$6,953.00	\$55,624.00	\$55,624.00	Paid
Ana Grace Academy of the Arts (Greater Hartford Academy of the Arts-Elementary)	5	\$6,335.00	\$31,675.00	\$31,675.00	Paid
Discovery Academy	2	\$6,335.00	\$12,670.00	\$12,670.00	Paid
Glastonbury/East Hartford Magnet School	3	\$6,335.00	\$19,005.00	\$19,005.00	Paid
Greater Hartford Academy of the Arts High School <b>FULL TIME</b>	5	\$6,953.00	\$34,765.00	\$34,765.00	Paid
Greater Hartford Academy of the Arts Middle School (Ana Grace Academy of Arts MS)	1	\$6,953.00	\$6,953.00	\$6,953.00	Paid
Greater Hartford Academy of the Arts <b>HALF DAY/PART TIME</b>	5	\$6,953.00	\$34,765.00	\$34,765.00	Paid
Academy of International Studies Elementary School (Formerly,International Magnet School for Global Citizenship)	12	\$6,335.00	\$76,020.00	\$76,020.00	Paid
Academy of Science and Innovation	3	\$6,953.00	\$20,859.00	\$20,859.00	Paid
Academy of International Studies 6 - 12 (formerly, Metropolitan Learning Center)	7	\$6,953.00	\$48,671.00	\$48,671.00	Paid
Montessori Magnet School	3	\$6,335.00	\$19,005.00	\$19,005.00	Paid
Museum Academy	1	\$6,335.00	\$6,335.00	\$6,335.00	Paid
Academy of Computer Science and Engineering HS (formerly Civic Leadership High School , PSA)	5	\$6,953.00	\$34,765.00	\$34,765.00	2 students not registered, paid 20,859
Reggio Magnet School of the Arts	1	\$6,335.00	\$6,335.00	\$6,335.00	Paid
Academy of Computer Science and Engineering (formerly Two Rivers Magnet Middle School)	12	\$6,953.00	\$83,436.00	\$83,436.00	Paid
University of Hartford Magnet School	6	\$6,335.00	\$38,010.00	\$38,010.00	Paid
Great Path Academy	9	\$3,465.00	\$31,185.00	\$32,051.25	8 students, 1 pro-rated (\$866.25), waiting for final invoice
<b>CREC Total</b>	<b>90</b>		<b>\$572,748.00</b>	<b>\$573,614.25</b>	
<b>GOODWIN UNIVERSITY SCHOOLS</b>	<b>Actual 10/1/2023</b>	<b>Tuition 2023-24</b>	<b>Projected Amount</b>		<b>Adjustment</b>
Connecticut River Academy (CTRA) HS	16	\$6,402.00	\$102,432.00	\$102,432.00	Paid
Connecticut River Academy (CTRA) MS	5	\$6,402.00	\$32,010.00	\$32,010.00	Paid
Early College Advanced Manufacturing Pathway Half Day (ECAMP)	1	\$6,402.00	\$6,402.00	\$6,402.00	Paid
Riverside at Goodwin Magnet School	15	\$6,402.00	\$96,030.00	\$96,030.00	Paid
<b>Other Total</b>	<b>37</b>		<b>\$236,874.00</b>	<b>\$236,874.00</b>	
<b>EASTCONN SCHOOLS</b>	<b>Actual 10/1/2023</b>	<b>Tuition 2023-2024</b>	<b>Projected Amount</b>		<b>Adjustment</b>
Arts at the Capitol Theater Magnet (ACT)	2	\$7,035.00	\$14,070.00	\$14,070.00	Paid
Charles H. Barrows STEM Academy	1	\$5,663.00	\$5,663.00	\$5,663.00	Paid
<b>Other Total</b>	<b>3</b>		<b>\$19,733.00</b>	<b>\$19,733.00</b>	
<b>Estimated Tuition Total</b>	<b>130</b>		<b>\$829,355.00</b>	<b>\$830,221.25</b>	
<b>CT Charter &amp; Technical Schools</b>	<b>4/1/2024</b>				
Howell Cheney Technical High School	66				
A.I. Prince Technical High School	10				
Windham Technical High School	2				
Odyssey Community School	10				
Jumoke Academy	1				
VPS Students in Magnet Schools	202				
VPS students in Technical Schools	78				
VPS Students in Charter Schools	5				
VPS Students in Home School	101				
VPS Students in Open Choice Schools	1				
VPS Students in Private Schools	41				
Total OTHER Database	428				

SCHOOL NAME	GRADE	STUDENT NUMBER	CURRENT TUITION	EXIT DATE	RETURNED TO BUDGET (not deducted from current tuition)		
<b>Bloomfield Public Schools</b>							
	8	1	\$ 11,040.12		\$ -		
<b>BLOOMFIELD TOTALS</b>			<b>\$ 11,040.12</b>		<b>\$ -</b>		
<b>CREC MAGNETS</b>							
<b>Acad. Of Aerospace &amp; Engineering</b>	11	1	\$ 18,371.48		\$ -		
	10	2	\$ 11,456.81		\$ -		
<b>Acad. Of Computer Science &amp; Eng. High School</b>	10	3	\$ -	8/9/2023	\$ -		
<b>Civic Leadership HS</b>	11	4	\$ 9,185.74		\$ -		
<b>Discovery Academy</b>	4	5	\$ 11,254.11		\$ -		
	PK 3	6	\$ 15,810.78				
	2	7	\$ 20,727.10				
<b>Acad. Of Arts Middle Magnet</b>		8					
	10	9	\$ 3,727.04	9/15/2023			
	8	10		8/30/2023	\$ -		
<b>Ana Grace Academy of Arts Elementary</b>	1	11	\$ 2,321.80				
<b>awaiting ppt to pay</b>	8	12	\$ 2,321.80				
	KF	13	\$ 4,032.60				
<b>Montessori</b>	5	14	\$ 12,651.53				
<b>Museum Academy</b>	2	15	\$ -	6/8/2023	\$ -		
	PK	16	\$ 15,147.55				
<b>Acad. Of Computer Science &amp; Eng. Middle School</b>	8	17	\$ 73,519.50		\$ -		
<b>need invoice</b>	8	18	\$ 6,863.94		\$ -		
	7	19	\$ -	Two Rivers M	\$ -		
		20					
	7	21	\$ -	9/29/2023			
<b>Acad. Of Int'l Studies 6-12</b>	12	22	\$ -	6/15/2023			
<b>University of Hartford Magnet School</b>	5	23	\$ 61,622.32		\$ -		
	5	24	\$ 65,451.20		\$ -		
	1	25	\$ 18,405.30				
<b>Acad. Of Int'l Studies Elem.</b>	5	26	\$ 6,863.94				
	1	27	\$ -	8/23/2023			
	6	28	\$ 4,655.75	12/8/2023			
	8	29	\$ 3,863.23	12/8/2023			
	6	30	\$ 17,159.85		\$ -		
<b>Acad. Of Int'l Students Elem.</b>	9	31	\$ 9,151.92				
<b>Acad. Of Science &amp; Innovation</b>							
<b>CREC MAGNET TOTALS</b>			<b>\$ 394,565.29</b>		<b>\$ -</b>		
<b>LEARN</b>							
<b>Riverside Elementary @ Goodwin</b>							
	PK	32	\$ 6,349.00		\$ -		





April 17th, 2024

Vernon Center Middle School  
777 Hartford Tpke  
Vernon, Connecticut 06066

Attn: David Caruso - Principal,

This letter is for your records regarding a donation from Subaru to our non-profit organization, AdoptAClassroom.org, that is intended to support the educators and students at Vernon Center Middle School.

AdoptAClassroom.org (AAC) has selected Vernon Center Middle School as the recipient of a \$3,000 AdoptAClassroom.org credit from Suburban Subaru of Vernon, Connecticut to be used towards the purchase of classroom resources and materials in support of the school's students. The funds will be made available on AdoptAClassroom.org in September 2024, following the Subaru Loves Learning month which takes place in August.

AdoptAClassroom.org is asking the school's administration to select 6 teachers to receive \$500 AAC credit each, and provide the teachers' names and email addresses. Come August, this information is used to create an AdoptAClassroom.org online account for each teacher where their donation funds can be accessed.

