

Southington Board of Education Meeting

Thursday, March 28, 2024 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
 - b. Contract Negotiations - Nutmeg Independent Labor Unions - Southington Board of Education Administrative Assistants and Food Service Workers Union
 - c. Superintendent's Mid-Year Evaluation
 - d. Pending Litigation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence - Oratorical Contest Winner - Natalie Lukanik
6. Approval of Minutes - February 22, 2024
7. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
8. Committee Reports
 - a. District-wide Facilities Committee Meeting - February 21, 2024
 - b. Finance Committee Meeting - March 19, 2024
 1. Bid 2024-13 Lawn Mowing, Trimming Services & Ground Debris Cleanup
 2. Phone System at Hatton, Strong & Thalberg
 3. Transfer of Funds
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. SHS - New Course Proposal - Applications of Algebra - Second Reading
 - c. SHS New Course Proposal - Mathematics of Technology, Design and Innovation - Second Reading
 - d. Middle School Family and Consumer Science - Revised Curriculum Grade 6 - Second Reading
 - e. Middle School Family and Consumer Science - Revised Curriculum Grade 7 - Second Reading

- f. Middle School Family and Consumer Science - Revised Curriculum Grade 8 -
Second Reading
- 11. New Business
 - a. Technology Department Presentation
 - b. Leonard & Gladys Joll Scholarship Recipient
 - c. Approval of Out of State-Overnight Field Trips
 - 1. SHS - Music Department Grades 9-12 - Hartford, CT
 - 2. SHS - Social Studies Grades 9-12 - Washington, DC
 - d. 2024-2025 Healthy Food Certification
 - e. 2024-2025 Food and Beverage Exemption
 - f. Student Expulsion
 - g. Appointment to Nurses Negotiation Committee
- 12. Public Communications
 - a. Public
- 13. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT
REGULAR MEETING**

FEBRUARY 22, 2024

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, February 22, 2024, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session preceding at 6:30 p.m.

1. CALL TO ORDER

Mrs. Clark, Board of Education Chairperson, called the meeting to order at 6:34 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools and Mr. Frank Pepe, Assistant Superintendent

2. EXECUTIVE SESSION – Student Matters

MOTION: by Mr. Derynoski, seconded by Mr. Brown:

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. Clark ended Executive Session at 6:54 p.m.

The Regular Board Meeting was reconvened at 7:03 p.m.

3. RECONVENE MEETING – REGULAR SESSION

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services

Student Representatives present: Uptej Singh, Chelsey Arduini, Akari Win

4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE

Student Representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a Moment of Silence in memory of the following:

Steve Lee, who passed away on February 6, 2024. Mr. Lee worked at central office as Production Manager/Mail Clerk from 2003 until his retirement in 2014.

Chuck Drury, who passed away in a car accident on Monday, February 19, 2024. Mr. Drury was a Football Coach and Assistant Football Coach at Southington High School under his son, Mike Drury, from 2011 until this year.

5. CELEBRATION OF EXCELLENCE – CONNECTICUT KID GOVERNOR SCHOOL NOMINEES AND CONNECTICUT KID GOVERNOR

Mr. Madancy introduced the Southington Public Schools fifth grade candidates and the platforms that they selected to run on: Elise Capellan, Flanders School – Social Anxiety; Allison Furtado, Hatton School – Animal Welfare; and Eve Mahoney, Strong School – Women’s Rights. Mason Umberger, Derynoski School – Smoking, Vaping, and Drugs was unable to attend the Board meeting.

The Southington Public Schools nominee who was elected the 2023-2024 Connecticut Kid Governor was Cristiano Almeida from Oshana Elementary School whose platform was “Kids do not spend enough time staying physically active”. Cristiano is the second Connecticut Kid Governor elected from the Southington school district. Cristiano came to the podium, congratulated all the other nominees, thanked Board members, acknowledged his cabinet members at the state and their platforms, and explained his platform and three-point plan.

Mrs. Clark presented the students with a Certificate of Excellence on behalf of the Board of Education. Mr. Madancy recognized the teachers who promote civic engagement with their fifth-grade students. Cristiano distributed his business card to those in attendance.

Mrs. Clark called for a recess at 7:17 p.m.

Mrs. Clark reconvened the regular meeting at 7:28 p.m.

MOTION: by Mr. Oshana, seconded by Mr. Baczewski:

“Move to move Agenda Items 11.c.1, 11.c.2, 11c.3, 11.c.4, 11.c.5 ‘Out-of-State/Overnight Field Trips’ to the Agenda Items 7.e.1, 7.e.2, 7.e.3, 7.e.4 and 7.e.5.”

Motion carried unanimously by voice vote.

6. APPROVAL OF MINUTES

a. January 25, 2024 – Regular Meeting

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to approve the regular Board of Education meeting minutes of January 25, 2024, as submitted.”

Motion carried unanimously by voice vote.

b. February 8, 2024 – Special Meeting

MOTION: by Mr. Williams, seconded by Mr. Baczewski:

“Move to approve the special Board of Education meeting minutes of February 8, 2024, as submitted.”

Motion carried unanimously by voice vote.

7. PUBLIC COMMUNICATIONS

a. Communication from Student Representatives

Akari Winn reported on the current and upcoming activities at Southington High School that included CyberKnights Robotic Competition on March 8-10, 2024; SHS Spring Drama performances on March 1-2, 2024 at 7:00 p.m.; World Language Honor Society week; NGSS Assessment for juniors; Unified Theater performance on March 14 at 7:00 p.m.; and the SHS Marching Band Florida trip last week to march in the Disney parade.

Chelsey Arduini gave the report on the winter sports season to date and post-season tournaments for Girls Ice Hockey Co-op Team; Boys Ice Hockey Co-op Team Senior Night; SHS Boys Basketball concluded the regular season with a 17-3 record; SHS Girls Basketball 11-9 record; Wrestling CIAC state open competition; Boys Swim & Dive Team record 6-3-1; Girls Gymnastics Team will defend their title at the Class L Championship; Girls & Boys Indoor Track finished 14th and 5th respectively at the CIAC Class LL meet; Cheerleading Team was the runner-up at the CCC West Division competition; and the middle school winter sports season had ended.

Uptej Singh gave the district report for Kennedy Middle School that included the National Junior Honor Society hosted their Intergenerational Valentine’s Dance at the Calendar House; Staff members will take part in the YMCA Sloper’s Plunge on Saturday with staff members and families raising over \$500 to support the plunge; winter sports ended; Unified Sports tournament would be held after school on Tuesday at Wilcox Technical High School. South End Elementary School: The first Sweetheart Dance was held on February 9 with the SHS Honor Society and Key Club students volunteering to help. Kelley Elementary School: On February 9 and 10, the 3rd, 4th, 5th Grade Drama Club held their performances of Frozen Junior with the help of two SHS Co-Directors Lauren Mellitt and Griffin O’Neil. DePaolo Middle School: Approximately 400 people attended the annual Taste of Culture Event on February 8; the Writing Club released their latest literary magazine last week with copies available in the DePaolo Media Center and the Southington Public Library; the students and staff dressed in red and pink on Valentiner’s Day and raised over \$450 for congenital heart disease research at the Connecticut Children’s Medical Center; sixth grade students spent the day in science classrooms with Southington Firefighter Glen Dube learning about fire safety and its connection to the thermal energy curriculum unit; JAD orange and purple teams made digital text recommendations that were published at the Southington Public Library during the month of January.

b. Communications from Board Members

Mr. Derynoski questioned when the SHS Manufacturing/Technology Committee would be meeting again and if they were still active. Mr. Pepe responded that he would have that information for the next Board meeting. Mr. Madancy recalled that a meeting was scheduled but the teacher was out sick, and the meeting was being rescheduled.

Mrs. Clark reported on the STEPS Executive Committee meeting that she attended that addressed the legislative loophole in Connecticut law regarding THC infused seltzers, which is an active ingredient in cannabis products, with no age restrictions. The loophole is in the language and the way it is packaged. The drinks contain 5 mg of THC per serving, and the packaging is five servings, instead of 5 mg, which circumvents the cannabis regulation laws. Because of the language on the packaging and these drinks do not have alcohol, they could be sold in markets and gas stations, with no age restriction to the consumer. STEPS and the Board members wanted parents to be aware of this. Mr. Madancy will request this information from STEPS and send it to the principals to add it to their newsletters for parent awareness.

c. Communication from Administration

Mr. Madancy reported on the following:

1. Board of Finance Budget Workshop Dates: Mr. Madancy announced that the Town Board of Finance was holding a budget workshop at Town Hall tonight, but it did not include BOE budget discussion. The Town Board of Finance Public Hearing is scheduled for March 4, 2024, 7:00 p.m. at DePaolo Middle School and the discussion on the BOE budget would be at the workshop on March 7, 2024 at 6:30 p.m. in the Finance Department Conference Room at Town Hall.
2. Basketball Hoops: Mr. Madancy thanked the Southington YMCA for donating a couple of basketball hoops to Flanders Elementary School.
3. New District Website: Mr. Madancy reported that the new district website went live on Friday, February 16, 2024 along with a new school district logo. The logo previously used was the town seal or Southington High School blue “S.” He met with members of his Student Engagement Team and they did a soft launch on social media, Facebook and Instagram, which are tools to advocate for the wonderful work happening in the district.
4. Plate It Forward: Mr. Madancy explained that the Southington Kick-off Breakfast for Plate It Forward is Friday, March 1, 2024, 7:30-9:00 a.m. at Paul Gregory’s. This is for people to buy a “Plate It Forward” coupon and leave it in the food establishment for someone with food insecurity in need of a meal. They will be educating students about the issue of food insecurity in the community and fundraising would take place. Plate It Forward is a civic engagement program that students would be involved in.

d. Communications from Public (Agenda Items Only)

There was no public communication on the agenda items.

e. Approval of Out of State/Overnight Field Trips (Formerly Agenda Items 11.c.1,2,3,4,5)

1. **SHS DECA – International Career Development Conference – Anaheim, CA**

MOTION: by Mr. Baczewski, seconded by Mr. Derynoski:

“Move to approve the Out of State/Overnight Field Trip request for SHS DECA, as presented by the administration.”

Motion carried unanimously by voice vote.

2. **SHS FBLA National Conference – Orlando, FL**

MOTION: by Mr. Baczewski, seconded by Mrs. Carmody:

“Move to approve the Out of State/Overnight Field Trip request for SHS FBLA, as presented by the administration.”

Motion carried unanimously by voice vote.

3. SHS FFA – Washington Leadership Conference – Washington, DC

MOTION: by Mr. Baczewski, seconded by Mrs. Carmody:

“Move to approve the Out of State/Overnight Field Trip request for SHS FFA, as presented by the administration.”

Motion carried unanimously by voice vote.

4. SHS Spanish Language Students – Santiago, Dominican Republic

MOTION: by Mr. Baczewski, seconded by Mrs. Carmody:

“Move to approve the Foreign Field Trip request for SHS Spanish Language Students to Santiago, Dominican Republic, as presented by the administration.”

Motion carried unanimously by voice vote.

5. SHS – Knights Around the World – Berlin, Prague, Krakow, Budapest

MOTION: by Mr. Baczewski, seconded by Mr. Brown:

“Move to approve the Foreign Field Trip request for SHS Knights ‘Around the World’ to Berlin, Prague, Krakow, and Budapest.”

Mr. Brown requested more information on this trip. Heather Allenback, social studies teacher, explained that this field trip would be a repeat of the one taken in 2019 only visiting the countries in reverse. Explained were the sights to be visited and how they are tied into the curriculum.

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting – February 16, 2024

Mrs. Carmody reported that the committee met and received a presentation on the SHS new course proposal “Applications of Algebra” that is designed for students who successfully completed Algebra I and Geometry and do not enroll in full-year Algebra II. It supports them in the College & Career Pathways. The committee received a presentation on a SHS new course proposal “Mathematics of Technology, Design & Innovation.” This course runs at a CLC level in conjunction with Goodwin Academy and includes instruction of mathematics as it relates to introduction of design, engineering, manufacturing, and innovation. The committee was presented the revised curriculum for “Middle School Family & Consumer Science Grades 6-8”. None of these presentations requires additional staffing or has any implication on the budget. These courses address existing student needs and are applicable due to the curricular updates.