The personal information in this submission, including teacher email addresses, is confidential and intended for the recipients at AAC only. All submitted email addresses will be used solely for the purposes of AdoptAClassroom.org communications and activation of the teachers' AdoptAClassroom.org accounts.

The school will not receive a check or cash. Funds will only be available online on AdoptAClassroom.org, ensuring that the funds are spent on education resources. This also eliminates any burden on the school administration which the financial management may have created.

Once their accounts are set up, the teachers will receive an email from AAC with instructions on how to access their funds, and use them to shop within AdoptAClassroom.org's online vendor marketplace. The marketplace is made up of approximately [25 vendors](#), including; Scholastic, Staples, Frey Scientific, and LEGO Education. Our vendors will ship all orders directly to the school.



Teachers have 12 months from the time they receive their funds to spend them. After that, any remaining unspent funds are re-allocated by AdoptAClassroom.org to where they're needed most. Teachers are sent regular reminders via email to spend their funds.

We hope this letter has clearly defined how this donation will benefit your teachers and students. Please contact us if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ann Pifer', with a long horizontal flourish extending to the right.

Ann Pifer  
Executive Director  
AdoptAClassroom.org

### **About AdoptAClassroom.org**

AdoptAClassroom.org believes every child deserves the tools and materials they need to learn and succeed in school. The national, tech-based nonprofit connects donors and sponsors with PreK-12 teachers and schools to help equip more classrooms and students with school supplies. Since 1998, AdoptAClassroom.org has raised \$65 million and supported more than 6.3 million students across the U.S. The 501(c)(3) holds the highest 4-star rating from Charity Navigator and the highest transparency rating offered by GuideStar. For more information, or to make a donation, please visit [www.adoptaclassroom.org](http://www.adoptaclassroom.org).



**Subaru of America, Inc.**

One Subaru Drive  
Camden, NJ 08103  
856-488-8500  
www.subaru.com

April 17th, 2024

Vernon Center Middle School  
777 Hartford Tpke  
Vernon, Connecticut 06066

To David Caruso - Principal,

Subaru of America, Inc., along with our network of more than 630 Subaru retailers nationwide, have teamed up with the non-profit organization AdoptAClassroom.org to provide financial support by adopting classrooms at select schools throughout the country.

At Subaru, we believe in being a positive force in the communities where we live and work. That is why we created the Subaru Love Promise, our vision to show love and respect to all people. Together with our retailers, Subaru is dedicated to making the world a better place. Here's a link to the Subaru Love Promise website page if you would like to learn more: [www.subaru.com/love-promise](http://www.subaru.com/love-promise).

Our partnership with AdoptAClassroom.org (AAC) is an initiative developed to support students by providing teachers with the financial resources to purchase the supplies and learning materials needed to succeed in school. This effort falls under [Subaru Loves Learning](#), the education-focused pillar of the Subaru Love Promise. Our goal with Subaru Loves Learning is to make the pursuit of knowledge available to as many minds as possible. Subaru and its retailers have made a substantial impact on education by supporting more than 500,000 students nationwide in only three years since the program began. This year we are setting out to ensure that even more students have the resources they need to be successful in the classroom.

The only steps needed for you to participate in this initiative is to work with our partners at AdoptAClassroom.org in order to arrange details for your school to be partnered with a nearby Subaru retailer. The AAC team will work with the appointed school administrator to determine the teachers of whom the funds will be awarded. The funds will be made available on AdoptAClassroom.org in September 2024, just following Subaru Loves Learning month in August. The school will not receive a check or cash. Funds are disbursed in the form of AAC account credit, where recipients will make purchases through AAC's [partner vendor marketplace](#) made up of more than 25 education specialty retailers. This structure ensures that the funds are spent on education resources, and eliminates any burden on the school administration to manage the program's finances.

AAC will communicate all necessary details throughout the ongoing donation period, and the team is readily available with any question about this funding initiative. For program related questions please feel free to contact Shannon Baker, Senior Director of Operations at AdoptAClassroom.org. Phone: (612) 230-3647, E-Mail: [sbaker@adoptaclassroom.org](mailto:sbaker@adoptaclassroom.org). You are also more than welcome to reach out to me directly.

With gratitude,

Nick Saraceni  
Love Promise Community Commitment Manager  
Subaru of America, Inc.  
(856) 488-3330

[nsar@subaru.com](mailto:nsar@subaru.com)

**About AdoptAClassroom.org**

AdoptAClassroom.org believes every child deserves the tools and materials they need to learn and succeed in school. The national, tech-based nonprofit connects donors and sponsors with PreK-12 teachers and schools to help equip more classrooms and students with school supplies. Since 1998, AdoptAClassroom.org has raised \$65 million and supported more than 6.3 million students across the U.S. The 501(c)(3) holds the highest 4-star rating from Charity Navigator and the highest transparency rating offered by GuideStar. For more information, or to make a donation, please visit [www.adoptaclassroom.org](http://www.adoptaclassroom.org).

**About Subaru of America, Inc.**

[Subaru of America, Inc.](#) (SOA) is an indirect wholly owned subsidiary of [Subaru Corporation](#) of Japan. Headquartered at a zero-landfill office in Camden, N.J., the company markets and distributes Subaru vehicles, parts, and accessories through a network of more than 630 retailers across the United States. All Subaru products are manufactured in zero-landfill plants and [Subaru of Indiana Automotive, Inc.](#) is the only U.S. automobile manufacturing plant to be designated a backyard wildlife habitat by the National Wildlife Federation. SOA is guided by the [Subaru Love Promise](#), which is the company's vision to show love and respect to everyone, and to support its communities and customers nationwide. Over the past 20 years, SOA and the SOA Foundation have donated more than \$300 million to causes the Subaru family cares about, and its employees have logged nearly 88,000 volunteer hours. As a company, Subaru believes it is important to do its part in making a positive impact in the world because it is the right thing to do. For additional information visit [media.subaru.com](http://media.subaru.com). Follow us on [Facebook](#), [Instagram](#), [TikTok](#), and [YouTube](#).



## Vernon Public Schools Food &amp; Nutrition Services

## Profit and Loss

February 2024

	TOTAL
Income	
Food Sales	
Food Sales - A La Carte	11,686.14
Food Sales - Students	30,388.75
<b>Total Food Sales</b>	<b>42,074.89</b>
Interest Income	2,192.75
State/Federal Aid	
Federal Aid - NSLP Lunch	109,513.20
Federal Aid - SBP Breakfast	35,645.87
State Aid - STABLE Funds	12,077.90
<b>Total State/Federal Aid</b>	<b>157,236.97</b>
<b>Total Income</b>	<b>\$201,504.61</b>
<b>GROSS PROFIT</b>	<b>\$201,504.61</b>
Expenses	
Capital outlay expenditures	1,391.78
Consulting Services	3,307.50
Courier Services	500.00
Employee Insurance	
Dental Insurance	146.46
Health Insurance	11,611.75
<b>Total Employee Insurance</b>	<b>11,758.21</b>
Equipment Repairs and Maintenance	810.20
Food Purchases	73,672.42
Local Food Purchases	845.00
<b>Total Food Purchases</b>	<b>74,517.42</b>
Kitchen Supplies	
Paper Supplies	10,105.37
Smallware Supplies	481.52
Uniforms and Shoes	546.82
<b>Total Kitchen Supplies</b>	<b>11,133.71</b>
Office/General Administrative Expenses	25.99
Payroll	75,550.98
Payroll Taxes	5,146.85
Professional Development	5.99
Retirement Benefits	5,787.82
Telephone	36.08
Travel	
Travel	110.39
<b>Total Travel</b>	<b>110.39</b>
<b>Total Expenses</b>	<b>\$190,082.92</b>
<b>NET OPERATING INCOME</b>	<b>\$11,421.69</b>
<b>NET INCOME</b>	<b>\$11,421.69</b>



# VERNON PUBLIC SCHOOLS

## Food & Nutrition Services

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Phone (860) 870-6000

Fax (860) 870-6008

Website: [www.vernonpublicschools.org](http://www.vernonpublicschools.org)

**Elizabeth Fisher, RDN**

*Director of Food and Nutrition*

**860-896-4683**

## Healthy Food Certification 2024-2025

Information and exact wording from [Operational Memorandum No. 07-24](#).