9. SUPERINTENDENT’S REPORT

a. Personnel Report

MOTION: by Mrs. Carmody, seconded by Mr. Baczewski:

“Move to approve the Personnel Report as submitted by the Human Resources Department.”

Motion carried unanimously by voice vote.

10. OLD BUSINESS

a. Town Government Communications

There was no communication.

b. Policy 5111 – Admissions/Placement Ages of Attendance – Revised – Second Reading

MOTION: by Mr. Baczewski, seconded by Mr. Williams:

“Move that the Board of Education approve draft Policy 5111, as presented by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

c. Policy 5144 – Student Welfare, Play Based Learning, Student Discipline - Revised - Second Reading

MOTION: by Mr. Baczewski, seconded by Mr. Williams:

“Move that the Board of Education approve draft Policy 5144, as presented by the Policy & Personnel Committee.”

Mr. Carson had concerns about two items in the policy. Under the “Physical Exercise Period” section of the policy, it specifically identifies two circumstances that allow school employees to restrict students from participating in physical exercise during a regular school day and two subsequent paragraphs further elucidate on situations that are precluded by the two circumstances. He thought that those two paragraphs should be eliminated. The second item in the policy was regarding Play Based Learning, specifically for students in Grades 1-5, that he thought should go back to committee to reevaluate and make language edits. His concern was with the following: *“The Board permits a teacher to utilize Play Based Learning during the instructional time of the regular school day for all students in grades one to five, inclusive. Such Play Based Learning: 1) may be incorporated and integrated into daily practice; 2) shall allow for the needs of such students to be met through free play, guided play, and games; and 3) shall be free from the use of mobile electronic devices.”* Mr. Carson asked the committee to reevaluate number two regarding free play. He stated that in the policy “Free Play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement. He thought Free Play should be encouraged in Pre-K and kindergarten and addressed the language that speaks to that in grades 1-5 that should be eliminated. Mrs. Carmody did not understand why Mr. Carson was having a hard time with that language and objected to it. Mr. Carson stated that the policy is a Play Based Learning policy and not a Free Play policy and Free Play was already allowed and encouraged in the district. He noted that the definitions were from legislation from the state. The fact that they have Free Play in a policy that speaks to Play Based Learning for the grades 1-5 students was a concern to him. He

thought the implication was if they keep that language in there it allows the teachers in grades 1-5 to allow Free Play during their class period every day if they wish.

Mr. Pepe believed that the challenge in Play Based Learning was Free Play, which was a term that describes and falls under the umbrella of Play Based Learning and that Mr. Carson was opposed to Free Play being part of the policy for grades 1-5 and requesting it go back to the Policy & Personnel Committee for review based on his concerns.

Mr. Williams recommended tabling the motion and for Mr. Carson to write down his concerns and bring them to the next Policy & Personnel Committee. Mr. Derynoski questioned the origins of this policy. Mr. Pepe explained that it came from the law firm of Shipman & Goodwin and directly from legislation.

AMENDED MOTION: by Mr. Williams, seconded by Mr. Baczewski:
“Move to Table.”

Motion carried unanimously by voice vote.

- d. Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 – Revised – Second Reading**

MOTION: by Mr. Baczewski, seconded by Mr. Williams:
“Move that the Board of Education approve draft Policy 6171, as presented by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

- e. SHS New Course Proposal – UCONN Introduction to Allied Health Professions – Second Reading**

MOTION: by Mr. Williams, seconded by Mr. Baczewski:
“Move that the Board of Education approve the new course proposal – UCONN Introduction to Allied Health Professionals, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

- f. SHS New Course Proposal – Energy Flow in Earth’s Systems – Second Reading**

MOTION: by Mr. Williams, seconded by Mr. Baczewski:
“Move that the Board of Education approve the new course proposal - Energy Flow in Earth’s Systems, as presented by the committee.”

Motion carried unanimously by voice vote.

- g. SHS New Course Proposal – Introduction to Exercise Science – Second Reading**

MOTION: by Mr. Williams, seconded by Mr. Baczewski:
“Move that the Board of Education approve the new course proposal - Introduction to Exercise Science, as presented by the committee.”

Motion carried unanimously by voice vote.

h. SHS New Course Proposal – Personal Training - Second Reading

MOTION: by Mr. Williams, seconded by Mr. Baczewski:

“Move that the Board of Education approve the new course proposal – Personal Training, as presented by the committee.”

Motion carried unanimously by voice vote.

11. NEW BUSINESS

a. Increasing Educator Diversity Plan

Mr. Madancy explained that this was a statutory motion needed from the Board with the requirement to submit this plan to the state by March 15, 2024.

MOTION: by Mr. Williams, seconded by Mr. Baczewski:

“Move that the Board of Education approve the Increasing Educator Diversity Plan as developed and implemented by the Increasing Educator Diversity Plan Committee.”

Motion carried unanimously by voice vote.

b. Southington High School Graduation Date

MOTION: by Mr. Baczewski, seconded by Mr. Derynoski:

“Move that the Board of Education approve Thursday, June 13, 2024 as the date for the Southington High School graduation ceremony.”

Mr. Derynoski questioned if there was a rain date or a plan to hold graduation inside. Mr. Madancy explained that last year they had a rain date and graduation was held the next day due to rain. Administration found that holding graduation inside was not conducive and a rain date was preferable. There will be a rain date for this year.

Motion carried unanimously by voice vote.

c. Approval of Out of State/Overnight Field Trips (*Agenda Items moved to 7.e.1,2,3,4,5*)

- 1. SHS DECA – International Career Development Conference – Anaheim, CA**
- 2. SHS FBLA National Conference – Orlando, FL**
- 3. SHS FFA – Washington Leadership Conference – Washington, DC**
- 4. SHS Spanish Language Students – Santiago, Dominican Republic**
- 5. SHS – Knights Around the World – Berlin, Prague, Krakow, Budapest**

d. Leonard & Gladys Joll Scholarship Committee Appointment

Mrs. Clark appointed Mr. Derynoski, Mr. Brown, and Mr. Williams, who all volunteered to serve on the committee. Mr. Derynoski explained the time commitment and process.