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) must certify each year whether all food items sold to students (separately from reimbursable meals) **will or will not** meet the Connecticut Nutrition Standards (CNS). This memo provides the required motion language for the HFC application process for school year 2024-2025.

**The BOE must vote “yes” or “no” for implementing the healthy food option of C.G.S. Section 10-215f. The motion and board-approved meeting minutes must include the exact language below:**

### To be read aloud:

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

**If the BOE votes “yes” for implementing the healthy food option, the board-approved meeting minutes and motion must reflect a “yes” or “no” vote on the exact language below:**

### To be read aloud:

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



**VERNON PUBLIC SCHOOLS**

**Food & Nutrition Services**

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Fax (860) 870-6008

**Elizabeth Fisher, RDN**  
*Director of Food and Nutrition*  
 860-896-4682

**Proposed Meal Price Increase for School Year 2024-2025**

Vernon Public Schools Food & Nutrition Services is proposing to increase meal prices due to the minimum wage increase, the increase in food cost due to supply chain issues, and the increase in the cost of living. Paid Lunch Equity is a requirement under section 205 of the Healthy Hunger-Free Kids Act of 2010 for all schools with pricing programs that participate in the National School Lunch Program. The USDA Paid Lunch Equity Tool has been used to help calculate the paid lunch price increase requirement.

**Proposed Price Increase for SY 2024-2025**

Vernon Public Schools Food & Nutrition Services is proposing a \$0.25 increase in lunch pricing at all grade levels for SY 2024-2025.

<b>Lunch</b>	<b>Current SY 2023-2024 Prices</b>	<b>Increase</b>	<b>Proposed SY 2024-2025 Prices</b>
Elementary	\$3.00	\$0.25	\$3.25
Middle	\$3.25	\$0.25	\$3.50
High School	\$3.50	\$0.25	\$3.75

The Paid Lunch Equity requirements do not include any price requirements for breakfast. However, Vernon Public Schools Food & Nutrition Services is proposing a \$0.25 increase in breakfast pricing for SY 2024-2025 (0.30 increase at high school level).

<b>Breakfast</b>	<b>Current SY 2023-2024 Prices</b>	<b>Increase</b>	<b>Proposed SY 2024-2025 Prices</b>
Elementary	\$1.75	\$0.25	\$2.00
Middle	\$2.00	\$0.25	\$2.25
High School	\$2.20	\$0.30	\$2.50



# VERNON PUBLIC SCHOOLS

## Food & Nutrition Services

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Phone (860) 870-6000

Fax (860) 870-6008

Website: [www.vernonpublicschools.org](http://www.vernonpublicschools.org)

**Elizabeth Fisher, RDN**

*Director of Food and Nutrition*

**860-896-4683**

## Healthy Food Certification 2024-2025

Information and exact wording from [Operational Memorandum No. 07-24](#).

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) must certify each year whether all food items sold to students (separately from reimbursable meals) **will or will not** meet the Connecticut Nutrition Standards (CNS). This memo provides the required motion language for the HFC application process for school year 2024-2025.

**The BOE must vote “yes” or “no” for implementing the healthy food option of C.G.S. Section 10-215f. The motion and board-approved meeting minutes must include the exact language below:**

### To be read aloud:

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

**If the BOE votes “yes” for implementing the healthy food option, the board-approved meeting minutes and motion must reflect a “yes” or “no” vote on the exact language below:**

### To be read aloud:

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

*The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.*



## VERNON PUBLIC SCHOOLS

### Food & Nutrition Services

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Fax (860) 870-6008

**Elizabeth Fisher, RDN**  
*Director of Food and Nutrition*  
 860-896-4682

## Proposed Meal Price Increase for School Year 2024-2025

Vernon Public Schools Food & Nutrition Services is proposing to increase meal prices due to the minimum wage increase, the increase in food cost due to supply chain issues, and the increase in the cost of living. Paid Lunch Equity is a requirement under section 205 of the Healthy Hunger-Free Kids Act of 2010 for all schools with pricing programs that participate in the National School Lunch Program. The USDA Paid Lunch Equity Tool has been used to help calculate the paid lunch price increase requirement.

### Proposed Price Increase for SY 2024-2025

Vernon Public Schools Food & Nutrition Services is proposing a \$0.25 increase in lunch pricing at all grade levels for SY 2024-2025.

Lunch	Current SY 2023-2024 Prices	Increase	Proposed SY 2024-2025 Prices
Elementary	\$3.00	\$0.25	\$3.25
Middle	\$3.25	\$0.25	\$3.50
High School	\$3.50	\$0.25	\$3.75

The Paid Lunch Equity requirements do not include any price requirements for breakfast. However, Vernon Public Schools Food & Nutrition Services is proposing a \$0.25 increase in breakfast pricing for SY 2024-2025 (0.30 increase at high school level).

Breakfast	Current SY 2023-2024 Prices	Increase	Proposed SY 2024-2025 Prices
Elementary	\$1.75	\$0.25	\$2.00
Middle	\$2.00	\$0.25	\$2.25
High School	\$2.20	\$0.30	\$2.50



### Budget Amendment Request

Transfer Between Locations

Fiscal Year: 2023-2024

To: Vernon Board of Education

Date: 4/1/2024

*Request is hereby submitted for amendment(s) of budget as indicated.*

From Location:	Organization Code	Object	Description	Amount
1 CA	91352270	55912	CONTRACTED VAN/LIFTS	22,740.00
2				
3				
4				
5				
<b>"FROM" Total:</b>				<b>\$22,740.00</b>

To Location:	Organization Code	Object	Description	Amount
1 VCMS	90225240	55920	FIELD & ATHLETIC TRIPS	9,625.00
2 CRS	90825100	55920	FIELD & ATHLETIC TRIPS	5,675.00
3 LSS	90925100	55920	FIELD & ATHLETIC TRIPS	1,835.00
4 MSS	90425100	55920	FIELD & ATHLETIC TRIPS	1,795.00
5 NES	90525100	55920	FIELD & ATHLETIC TRIPS	1,975.00
6 SRS	90625100	55920	FIELD & ATHLETIC TRIPS	1,835.00
<b>"TO" Total:</b>				<b>\$22,740.00</b>

No.	Detailed reason and comments concerning requested budget amendment(s).
1	Funds are needed to cover 5th and 8th grade field trips to Boston
2	Projected to have a surplus in contracted vans/lifts Due to changes in busing needs
3	
4	
5	

	1	2	3	4	5
Available balance in "To Location" account					
Original budget appropriation in the "From Location" acct	1,618,541.00				
Encumbrances and expenditures in the "From" account	1,530,101.28				
Available Balance in the "From Location" account	88,439.72	0.00	0.00	0.00	0.00

**William Meier III**

Requested by



Signature

**04/01/2024**

Date

At a meeting of the Board of Education held on \_\_\_\_\_ the above request(s) was/were approved in the amount of \$ \_\_\_\_\_

Signature of Director of Business and Finance: \_\_\_\_\_ Date \_\_\_\_\_

For Business Office Use Only: JE# _____	Date _____	Initials _____
---	------------	----------------



March 10th, 2023

Vernon Center Middle School  
777 Hartford Tpke  
Vernon, Connecticut 06066  
860-870-6070

Attn: Nina Prajzner - Business Office of Vernon Public Schools

This letter is for your records regarding a donation from Subaru to our non-profit organization, AdoptAClassroom.org, that is intended to support the educators and students at Vernon Center Middle School.

AdoptAClassroom.org (AAC) has selected Vernon Center Middle School as the recipient of a \$3,000 AdoptAClassroom.org credit from Suburban Subaru of Vernon, Connecticut, to be used towards the purchase of classroom resources and materials in support of the school's students. The funds will be made available on AdoptAClassroom.org in September 2023, following the Subaru Loves Learning month which takes place in August.

AdoptAClassroom.org is asking the school's administration to select 6 teachers to receive \$500 AAC credit each, and provide the teachers' names and email addresses. Come August, this information is used to create an AdoptAClassroom.org online account for each teacher where their donation funds can be accessed.

The personal information in this submission, including teacher email addresses, is confidential and intended for the recipients at AAC only. All submitted email addresses will be used solely for the purposes of AdoptAClassroom.org communications and activation of the teachers' AdoptAClassroom.org accounts.

The school will not receive a check or cash. Funds will only be available online on AdoptAClassroom.org, ensuring that the funds are spent on education resources. This also eliminates any burden on the school administration which the financial management may have created.

Once their accounts are set up, the teachers will receive an email from AAC with instructions on how to access their funds, and use them to shop within AdoptAClassroom.org's online vendor marketplace. The marketplace is made up of approximately [25 vendors](#), including; Scholastic, Staples, Frey Scientific, and LEGO Education. Our vendors will ship all orders directly to the school.



Teachers have 12 months from the time they receive their funds to spend them. After that, any remaining unspent funds are re-allocated by AdoptAClassroom.org to where they're needed most. Teachers are sent regular reminders via email to spend their funds.

We hope this letter has clearly defined how this donation will benefit your teachers and students. Please contact us if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ann Pifer', with a long horizontal flourish extending to the right.

Ann Pifer  
Executive Director  
AdoptAClassroom.org

### **About AdoptAClassroom.org**

AdoptAClassroom.org believes every child deserves the tools and materials they need to learn and succeed in school. The national, tech-based nonprofit connects donors and sponsors with PreK-12 teachers and schools to help equip more classrooms and students with school supplies. Since 1998, AdoptAClassroom.org has raised \$65 million and supported more than 6.3 million students across the U.S. The 501(c)(3) holds the highest 4-star rating from Charity Navigator and the highest transparency rating offered by GuideStar. For more information, or to make a donation, please visit [www.adoptaclassroom.org](http://www.adoptaclassroom.org).





**Subaru of America, Inc.**

One Subaru Drive  
Camden, NJ 08103  
856-488-8500  
www.subaru.com

March 10th, 2023

Vernon Center Middle School  
777 Hartford Tpke  
Vernon, Connecticut 06066

To Nina Prajzner - Business Office of Vernon Public Schools

Subaru of America, Inc., along with our network of more than 630 Subaru retailers nationwide, have teamed up with the non-profit organization AdoptAClassroom.org to provide financial support by adopting classrooms at select schools throughout the country.

At Subaru, we believe in being a positive force in the communities where we live and work. That is why we created the Subaru Love Promise, our vision to show love and respect to all people. Together with our retailers, Subaru is dedicated to making the world a better place. Here's a link to the Subaru Love Promise website page if you would like to learn more: [www.subaru.com/love-promise](http://www.subaru.com/love-promise).

Our partnership with AdoptAClassroom.org (AAC) is an initiative developed to support students by providing teacher's with the financial resources to purchase the supplies and learning materials needed to succeed in school. This effort falls under [Subaru Loves Learning](#), the education-focused pillar of the Subaru Love Promise. Our goal with Subaru Loves Learning is to make the pursuit of knowledge available to as many minds as possible. Subaru and its retailers have made a substantial impact on education by supporting more than 300,000 students nationwide in only two years since the program began. This year we are setting out to ensure that even more students have the resources they need to be successful in the classroom.

The only steps needed for you to participate in this initiative is to work with our partners at AdoptAClassroom.org in order to arrange details for your school to be partnered with a nearby Subaru retailer. The AAC team will work with the appointed school administrator to determine the teachers of whom the funds will be awarded. The funds will be made available on AdoptAClassroom.org in September 2023, just following Subaru Loves Learning month in August. The school will not receive a check or cash. Funds are disbursed in the form of AAC account credit, where recipients will make purchases through AAC's [partner vendor marketplace](#) made up of more than 25 education specialty retailers. This structure ensures that the funds are spent on education resources, and eliminates any burden on the school administration to manage the program's finances.

AAC will communicate all necessary details throughout the ongoing donation period, and the team is readily available with any question about this funding initiative. For program related questions please feel free to contact Shannon Baker, Director of Operations at Adoptaclassroom.org. Phone: (612) 230-3647, E-Mail: [sbaker@adoptaclassroom.org](mailto:sbaker@adoptaclassroom.org). You are also more than welcome to reach out to me directly.

With gratitude,

Ashley Estes  
Love Promise Community Commitment Manager  
Subaru of America, Inc.  
(856) 488-3133  
[aestes@subaru.com](mailto:aestes@subaru.com)

**About AdoptAClassroom.org**

AdoptAClassroom.org believes every child deserves the tools and materials they need to learn and succeed in school. The national, tech-based nonprofit connects donors and sponsors with PreK-12 teachers and schools to help equip more classrooms and students with school supplies. Since 1998, AdoptAClassroom.org has raised \$65 million and supported more than 6.3 million students across the U.S. The 501(c)(3) holds the highest 4-star rating from Charity Navigator and the highest transparency rating offered by GuideStar. For more information, or to make a donation, please visit [www.adoptaclassroom.org](http://www.adoptaclassroom.org).

**About Subaru of America, Inc.**

Subaru of America, Inc. (SOA) is a wholly owned subsidiary of Subaru Corporation of Japan. Headquartered at a zero-landfill office in Camden, N.J., the company markets and distributes Subaru vehicles, parts and accessories through a network of more than 630 retailers across the United States. All Subaru products are manufactured in zero-landfill plants and Subaru of Indiana Automotive, Inc. is the only U.S. automobile manufacturing plant to be designated a backyard wildlife habitat by the National Wildlife Federation. SOA is guided by the Subaru Love Promise, which is the company's vision to show love and respect to everyone, and to support its communities and customers nationwide. Over the past 20 years, SOA has donated more than \$200 million to causes the Subaru family cares about, and its employees have logged more than 63,000 volunteer hours. As a company, Subaru believes it is important to do its part in making a positive impact in the world because it is the right thing to do. For additional information visit [media.subaru.com](http://media.subaru.com).

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

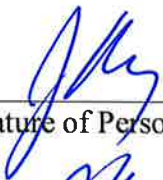
Information Only	<u>    X    </u>	Agenda Item	<u>    10.6    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u>
			Date

AGENDA REPORTING FORM

Subject: Shipman & Goodwin LLP – Letter of Engagement (BOE Goal #1)

Background: Dr. Joseph Macary, Superintendent of Schools, will share the Letter of Engagement from Shipman & Goodwin, LLP with the Board.

Recommendation: No action required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



Natalia Sieira Millán  
Tel.: (860) 251-5250  
Fax: (860) 251-5215  
Email: [nsieiramillan@goodwin.com](mailto:nsieiramillan@goodwin.com)

March 27, 2024

**Via Email: [jmacary@vernon-ct.gov](mailto:jmacary@vernon-ct.gov)**

Dr. Joseph Macary, Superintendent  
Vernon Board of Education  
30 Park Street  
P.O. Box 600  
Vernon, CT 06066

Re: Legal Representation

Dear Dr. Macary:

Shipman & Goodwin LLP (the “Firm” or “Shipman”) appreciates the opportunity to provide legal services to the Vernon Board of Education (the “Board” or “Vernon”). It is our practice, in accordance with the Rules of Professional Conduct, to confirm in writing the identity of any client we represent, the nature of our undertaking for that client, and the billing and payment arrangements with respect to our legal services. This letter, the attached Terms of Representation, and the attached Student Data Privacy Rider constitute the engagement agreement (“Agreement”) between us and describe the scope and terms of our engagement. If you have any questions or concerns about the terms of our representation, please let me know promptly.

The Firm has agreed to represent the Board in a variety of legal matters for which the Board requests our assistance from time to time (subject to clearing any conflicts), such as matters related to students, disability rights issues (including special education), governance, contracting, real estate, intellectual property matters, constitutional law, policies, non-discrimination, bullying, records, employee benefits, employment matters, regulatory matters, privacy and compliance matters, among others. We will provide other or additional services as we agree in writing (including email) without revising this Agreement. For avoidance of doubt, we are not undertaking to keep you apprised of developments in the law generally.

Dr. Joseph Macary, Superintendent  
Vernon Board of Education  
March 27, 2024  
[Page 2]

At this time, we will not require a retainer from Vernon, although prior to commencing other matters, such as litigation, a retainer may be required.

Laurann Asklof will have primary responsibility for matters for which the Board requests the Firm's assistance. As appropriate, Laurann may ask other attorneys and paralegals to provide services to Vernon. The current rates for the lawyers who we anticipate working for the Board are: Laurann Asklof at \$475 per hour; Natalia Sieira Millán at \$375 per hour; other attorneys as needed range from \$270 - \$480 and \$230 to \$240 for paralegals. These rates are subject to change, with such changes usually occurring on July 1<sup>st</sup> of each year.