- e. **SHS – New Course Proposal – Applications of Algebra – First Reading**
- f. **SHS – New Course Proposal – Mathematics of Technology, Design & Innovation – First Reading**
- g. **Middle School Family & Consumer Science - Revised Curriculum Grade 6 - First Reading**
- h. **Middle School Family & Consumer Science - Revised Curriculum Grade 7 - First Reading**
- i. **Middle School Family & Consumer Science - Revised Curriculum Grade 8 - First Reading**

Mrs. Clark explained that these were first reads and would come before the Board for action at their next meeting.

12. PUBLIC COMMUNICATIONS

a. Public

Regino Coviello, 12 Beecher Street, thanked the Board members for all their hard work. She addressed her concern that with the newly approved courses a number of students would not be able to get into them. Her granddaughter had been trying to get into the Forensic Science course but has not been able to. Her granddaughter will be a junior next year and she hoped that her granddaughter would be able to take the course and not be shut out again. Ms. Coviello supported the need for more paraeducators and school psychologists in schools and believed every child deserved an education and the needed support.

13. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 8:19 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Board of Education
Administrative Report
March 28, 2024



1. 62nd Annual FBLA Competition
2. AED Donations
3. Legislative Update
4. 3/27 BoF Recommendation
5. April 2nd, Primary Day



SOUTHINGTON PUBLIC SCHOOLS

DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

Wednesday, February 21, 2024 – 4:00 p.m. - via Zoom

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JASPER P. WILLIAMS
VICE CHAIRPERSON

JOSEPH BACZEWSKI
SECRETARY

ROBERT S. BROWN

TERRI C. CARMODY

SEAN M. CARSON

DAVID J. DERYNOSKI

ZAYA G. OSHANA

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Present: BOE Members – Colleen Clark, Chairperson, Zaya Oshana, Sean Carson; BOF member Ed Pocock; Town Council Chair Paul Chaplinsky; P&Z member Tessa Mah; SPS – Steven Madancy, Superintendent, Peter Romano, Director of Operations; Mark Sciota, Town Manager

Guests: Charles Warrington, Colliers and Pat Gallagher, SLAM

1. Meeting called to order at 4:00 p.m.
2. Consensus on Master Planning Considerations & Parameters.

The meeting revolved around planning parameters for a master plan and considerations for school construction projects. Participants discussed aligning capacity with enrollment, balancing attendance zones, maximizing grant funds, improving facility operations, eliminating satellite areas in schools, and better aligning elementary and middle school attendance zones. There was also discussion about the importance of cost-effective solutions and whether to maintain neighborhood schools or consolidate into larger ones. The committee emphasized the need for data analysis and cost evaluation before making any decisions. While there was mention of budgeted renovations, there were doubts about support for building three new schools. Suggestions were made to focus on two schools that meet the needs of the study, with the possibility of future expansion if necessary.

3. Consensus on project timeline and process (June 2025)

Paul Chaplinsky suggested initially focusing on building two schools and considering building three schools if it is more cost-effective. Steven Madancy emphasized the need for a decision to be made by spring to meet deadlines for public hearings, bonding authorization, and grant applications. Pat Gallagher discussed different scenarios and their costs, emphasizing the importance of balancing efficiency and utilization. Chuck Warrington highlighted the importance of comparing maintenance costs to inform future decisions. Colleen Clark raised questions about neighborhood schools, utilization, redistricting, and underbuilding. Paul Chaplinsky raised concerns about low utilization rates and suggested considering options for efficiency. Zaya Oshana expressed opposition to the idea of building mega schools.



STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

BOARD OF EDUCATION

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JASPER P. WILLIAMS
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4. Consensus on Planning Scenarios

The group discussed the need for a master plan to obtain state approval and ensure the efficient use of buildings. Chuck Warrington suggested taking a holistic approach to the issue at hand. The discussion also touched upon community outreach, with Chuck Warrington suggesting polling community members, but Paul Chaplinsky expressed skepticism about obtaining representative data through polls.

5. Next Steps: Better understand project costs:

Paul Chaplinsky emphasized the importance of studying and understanding a recommendation to the board of education. Pat Gallagher discussed the next steps, including assessing facility conditions and estimating costs for different scenarios. Mark Sciota raised questions about the timing and number of referendums. Chuck Warrington shared experiences with past referendums and suggested spreading out construction projects over time to mitigate the impact of debt. Steven Madancy highlighted challenges in renovating certain buildings due to their vintage and potential cost-prohibitive factors. District leadership agreed to gather more information before discussing draft numbers for different scenarios and considering the advantages and disadvantages of renovation versus new construction options.

6. Meeting adjourns at 5:00 p.m.



SOUTHINGTON PUBLIC SCHOOLS

FINANCE COMMITTEE MEETING **Conference Room #2 Municipal Center** **Tuesday, March 19, 2024, 6:30 p.m.**

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
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Board Members Present: Sean Carson, Chair, David Derynoski and Jasper Williams

Present from Administration: Jennifer Mellitt, Director of Business & Finance; Kyle Fickel, Accounting Manager, and Peter Romano, Director of Operations

The Finance Committee meeting was called to order at 6:40pm.

1. BID 2024-13 Lawn Mowing, Trimming Services and Ground Debris Cleanup:

Mr. Fickel summarized the results of the bid. Mr. Romano shared some of the challenges in awarding the bid. He discussed the issues surrounding the two lowest bidders and why they were disqualified. The committee approved the bid as presented by the administration for three years.

2. Phone System at HES, SES and TES:

Mr. Fickel and Mr. Romano discussed the need for new phone systems at Hatton, Strong and Thalberg. A discussion was held about the lack of available replacement parts of the current system and how phones play a vital part in daily communication for parents in schools. The administration recommended purchasing the system instead of financing the transaction over three years as we had budgeted. The committee agreed to purchase the system using a budget transfer of funds from the rental of equipment line of \$25,000 and from the magnet school tuition account of \$38,314.

Mr. Romano departed the meeting at 6:55pm.