We encourage you to discuss your expectations with us and to share any concerns you may have regarding our services at any time during the course of our representation.

We appreciate your confidence in our firm and look forward to working with you.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Natalia', with a large, stylized flourish underneath.

Natalia Sieira Millán

Enclosure

## TERMS OF REPRESENTATION

The accompanying engagement letter and these Terms of Representation constitute the agreement between Shipman & Goodwin LLP (the “firm” or “we”) and the client or clients identified in the engagement letter (the “Client” or “you”), under which the firm will represent you in the matter or matters described in the engagement letter. If you disagree with any of these terms, please notify us immediately so that we can resolve any differences at the outset of this engagement and proceed with a clear and complete understanding of our relationship.

1. Our Client. We will consider only the Client identified in the engagement letter to be our client for the specific matter or matters identified in the engagement letter. Any attorney-client privilege is, therefore, only between the Client and the firm.

2. Client Responsibilities. Because our representation of you depends on information we receive from you, you agree to keep us informed of any relevant information or developments relating to your matter and to provide the firm with all relevant facts, documents, electronically stored information, and other data and communications regarding the subject of our representation or as reasonably requested by us. You also agree to cooperate fully with us, including making your officials and employees available to us when necessary and responding in a timely fashion to requests for information or decisions necessary for our representation of you.

We encourage you to discuss your expectations with us and to share any concerns you may have regarding our services at any time during the course of our representation.

3. Staffing. We endeavor to staff matters efficiently and cost effectively, which means that the principal lawyer identified in the engagement letter may call upon other attorneys and paralegals to provide services to you. In some circumstances, this delegation may be for the purpose of involving legal professionals with expertise in a given area or to assist the principal lawyer in providing services on an efficient, economical and timely basis.

4. Scope of Services. The scope of services to be rendered by the firm under this engagement is only what is described in the engagement letter. You and we can limit or expand the scope of our representation from time to time to meet your needs, but any such change should be confirmed in writing. Unless you and we otherwise agree in writing, these

Terms of Representation will also apply to any additional matters we agree to handle on your behalf.

Unless expressly set forth in the engagement letter or in writing, our representation of you will not include the following tasks: reviewing your insurance policies to determine the possibility of coverage for any claims that have been or might be asserted in a matter in which we are representing you or notifying insurance carriers about such matters, or providing investment or accounting advice or investigating the character or credit of persons with whom you may be dealing.

5. Billing Terms.

a. Fees. Our fees for legal services are based on the time spent handling your matter at our individual hourly rates or as otherwise set forth in the engagement letter. We may change our rates from time to time, usually on an annual basis, but we will advise you of any changes in our rates before the changes take effect. Hourly charges are applied to the total time devoted to your representation, including travel time, unless otherwise agreed to in writing. Any billing arrangements that differ from these Terms of Representation will be discussed and agreed to between you and the billing attorney and set forth in the engagement letter.

In litigation and other matters involving computerized documents or voluminous material that needs to be reviewed, the firm may use the services of its Litigation Support Team to assist with electronic discovery or document management using firm-provided technology tools. The services provided by the Litigation Support Team require significant expertise and include, among others, the coordination and consultation of discovery review and production, development and hosting of document review databases, and the preparation and presentation of electronic evidentiary materials at trial. We will bill time spent by members of the Litigation Support Team on an hourly basis.

b. Expenses. In addition to fees for legal services, you will be responsible for expenses that we incur in the course of this representation. Expenses may include such items as travel, copying, messenger services, conference calls, and filing fees. We will charge for these expenses based on our actual costs, or an approximation of our actual costs, and any applicable sales or service taxes. In addition, it may be necessary to incur expenses with outside contractors, such as court reporters, expert witnesses, investigators, surveyors, or

title companies. These expenses may be paid by you directly or included in our invoices, as you and we may agree.

c. Retainer. For certain types of matters, we require that clients provide us with an initial fee retainer or advance payment. The amount and applicable terms of any retainer or payment are as provided in the engagement letter.

d. Payment of Invoices. Unless you and we otherwise agree in writing, we will send you a monthly invoice that reflects the amount of our fees and expenses attributable to the matter. These monthly statements typically set forth the date the work was performed, the person performing that work, the nature of the services or expenses and the amount of time logged. Each invoice is payable upon receipt. Interest will accrue at the legal rate on unpaid invoices after 30 days. We may discontinue representation in accordance with the applicable Rules of Professional Conduct if our invoices are not paid in a timely manner.

If you have any questions regarding our invoices or any billing issues, we ask that you immediately contact the billing attorney, the principal attorney for the matter, or our Accounting Department.

6. Electronic Communications. It is likely that during the course of this engagement both you and we will use electronic devices and Internet services, including e-mail, to communicate and to send or make documents available. Although the use of this technology involves some risk that third parties may access confidential communications, we believe and we understand that you agree that the benefits of using this technology outweigh the risk of accidental disclosure. In order to protect the confidentiality of electronic communications, we have taken several precautions, including randomized secure password access to our email accounts and optional encrypted communications. To enhance the security of your communications with us, you may also want to make sure that any computer or device used in communicating with us is password protected and not accessible for use by any third party. This means you should take care if you use any computers or other electronic devices that are owned, controlled, or may be accessed by others, including but not limited to, an employee or volunteer public official, to send or receive confidential information to or from us. Confidentiality of our communications may be lost if one uses computers, servers or other electronic devices provided by third parties.

7. No Warranty of Outcome. From time to time, we may express opinions concerning various courses of action and the results that might be expected. Any such statement that we

make is intended to be an expression of opinion only, based on the information available to us at the time, and we make no guarantees or promises as to the outcome or the amounts recoverable in connection with this matter.

8. In-Firm Privilege. Our firm has a general counsel who provides assistance to our lawyers and staff. You agree that if any of the firm lawyers representing you consult with the firm's general counsel or the general counsel's designees regarding your representation, those are privileged and confidential communications of the firm. You will not be billed for any such communications or consultations.

9. Files. Documents you provide to us, our correspondence with you or third parties, and the final version of documents that the firm creates for you are considered your files and belong to you. At the conclusion of this matter (or earlier, if appropriate), it is your obligation to advise us as to which, if any, of these materials in our files you wish us to forward to you for your own purposes or to comply with any applicable public records retention requirements, although we reserve the right to copy any of them for our files as we deem appropriate. Our own files pertaining to the matter belong to us and will be retained by the firm. Our files include, for example, firm administrative records, time and expense reports, personnel and staffing materials, credit and accounting records, and internal lawyers' work product, such as drafts, notes, internal memoranda, and legal and factual research, including investigative reports, prepared by or for the internal use of lawyers.

At the conclusion of our representation of you and subject to any applicable public records retention requirements, all files and documents retained by the firm for this matter may be maintained only in electronic form and/or destroyed or otherwise disposed of without further notice to you. We typically will retain our files for ten (10) years after the conclusion of a matter, except when required to retain files for a longer period of time by law or other regulatory authority.

10. Firm Marketing. We may want to use your name, logo, and a general description of our representation of you (without disclosing confidential information) in our business development efforts and materials. If you object to any such use, please let us know at the beginning of this engagement. Otherwise, we will assume that you have no objection.

11. Termination or Conclusion of Representation. You have the right to terminate our representation at any time for any reason, and we may terminate our representation in accordance with the applicable Rules of Professional

Conduct. Reasons for which we may terminate representation include: (1) nonpayment of our fees or expenses; (2) your failure or refusal to cooperate as needed; (3) your misrepresentation of or failure to disclose material facts; (4) your refusal to accept our advice; (5) discovery of a conflict with another client of the firm; or (6) any other reason permitted or required under the applicable Rules of Professional Conduct.

In the event that we terminate this engagement, we will take such steps as are reasonably practicable to protect your interests in the matter, and you agree to cooperate in any action necessary for our withdrawal. We will be entitled to be paid for all services rendered and other costs or expenses incurred on your behalf through the date of withdrawal. If withdrawal is subject to approval by a court or arbitration panel, we will promptly request such permission, and you agree not to oppose our request.

The attorney-client relationship for this matter will be considered terminated upon the completion of the work contemplated by this engagement, but in any event no later than six months after we send you our statement for the final services rendered in the matter. If you later retain us to perform further or additional services on this matter, the attorney-client relationship will be revived subject to any new or supplemental terms of engagement that you and we may agree upon in writing at that time.