3. Food Service Oven Bid (Grant Funded):

Mrs. Mellitt shared an informational item regarding the results of sealed Bid # 2024-11 for two (2) double ovens at Southington High School for the Food Service Kitchen. Seven vendors submitted bids and the bid was awarded to Chef's Depot. Due to the timing of installing the new oven during the April school break, the bid was awarded by the Superintendent's designee in the amount of \$38,142.64. The purchase will be fully funded by a grant awarded by the National School Lunch Equipment Assistance Grant from the Connecticut State Department of Education.



SOUTHINGTON PUBLIC SCHOOLS

STEVEN G. MADANCY

SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE

*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

BOARD OF EDUCATION

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4. Food Service Financial Review FY 24:

Mrs. Mellitt reviewed the results of the Food Service operations through the end of February 2024 including meal counts, an income statement and balance sheet.

Mrs. Mellitt reminded the committee of the different funding programs in the current year (STABLE) and the prior year (SMART). The prior year's SMART funds provided free breakfast and lunch for all students through December 5, 2022, at which time the lunch counts decreased significantly for the months of December 2022- February 2023.

The STABLE program in the current year provides breakfast at no cost to all students and lunch at no cost for the student eligible for free or reduced meals. The current year **lunch** meal counts are 42,242 lower than last year. We expect this variance to grow in future months since the previous year SMART funds returned to providing lunch at no cost to all students again as of March 1, 2023.

Current year STABLE funds continue to provide breakfast meals to all students at no cost this year. As a result, breakfast meal counts have increased by almost 58,000 meals over the prior year.

The income statement through February 28th shows a net income of \$144,530.

Mrs. Mellitt discussed the negative meal debt which has been in the news across the state this year. Pre-COVID meal debt was not a significant problem, however with new state regulations regarding child nutrition debt has become an issue. The district started sending text and email notifications directly to the parents using ParentSquare and has seen some response. On March 22nd, the negative student debt is \$11,256.75, with 67% of the debt owed by high school students.

5. Financial Update FY24:

Mrs. Mellitt reviewed the new approach to the financial update as recommended by the Finance Committee at our January meeting. A memo was presented with highlights of the current operating budget to actual. The most notable factor was the reimbursement rate of 70.46% for the Special Education Excess Cost Grant announced by the state (compared to the expected reimbursement of 88%). Our 23-24' operating budget was prepared based on historical reimbursement rates closer to 70%. Although the lower reimbursement rate is disappointing, the financial impact was not significant to our operations.



SOUTHINGTON PUBLIC SCHOOLS

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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6. MISCELLANEOUS:

Mrs. Mellitt requested a transfer of funds to better reflect the current year spending on technology. The 23-24 budget included \$248,700 to enter into a new Apple Lease, however, the district is in the process of moving away from Apple MacBooks and will be purchasing windows-based laptops for staff. As a result, \$248,700 is being transferred out of the Rental of Equipment (A/C 32510) and into a new account for Technology Equipment replacements (A/C 54400).

The next Finance Committee meeting is tentatively scheduled for Monday, April 29th at 7:00 pm.

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2023-2024 school year. This report includes activity for the month of February 2024.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

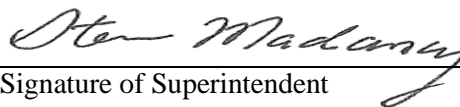
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda – February 2024

**Personnel Report
February 2024**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Angell, Jessica	Secondary Library Media & Instructional Technology	SHS	1.0	3-25-2024	6 th	\$98,500
CLASS	Arroyo, Erica	Nurse (LPN)	JAD	1.0	2-21-2024	N/A	\$26.76
CLASS	Bergeron, Katlynn	Paraeducator, CLC	HES	1.0	2-27-2024	N/A	\$19.59
CLASS	Calandra, Gabriel	Paraeducator	JFK	1.0	3-25-2024	N/A	\$18.36
CLASS	Christian, Jennifer	Custodian	MC	0.49	1-2-2024	N/A	\$16.38
CLASS	Heitmann, Brittany	Paraeducator	DES	0.88	3-11-2024	N/A	\$18.36
CLASS	Lebel, David	Custodian	SHS	0.49	3-4-2024	N/A	\$16.38
CERT	LiPuma, Abbey	Special Ed. Teacher, Pre-K	SES	1.0	4-1-2024	BA	\$52,000

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CERT	Albert, Susan	Mathematics Teacher	SHS	8-4-2024	19	RETIRE
CERT	Boccia, Andrea	School Psychologist	KES	4-6-2024	5	RESIGN
CLASS	Bregu, Boralba	ABA Therapist, FT, SLC	HES	3-13-2024	3 mo.	RESIGN
CLASS	Colegrove, Teresa	Executive Assistant	CO	7-1-2024	21	RETIRE
CLASS	D'Amato, Susan	Cafeteria Manager, FS	HES	7-1-2024	37	RETIRE
CLASS	Lord, Patricia	Paraeducator, FT	JFK	4-14-2024	11	RESIGN
CLASS	McAloon, Joyce	Paraeducator, FT	FES	4-6-2024	3 mo.	RESIGN
CLASS	McLean-Houle, Lee	Athletics Secretary	SHS	6-15-2024	16	RETIRE
CLASS	Molnar, Marilyn	Paraeducator, PT	FES	3-2-2024	1	RESIGN
CLASS	O'Sullivan, Candace	BCBA	District	1-26-2024	10	TERM
CLASS	Petrosino, Aidan	Paraeducator, FT, CLC	JFK	3-23-2024	7 mo.	RESIGN
CLASS	Ray, Brandon	Custodian, PT	SHS	4-3-2024	1	RESIGN
CLASS	Robinson, Lakeisha	Paraeducator, FT	JAD	2-29-2024	4 mo.	RESIGN
CLASS	Rogan, Elizabeth	Paraeducator, FT	DES	3-22-2024	1 mo.	RESIGN
CLASS	Sakowicz, Teresa	Paraeducator, FT	SHS	4-13-2024	2	RETIRE
CLASS	Smith, Steven	ML Tutor, FT	DES/OES	3-2-2024	4 mo.	RESIGN
CLASS	Torres, Jennifer	Paraeducator, PT	SES	3-14-2024	6 mo.	RESIGN

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
<i>None to report</i>						

TRANSFERS

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
<i>None to report</i>						

STIPENDS

COACHING

Resignations/Non-Renewals

Liquindoli, William	Varsity Football Asst. Coach	SHS	RESIGN
Mannion, Devin	Varsity Football Asst. Coach	SHS	RESIGN
Reney, Brianna	Freshman Girls Lacrosse Coach	SHS	RESIGN

Appointments

Corcoran, Jaclyn	Freshman Girls Lacrosse Coach	SHS	STIPEND
Deen, Scott	Freshman Baseball Coach	SHS	STIPEND

Personnel Report

February 2024

Guilmette, Hannah	Girls Softball Head Coach	JAD	STIPEND
Kavanaugh, Megan	Girls Soccer Head Coach	SHS	STIPEND
McAloon, James	Associate Athletic Director – Spring	SHS	STIPEND
Miceli, Logan	Indoor & Outdoor Track Asst. Coach	SHS	STIPEND
Reney, Brianna	Field Hockey Head Coach	SHS	STIPEND
Sullivan, Jaclyn	Outdoor Girls Track Head Coach	SHS	STIPEND
Wayton, Matthew	Boys Tennis Asst. Coach	SHS	STIPEND

OTHER

Resignations/Non-Renewals

None to report

Appointments

None to report

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: SHS New Course Proposal – Applications of Algebra – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – Applications of Algebra – Second Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that The Board of Education approve the SHS New Course Proposal – Applications of Algebra as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Mathematics

Please check appropriate item:

New Course:

Revised Course:

Course Title: Applications of Algebraic Concepts

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

Applications of Algebraic Concepts is a course designed for students who have successfully completed Algebra I and Geometry and would benefit from the reinforcement of those skills before embarking on a comprehensive study of higher-level algebraic concepts. The course will introduce each of the main function families (linear, exponential, quadratic, polynomial) through graphing and quickly progress to applications of these functions and methods of solving beyond the limitations of the coordinate plane. This is a strongly recommended course for every student who does not enroll in a full-year Algebra II.

The intention is for this ½ year course to support our students in their work in the College & Career Pathways. As the full-year Algebra II course is not a graduation requirement, and not a necessary component of every child’s educational plan, this “Concepts” course would introduce the priority standards of the Common Core Curriculum in preparation for SAT while allowing a mathematical trajectory that’s more appropriate for students who are not college bound.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The rationale for the design of this course is to continually provide mathematics instruction for all students at an appropriate level of challenge in addition to what would best support their future endeavors. The idea for this course stemmed from two different pathways:

- Current practice places students who have completed Geometry into an Algebra II course although they may not be college-bound and these abstract, challenging concepts are not necessary for their trajectory beyond SHS.
- There are a number of students who struggle to meet success in Algebra II due to the intense nature of the mathematics. This course would allow them to learn the essential material in greater depth as the topics are limited and planned with an intense focus.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

The course is designed for students who have completed the requirements of Algebra I and Geometry. (This is typically students entering grades 10 and 11.)

The course would be offered at an Academic level in the Program of Studies.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. **Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?**

- To evaluate the success of the course we would monitor three different data sources:
1. Requests for enrollment during the Course Recommendation process
 2. SAT Data of students who have completed the course
 3. Assessment/progress monitoring data of students enrolled and observations of lessons

5. **Cost – What are the anticipated costs for staff, textbooks, materials, other?**

Adding this course to the current Program of Studies would have no associated costs. The curriculum to be taught is a subset of our current Algebra II curriculum and would be written by SHS Math teachers who have experience with the course material and are potentially teaching the course in the 24-25 school year. Materials to support instruction would be adapted from Illustrative Mathematics (our current open-source curriculum being implemented) and other skill-based platforms.

	YEAR		
	I	II	III
Staff	\$ 0	\$	\$
Textbooks	\$ 0	\$	\$
Materials	\$ 0	\$	\$
Other	\$ 0	\$	\$
TOTAL	\$ 0	\$	\$

Comments: _____

Principal: Approved Denied

Signature

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: SHS New Course Proposal – Mathematics of Technology, Design and Innovation – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – Mathematics of Technology, Design and Innovation – Second Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS New Course Proposal – Mathematics of Technology, Design and Innovation as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Mathematics

Please check appropriate item:

New Course:

Revised Course:

Course Title: Mathematics for Technology, Design, and Innovation

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

This course includes instruction of mathematics as it directly relates to the introduction of design, engineering, manufacturing, and innovation. Instruction will strengthen mathematical skills and highlight the latest technology and tools while connecting math concepts to relevant machine applications, using industry-specific examples, realistic illustrations, and actual machine functions. Simple-to-complex problems and examples progress from general mathematics to trigonometry and solid geometry while demonstrating math at work in design, machine trades, and manufacturing.

If this course is successful in its first few years of running, there is potential to expand the offering to a 2-credit course, joint enrollment/co-taught with the Technology Education department.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The rationale for the design of this course is to continually provide mathematics instruction for all students at an appropriate level of challenge in addition to what would best support their future endeavors. Many of the students at our school are actively seeking employment in a trade or enrollment in a trade school after graduation and currently have no math courses that support that pathway. Additionally, our Program of Studies states that we encourage students to take 4 years of math before graduation. Currently, there are limited opportunities for students to do this unless they are working towards enrollment in a 2 or 4-year university. The Mathematics for Technology course will deepen students' understanding of foundational math skills and challenge them to regularly apply these skills to performance and design tasks relevant to a trade/career of interest.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

The course is designed for students who have completed the requirements of Algebra I and Geometry. (This is typically students entering grades 10 and 11.)