12. Post-engagement Responsibilities. Unless you engage us to provide additional advice on issues arising from the matter, after the conclusion of our representation on this matter, we will have no continuing obligation to provide advice to you with respect to future legal developments.

13. Governing Law. The rights and obligations of you and the firm arising under or in connection with our representation of you on this matter will be governed by the laws of the State of Connecticut, without regard to conflicts of laws principles.



VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

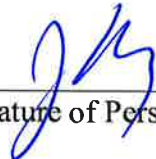
Information Only	<u>    X    </u>	Agenda Item	<u>    10.7    </u>
Decision Requested	<u>          </u>		<u>    April 22, 2024    </u>
			Date

AGENDA REPORTING FORM

Subject: Reports from Board of Education Liaisons Regarding Attendance at Organization/Committee Meetings (BOE Goal #1)

Background: The Board of Education liaisons will report on their attendance at any meetings that were held recently.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



**FOR YOUR  
INFORMATION**

**Rockville High School**  
**Field Trip Request**  
**Day Trips & Overnight Trips**

**INSTRUCTIONS:** Sponsoring Staff member is to complete this form and receive approval from their Department Head/Coordinator. The form should then be submitted to the Student Activities Director. The Student Activities Director will forward the form for proper authorization. The form must be submitted at least four weeks prior to the date of the proposed trip, and six weeks for overnight trips. The approval of the Superintendent is required for overnight and out-of-state trips.

**Date(s) of Trip** March 27, 2024

**Time of Departure** 9:00

**Time of Return** 1:30

**Name of Sponsoring Staff Member** Ann-Marie Stevenson & Joe Prignano

**Number of Buses Needed** 2 ( 1 large and 1 mini bus with lift and 2 harnesses  
The Sponsoring Staff Member must make arrangements for transportation.

**Specific Class/Group/Grade Involved** ABL

**Destination** Old Sturbridge Village

**Total Number of Students Making Trip** 17 **Number of Chaperones (1:10)** 17

**Names of Chaperones** See attached list

**A completed Chaperone Form must be submitted online for each non-school employee.**

**Number of Substitutes Needed** N/A (PSAT/SAT Day)  
The Sponsoring Staff Member must make arrangements for substitutes.

**Classes Requiring Substitutes (include block #'s, please)**

**Purpose of Trip**

(Please include special educational goals/objectives, justification of why these goals can not be met in other ways, and why it is necessary to use school time beyond class time. Attach extra pages if necessary.)

students in Social studies 2 have been studying the colonies and revolutionary war

**Student Costs: Admission** \$12 per/student **Transportation** \_\_\_\_\_ **Other** \_\_\_\_\_ **TOTAL** \_\_\_\_\_

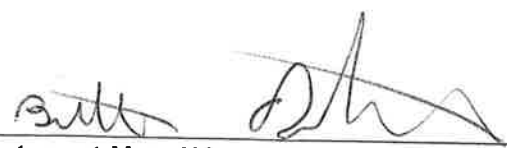
**Media Consideration** No  
Is this an event that should/could be promoted? Discuss this with the principal.

**SIGNATURES**



Sponsoring Staff Member

3/11/24  
Date




Department Head/Coordinator

(I have reviewed this request, agree with the justification and approve this trip)

3/11/24  
Date

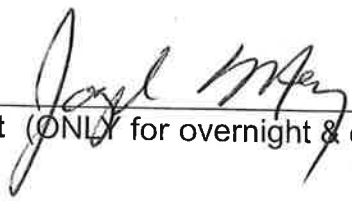
Student Activities Director

Date



Principal

3/11/24  
Date



Superintendent (ONLY for overnight & out-of-state trips)

3/11/24  
Date

**WORKFLOW UPON COMPLETION OF FORM:**

- Principal gives form to Principal's Secretary
- Principal's Secretary gives form to Superintendent (if necessary), who, after approval, returns the form to the Principal's Secretary
- Principal's secretary gives the form to the Main Office Assistant
- Main Office Assistant adds event to RHS Main Calendar (Outlook) and RHS Events (Google) Calendars
- Main Office Assistant makes copy of form, filing one form in the Main Office, and returning the original to the sponsoring staff member

STAFF		Trip	Trip	Trip	Trip	Trip	Trip
Blake Samuels	Grace						
Charra	Hassina						
<del>Damato</del>	<del>Jo Ann</del>						
Glidden	Kaitlyn						
Flynn	Tammi						
Green	Dawn						
Holt	Sydney						
Jackson	Jessica						
Jenkins	Eric						
<del>Keish</del>	<del>Karen</del>						
Kurowski	Shelbey						
Prignano	Joseph						
Sanchez	Lisa						
Stevenson	Ann-Marie						
Sullivan	Reilly						
Surdam	Natalia						
Nurse							

**First Student, Inc.**  
**25 Whitney T. Ferguson III Rd.**  
**Vernon, CT 06066**  
**PHONE 860-875-2826**  
**FAX 860-875-1086**

**TRIP REQUEST FOR FOR VERNON PUBLIC SCHOOLS**

For all schools using First Student, Inc., please complete the information below. Fax or email the completed form to First Student. First Student will calculate the cost of the trip and fax/email the form back to the staff member requesting the bus.

**THIS IS A QUOTE ONLY**  
**\*\*\*THE TRIP WILL NOT BE BOOKED UNTIL CONFIRMED\*\*\***

DATE OF REQUEST: March 11, 2024      DATE OF TRIP: Wed March 27, 2024

SCHOOL: Rockville High School      NO. OF BUSES: 2 (1 large & 1 lift 2 harnesses)

DEPT: Special Educatio (ABL)      PICK UP TIME: 9:00 Ag Side

CONTACT: Ann-Marie Stevenson      DESTINATION: Old Sturbridge Village

STAFF PHONE: 860-870-6050 ext 4138      ADDITIONAL STOP: none

STAFF FAX: \_\_\_\_\_      DEPARTURE TIME: leave Sturbridge at 12:30

STAFF EMAIL: [Ann-Marie.Stevenson@vernonct.org](mailto:Ann-Marie.Stevenson@vernonct.org)

FIRST STUDENT EMPLOYEE BOOKING TRIP	DIANE	*Price quotes are based on information given above. *Any changes in duration or location may alter the final billing price.
HOURLY RATE (2 HOUR MINIMUM)	\$64.38	Capacities: Full size: 71-3 to a seat, 48-2 to a seat Mini: 24-3 to a seat, 16-2 to a seat
TOTAL CHARTER HOURS	5	Please indicate if this charter will have a P.O. number or be paid by your Activity Account.
TOTAL OF EACH BUS	\$321.90	P.O. # _____
X NUMBER OF BUSES	2	Activity Account: YES _____ NO _____
GRAND TOTAL	\$643.80	Please remember that First Student must have a P.O. number prior to the date of the charter. They cannot send a bus for any charter that does not have a P.O. number.

DATE FAXED/EMAILED: 3/11/24

DATE CONFIRMED: \_\_\_\_\_ BY: \_\_\_\_\_ Rev 8/5/22

# ROCKVILLE HIGH SCHOOL

**Jason D. Magao**  
*Principal*  
(860) 870-6050 ext. 4003

**Jeffrey Farrell**  
*Athletic Director*  
(860) 870-6050 ext. 4023

**Kate Howard-Bender**  
*Assistant Principal*  
(860) 870-6050 ext. 4009

**Daniel C. Pichette**  
*Assistant Principal*  
(860) 870-6050 ext. 4012

TO: Joseph Macary  
FROM: Jason Magao *JDM*  
RE: Bronx Zoo & NY Botanical Gardens, NYC  
DATE: April 1, 2024

Attached please find a request from Leah Leach, Dept. ASTE Teacher for approximately fifty (50) students and five (5) chaperones to visit the Bronx Zoo and New York Botanical Gardens in New York City on May 15, 2024.

This trip will provide enrichment to students planning to pursue a career in the animal or plant science fields.

I recommend support by the Board of Education for this valuable educational opportunity for our ASTE students.