The course would be offered as a College Level Course (CLC) in the Program of Studies as we are seeking dual enrollment opportunities for students in conjunction with the Connecticut River Academy at Goodwin University. It will run as a one semester, .5 credit course.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

- To evaluate the success of the course we would monitor three different data sources:
1. Requests for enrollment during the Course Recommendation process
 2. Assessment/progress monitoring data of students enrolled and observations of lessons
 3. Post-secondary planning of students who enrolled in the course

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

- Adding this course to our program of studies will have no impact on our required FTEs for the coming school year. The curriculum is supplemented through two textbooks that will need to be purchased for student use:
- *Math for Machinists*, 2019 Edition by Huth; The Goodheart-Wilcox Company, Inc.; ISBN: 9781635632187 (\$84.48)
 - *Mathematics for Machine Technology*, Seventh Edition by John C. Peterson and Robert D. Smith; Cengage Learning; ISBN: 9781133281450 (\$99)

	YEAR		
	I	II	III
Staff	\$ 0	\$	\$
Textbooks	\$ 183.47	\$	\$
Materials	\$ 0	\$	\$
Other	\$ 0	\$	\$
TOTAL	\$ 183.47	\$	\$

Comments: Will be purchased with existing SHS Math Supply line.

Principal: Approved Denied

Signature 

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Middle School Family and Consumer Science – Revised Curriculum Grade 6 – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the Middle School Family and Consumer Science – Revised Curriculum Grade 6 – Second Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Middle School Family and Consumer Science – Revised Curriculum Grade 6 as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Understanding by Design
Grade: 6 Unit: Child Development Date: 2023

Stage 1 – Desired Results

Established Goal(s):

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
 - 4.2.5 Analyze strategies that promote children’s growth and development.

Unit Summary (14-15 classes):

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.

Transfer Goals:

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that...

- There is a range of normal development in children.
- One of the most important tasks of a caregiver is keeping children safe.

Essential Question(s):

- Why is it useful to know what children at various stages are capable of doing?
- How can I apply what I learned in the future?

Knowledge:

Students will know...

- stages of child development
- qualities of a safe environment
- developmentally appropriate games, books and activities

Skills:

Students will be able to...

- identify the stages of child development
- create a safe environment when working with children
- create developmentally appropriate games and activities

Content Vocabulary:

- developmental
- infant
- toddler
- preschooler
- caregiver

Stage 2 – Assessment Evidence

Performance Task(s):

Goal: Imagine that you work for a game developer. Your task is to design a simple board game for young children.

Role: Game Designer

Audience: Parents purchasing games.

Situation: You've been asked to design a game for young children.

Product Performance & Purpose: You will design a simple board game for young children.

The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

Standards & Criteria for Success: Your product must meet the following standards:

- game teaches skills appropriate for recommended ages
- planning a developmentally appropriate game
- game is safe for recommended ages

Differentiated Version of Task:

- Recreate an existing game

Rubric Criteria:

- Contributed to the group in a positive manner
- Identified age-appropriate topics & skills
- Created clear easy to understand directions
- Created eye catching & colorful visuals

Other Evidence:

- Observations: during lessons & discussions
- “Do Nows” & “Exit” cards
- Analysis of caregiving scenarios and environments.
- Toy recall assessment

Student Self-Assessments:

- K-W-L
- Rubric for performance task

Stage 3 – Learning Plan

Learning Activities:

- K-W-L (literacy)
- Post & discuss learning targets at the beginning of the unit
- Discuss culminating performance task
- Review scoring rubric (literacy & numeracy)
 - [Game Project Rubric](#)
- Identify situations beyond the classroom where this knowledge and skills can be applied
- Incorporate student experiences
- Ages and stages of development (literacy)
 - [Ages and Stages Chart](#)
- Qualities of a safe environment
 - [Safety and Health Concerns](#)
- Analyze care giving scenarios
- Age appropriate games, books and activities
 - [Toy Recall Activity](#)
 - [Age Appropriate Games, Books and Activities Chart](#)
 - [Babysitting Bag](#)
- Nutritious and age appropriate foods
- Use modified projects that have same outcome
- Reflection of learned skills (K-W-L) (literacy)

LEARNING TARGETS:

1 will learn...

- the stages of child development.
- qualities of a safe environment.
- developmentally appropriate games, books & activities.

TECHNOLOGY RESOURCES:

Online research opportunities

Understanding by Design
Grade: 6 Unit: Textiles Date: 2023

Stage 1 – Desired Results

Established Goal(s):

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
 - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

Unit Summary (14-15 classes):

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.

Transfer Goals:

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that...

- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

Essential Question(s):

- What is the value of knowing how to sew?
- What does quality work look like?
- How do safety rules protect everybody?
- How can I apply what I learned in the future?

Knowledge:

Students will know...

- how to perform basic hand sewing skills
- the different stitches and when to use each one
- how to follow visual, verbal & written instructions
- safety hazards that should be avoided

Content Vocabulary:

- seam allowance
- running stitch, overcast
- parallel, perpendicular

Skills:

Students will be able to...

- thread a needle, knot the end & fasten off after sewing
- use basic sewing equipment safely
- sew the running stitch & the overcast stitch
- construct a project using hand sewing techniques

Stage 2 – Assessment Evidence

Performance Task(s):

Build-A-Project:

Goal: Your goal is to construct a textile project.

Role: You are an assistant at a tailor shop.

Audience: The audience is shop clients.

Situation: You have been asked to construct a project for a client.

Product Performance & Purpose: You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

Standards & Criteria for Success: Your product must meet the following standards:

- Stitches must be proper distance from each other, seam allowance must be accurate
- Any extra parts must be securely attached
- No holes to allow stuffing to come out
- Equipment must be used properly & safely

Differentiated Version of Task:

- Practicing stitches on paper with lines to determine distances
- Completing a pre-cut project with pre-punched holes

Rubric Criteria:

- Cutting must be accurate to have a quality finished product
- Stitches must be neat, even & proper distance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to use time management skills to complete a project
- Overall neatness

Other Evidence:

- Prompts: What would happen if...?
- Prompts: Describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: complete various stitches
- Observations: during lessons, discussions & labs

Student Self-Assessments:

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Rubric for performance task

Stage 3 – Learning Plan

Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- What would happen if...?
- Present culminating performance task & review scoring rubric (literacy & numeracy)
 - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Visual, verbal & written instructions of various stitches (literacy & numeracy)
- Practice various stitches and estimate lengths of stitches (numeracy)
- Have students experience hands-on activities to explore the stitches (numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project instructions step-by-step (literacy)
 - [Emoji project directions](#)
- Allow student choices to make project unique
- Teach project in small steps and develop routine
- How could you improve your project?
- What are you most proud of? Why?
- Have additional products available for fast learners
- Reflection of learned skills (literacy)

LEARNING TARGETS:

I will learn...