JDM:eab  
Attachment



*The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.*

**Rockville High School**  
**Field Trip Request**  
**Day Trips & Overnight Trips**

**INSTRUCTIONS:** Sponsoring Staff member is to complete this form and receive approval from their Department Head/Coordinator. The form should then be submitted to the Student Activities Director. The Student Activities Director will forward the form for proper authorization. The form must be submitted at least four weeks prior to the date of the proposed trip, and six weeks for overnight trips. The approval of the Superintendent is required for overnight and out-of-state trips.

Date(s) of Trip May 15, 2024

Time of Departure 6:30 am Time of Return 6:00 pm

Name of Sponsoring Staff Member Leah Leach

Number of Buses Needed 1 Coach Bus  
The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved ASTE Program

Destination New York City → Bronx Zoo and NY Botanical Garden

Total Number of Students Making Trip 50 Number of Chaperones (1:10) 5

Names of Chaperones Leah Leach, Erika Bahler, Ashley Lanz  
+ 2 parent chaperones (TBD).

**A completed Chaperone Form must be submitted online for each non-school employee.**

Number of Substitutes Needed 2  
The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes (include block #'s, please)  
Leach/Lanz/Bahler B-day classes → will combine classes

**Purpose of Trip**  
(Please include special educational goals/objectives, justification of why these goals can not be met in other ways and why it is necessary to use school time beyond class time. Attach extra pages if necessary.)  
Enrichment for students planning to pursue a career in  
the animal or plant science fields.

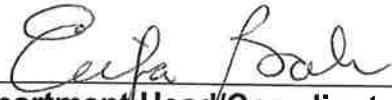
Student Costs: Admission \$0 Transportation \$50.00 Other \_\_\_\_\_ TOTAL \$50.00


Media Consideration None  
Is this an event that should/could be promoted? Discuss this with the principal.

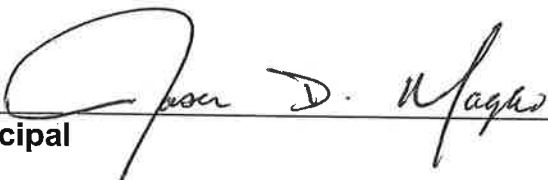



## SIGNATURES

  
Sponsoring Staff Member 02/21/24  
Date

  
Department Head/Coordinator 3/28/24  
Date  
(I have reviewed this request, agree with the justification and approve this trip)

  
Student Activities Director 3/28/24  
Date

  
Principal 4/1/24  
Date

  
Superintendent (ONLY for overnight & out-of-state trips) 4/2/24  
Date

### WORKFLOW UPON COMPLETION OF FORM:

- Principal gives form to Principal's Secretary
- Principal's Secretary gives form to Superintendent (if necessary), who, after approval, returns the form to the Principal's Secretary
- Principal's secretary gives the form to the Main Office Assistant
- Main Office Assistant adds event to RHS Main Calendar (Outlook) and RHS Events (Google) Calendars
- Main Office Assistant makes copy of form, filing one form in the Main Office, and returning the original to the sponsoring staff member

# ROCKVILLE HIGH SCHOOL

**Jason D. Magao**  
*Principal*  
(860) 870-6050 ext. 4003

**Jeffrey Farrell**  
*Athletic Director*  
(860) 870-6050 ext. 4023

**Kate Howard-Bender**  
*Assistant Principal*  
(860) 870-6050 ext. 4009

**Daniel C. Pichette**  
*Assistant Principal*  
(860) 870-6050 ext. 4012

TO: Joseph Macary  
FROM: Jason Magao *JDM*  
RE: Waterbury, Vermont  
DATE: March 28, 2024

Attached please find a request from Chuck Martucci, Dept. Chair-Business, for approximately 19 students and 2 chaperones to tour the Ben and Jerry's Factory in Waterbury, Vermont on May 22, 2024.

This trip will provide students a behind the scenes tour of the factory to see production and discuss the business model that has made Ben and Jerry's thrive. Transportation charges are being provided through a grant from Perkins.

I recommend support by the Board of Education for this valuable educational opportunity for our College Accounting CCP students.

JDM:eab  
Attachment



*The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.*

# Rockville High School Field Trip Request Day Trips & Overnight Trips

**INSTRUCTIONS:** Sponsoring Staff member is to complete this form and receive approval from their Department Head/Coordinator. The form should then be submitted to the Student Activities Director. The Student Activities Director will forward the form for proper authorization. The form must be submitted at least four weeks prior to the date of the proposed trip, and six weeks for overnight trips. The approval of the Superintendent is required for overnight and out-of-state trips.

**Date(s) of Trip** \_\_\_\_\_ Wednesday May 22nd 2024 \_\_\_\_\_

**Time of Departure** \_\_\_ 7:00 am \_\_\_\_\_ **Time of Return** \_\_\_ 4:00 pm \_\_\_\_\_

**Name of Sponsoring Staff Member** \_\_\_ Chuck Martucci \_\_\_\_\_

**Number of Buses Needed** \_\_\_ 1 \_\_\_\_\_

The Sponsoring Staff Member must make arrangements for transportation.

**Specific Class/Group/Grade Involved** \_\_\_\_\_ College Accounting CCP \_\_\_\_\_

**Destination** \_\_\_ Ben and Jerry's Factory Tour (Vermont) \_\_\_\_\_

**Total Number of Students Making Trip** \_\_\_ 19 \_\_\_\_\_ **Number of Chaperones (1:10)** \_\_\_ 2 \_\_\_\_\_

**Names of Chaperones** \_\_\_\_\_ Chuck Martucci and Victoria Martucci (Nursing Supervisor) \_\_\_\_\_

**A completed Chaperone Form must be submitted online for each non-school employee.**

**Number of Substitutes Needed** \_\_\_ 1 \_\_\_\_\_

The Sponsoring Staff Member must make arrangements for substitutes.

**Classes Requiring Substitutes (include block #'s, please)**

\_\_\_ A Day (Blocks 1 and 2) if B Day (Blocks 5 and 7) \_\_\_ I believe it tentatively is set for an A Day. \_\_\_

### **Purpose of Trip**

(Please include special educational goals/objectives, justification of why these goals can not be met in other ways and why it is necessary to use school time beyond class time. Attach extra pages if necessary.)

Students will be given a behind the scenes tour of the Ben and Jerry's factory to see production and discuss the business model that has made Ben and Jerry's thrive. This opportunity is provided through a grant from Perkins to pay for all transportation charges.

**Student Costs: Admission** \_\_\_\_\_ **Transportation** \_\_\_\_\_ **Other** \_\_\_ \$10.00 (optional) \_\_\_ **TOTAL** \$10.00 \_\_\_

### **Media Consideration** \_\_\_\_\_

Is this an event that should/could be promoted? Discuss this with the principal.

## SIGNATURES

Charles Matucci 3/26/24  
Sponsoring Staff Member Date

[Signature] 3/26/24  
Department Head/Coordinator Date  
(I have reviewed this request, agree with the justification and approve this trip)

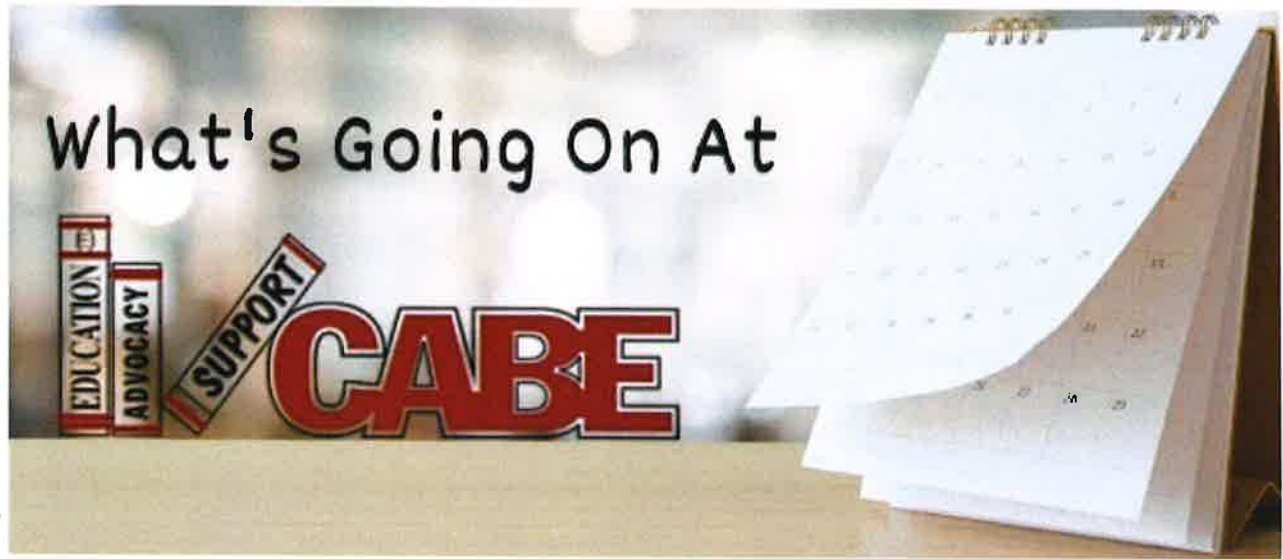
[Signature] 3/29/24  
Student Activities Director Date

Juan D. Lopez 3/28/24  
Principal Date

[Signature] 3/28/24  
Superintendent (ONLY for overnight & out-of-state trips) Date

### WORKFLOW UPON COMPLETION OF FORM:

- Principal gives form to Principal's Secretary
- Principal's Secretary gives form to Superintendent (if necessary), who, after approval, returns the form to the Principal's Secretary
- Principal's secretary gives the form to the Main Office Assistant
- Main Office Assistant adds event to RHS Main Calendar (Outlook) and RHS Events (Google) Calendars
- Main Office Assistant makes copy of form, filing one form in the Main Office, and returning the original to the sponsoring staff member



April 17, 2024

\*Click on the **red letters** to open up a new screen that will provide you with more information on that topic.

**Due This Friday!**

### **CABE Superintendents Administrative Professionals Survey**

From time to time, CABE surveys its members to ensure we are providing relevant, quality services to our members. Please take a few minutes to complete the survey below. You could win a \$100 American Express gift card just for completing the survey!

Your thoughtful feedback is valued as we all work toward quality public education for every student! Please reach out to Lisa Steimer ([lsteimer@cabe.org](mailto:lsteimer@cabe.org)) if you have any questions.

Please complete the survey by **this Friday, April 19, 2024.**

[Click here for the Survey](#)

### ◆ **Upcoming CABE Events** ◆



**Tomorrow!**

#### **CABE Board Chair Check-In and Update**

Thursday, April 18, 2024

11:00 am-12:00 pm

FREE

Topics to be discussed this month are:

- Budgets

There will be time for Board Chairs to raise other issues on which they wish to receive feedback from their peers or CABE staff.

[Click here to join us on Zoom](#)

Meeting ID: 954 4735 9356  
Passcode: 979218  
Dial in information  
+1 646 558 8656 US (New York)  
+1-301-715-8592 US (Washington DC)

**SAVE THE DATE:** The next Board Chair Check-In Meeting will be held on **Thursday, May 16** at 11:00 am.

**NEW!**

### **2024 Legislative Wrap Up**

**Wednesday, May 15, 2024**  
**Legislative Office Building**  
**9:30 am**

Attend this CABE briefing on new laws, regulations, administrative activities, and court decisions that will need to be taken by your local or regional school district.

[Click here](#) for more information.  
[Click here](#) to register online.



### **Spring Meeting of Superintendents' Administrative Professionals**

**Tuesday, May 7, 2024**  
**Pitkin Community Center, Wethersfield**  
**Registration: 12:30 pm - Program: 1:00-3:00 pm**

We will hear from Russell Blair of the CT FOI Commission and receive a Legislative Update from CABE's Executive Director and General Counsel, Patrice McCarthy. A light lunch will be served with time to network.

[Click here](#) for the agenda and registration form.  
[Click here](#) to register online.

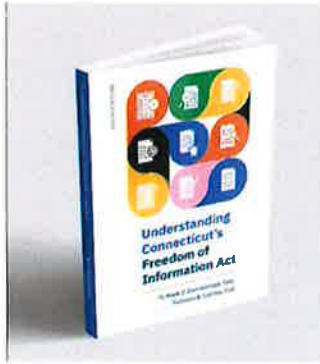
## ◆ **CABE Services** ◆



### **Order your** **2024 Model Student and Parent/Guardian Handbook.**

A compilation of material commonly found in handbooks for secondary schools. This is a DRAFT designed to be a starting point for revising or constructing a student handbook.

[Click here](#) to order yours today.



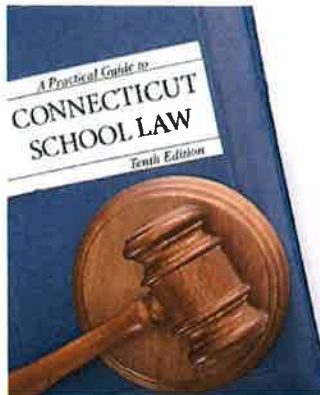
### **Understanding Connecticut's Freedom of Information Act - Sixth Edition**

This book will provide guidance to public agencies and their members seeking to navigate the maze of edicts and exceptions associated with the FOIA.

[Click here](#) for more information and order form.

[Click here](#) to order yours online today.

---



### **A Practical Guide to Connecticut School Law - 10th Edition**

Comprehensively revised and updated through the 2023 Legislative Session.

[Click here](#) for more information and order form.

[Click here](#) to order yours online today.

---

#### **Order your**

#### **New Board Member Packets**

The first year as a new school board member can be difficult. The New Board Member Packet contains critical information a newly elected board member needs.

[Click here](#) for more information and the order form.

[Click here](#) to order online.

#### **New Board Member Orientation Book**

The New Board Member Orientation book is a valuable tool that provides newly elected board members with information on Roles and Responsibilities, Legal Requirements and Advocacy, and Policy.

[Click here](#) to order online.

---

### **◆ Recent Webinars in the CABA Webinar Library ◆**

#### **NEW - Multiple Pathways to Postsecondary Success**

A presentation by the co-authors of a report that examined how six New England high schools are defining student success after graduation. [Click here](#) for the slide deck.

#### **Great Boards: Building a Cohesive Team Between the Superintendent and the Board Chair**

Do you know what a Great Board looks like.. and the impact it can have on your students, your schools and your community?

#### **As Book Bans Escalate Here's What You Need to Know**

Come hear the latest concerns with the growing movement to ban books in schools and public libraries.

### African American/Black and Puerto Rican/Latino Course of Studies

Legislative requirements, the curriculum development process and its impact.

Browse our webinar library for more archived webinars.

[Click here](#) for a full list of our past Webinar Series events.

---

## ◆ **CABE Communications** ◆

### CABE Journal

The April CABE Journal was delivered by mail and electronically.

---

## ◆ **Outside Opportunities** ◆

Governor M. Jodi Rell Center, Connecticut Public and CAS present

### Annual Civility Awards

This award recognizes K-16 classrooms, clubs or schools that encourage dialogue, action, education or engagement around integrity in public discourse and civility.

**Nominate your class, school or club by April 30, 2024.**

[Click here](#) for more information and to register.

---

Teacher of the Year Council offers

### Early Career Teacher of Color Scholarship

Available to an early career teacher of color who is within their first five years of teaching in a Connecticut public school. The program awards \$1000 to one early-career teacher to help them with their professional experience.

**Application deadline is Wednesday, May 1, 2024.**

[Click here](#) for more information.

[Click here](#) to apply.

---

A red square with rounded corners containing the word "NEW!" in white, bold, sans-serif capital letters.

The Connecticut Arts Administrators Association presents

### Summer Arts Institute

June 24 - June 28, 2024

9:00 am-3:00 pm

University of Hartford

The institute provides highly qualified instructors, mentoring, models, and guidance in Standards-Based Curriculum design, assessment, and instructional practice. Special sessions will focus on integrating Diversity, Equity and Inclusion, and Social-Emotional Learning into the Standards-Based Curriculum.

[Click here](#) for more information and to register.

---



[CABE Board of Directors](#)

[CABE Business Affiliates](#)

[CABE Staff](#)

[CABE Education Affiliates](#)



Connecticut Association of Boards of Education  
81 Wolcott Hill Road, Wethersfield, CT 06109  
Phone: 860-571-7446 • Fax: 860-571-7452

[www.cabe.org](http://www.cabe.org)

[Unsubscribe Link](#)