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.

Understanding by Design

Grade: 6 Unit: Food Prep. Basics & Intro to Nutrition

Date: 2023

Stage 1 – Desired Results

Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

13.3 - *Demonstrate communication skills that contribute to positive relationships.*

13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication

Unit Summary: (30 days)

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.

Transfer Goals:

- **Critical Thinking Transdisciplinary Goal:**

- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, preserving and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding:

Students will understand.....

- the different parts of a table setting.
- proper table etiquette and its significance in social settings.
- the proper use of kitchen equipment to stay safe and prevent kitchen accidents.
- the proper sanitation procedures to prevent cross-contamination and foodborne illness.
- food preparation terms, techniques and equipment.
- identify what a recipe is and what are the different parts of a recipe.
- proper measuring skills related to large and small amounts of dry, solid and liquid ingredients.
- the purpose of the U.S.D.A.'s MyPlate

Knowledge:

Students will know.....

- how to set a table.
- how to follow proper table/eating etiquette in social settings.
- food safety and sanitation procedures
- kitchen safety and sanitation procedures
- how to read and successfully complete a recipe.
- how to properly and safely use different pieces of kitchen equipment.
- what makes a well-balanced meal to keep the human body function properly in relation to MyPlate.

Content Vocabulary:

- Etiquette
- Table Manners
- Table setting
- Silverware/Flatware
- Dinnerware/Glassware
- Napkin
- Sanitary
- Safety
- Cross Contamination
- Foodborne Illness
- Flammable
- Lacerations
- Perishable
- Recipe
- Abbreviations
- Varying kitchen equipment and tools

Essential Question(s):

- What is the importance of having proper table etiquette?
- What do I need to do to set the table?
- How can we be safe in the kitchen and prevent accidents?
- How can we be sanitary in the kitchen and prevent cross-contamination and foodborne illness?
- What are some commonly used techniques and terms used to prepare different types of foods?
- What are commonly used pieces of kitchen equipment?
- How do I safely use different types of kitchen equipment?
- Why do I need to eat foods from different food groups (from MyPlate) to create well balanced meals?

Skills:

Students will be able to.....

- demonstrate the proper way to set a table.
- demonstrate understanding of table etiquette while sharing a meal with others.
- identify/recognize food safety and sanitation procedures.
- demonstrate safety and sanitation skills when working in the kitchen.
- utilize kitchen equipment properly and safely to prepare a variety of foods.
- prepare a variety of foods representative of the MyPlate food groups.
- describe and discuss the importance of MyPlate in terms of healthy living.

- Varying kitchen equipment terms
- MyPlate food groups
- Varying measuring units (teaspoon, tablespoon, cups, ounces, etc.)
- Vitamin
- Mineral
- Nutrition

Stage 2 – Assessment Evidence

Performance Task(s):

Placemat

- **Goal:** To create a placemat representative of the “everyday” table setting.
- **Role:** Self
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to design a placemat that follows a specific theme that represents the “Everyday” table setting.
- **Product Performance & Purpose:** You will design and create a placemat using a specific theme that represents the “everyday” table setting. You will have the opportunity to exhibit your design.

Food Labs

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Differentiated Version of Task:

- Manipulatives
- Precut components of an “everyday” table setting
- Recipe, equipment and kitchen modifications as needed.

Rubric Criteria:

Visual representation of “everyday” place setting

- Organized/neat

Other Evidence:

- Class/group/individual activities and discussions
- Future foods lab experiences (eating a food together)
- Teacher rubric
- Exit Card
- Class review activities and discussions to review how to read a recipe, measure ingredients, parts of a recipe, kitchen equipment and cooking techniques, safety and sanitation, etc.

Student Self-Assessments:

- Class discussions/activities.
- Students will self-assess (using a rubric) their project prior to completion and handing it in.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Class discussions/activities.
- Students self-assess using food lab rubric.
- Reflections (group and whole class) of improvement will be discussed orally after each food lab.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Performance task rubric.

- Labeled
- Representative of theme
- Proper placement of “everyday” table setting

Food Labs

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

Stage 3 – Learning Plan

Learning Targets:

I will learn...

- how to set the table.
- about positive social interactions, table manners and etiquette.
- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- the U.S.D.A’s (United States Department of Agriculture) MyPlate symbolizes a personalized approach to make healthy food choices and to be physically active daily.
- individuals should use available information to make healthy food choices.
- basic kitchen terminology and techniques.
- varying kitchen tools and equipment with their use.

Learning Activities:

1. Begin with defining what table manners and dining etiquette means. Review the different ways to set a table - formal setting vs. everyday setting.
 - a. JAD - [Table Manners Presentation](#)
2. Create a placemat to help them remember the everyday table setting
 - a. JAD/JFK - [Placemat Project](#) & [Rubric](#)
3. Watch a video
 - a. JAD - Table Manner Murders (DVD or Youtube)
4. Define key words related to food and kitchen safety and sanitation.
 - a. JAD - [Notes/Presentation](#)
5. Various learning activities and performance tasks to introduce key vocabulary, ideas and themes.

Students read and discuss relevant selections from handouts to support learning activities and tasks.

 - a. JAD - [Article Connection](#)

Middle School Family & Consumer Science Curriculum Proposal



6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

Grade 6: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a textile project.

Role: You are an assistant at a tailor shop.

Audience: The audience is shop clients.

Situation: You have been asked to construct a project for a client.

Product Performance & Purpose: You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

Grade 6: Child Development Unit

Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



Performance task:

Goal: Imagine that you work for a game developer. Your task is to design a simple board game for young children.

Role: Game Designer

Audience: Parents purchasing games.

Situation: You've been asked to design a game for young children.

Product Performance & Purpose: You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



Performance task:

Placemat

Goal: To create a placemat representative of the "everyday" table setting.

Role: Self

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

Product Performance & Purpose: You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

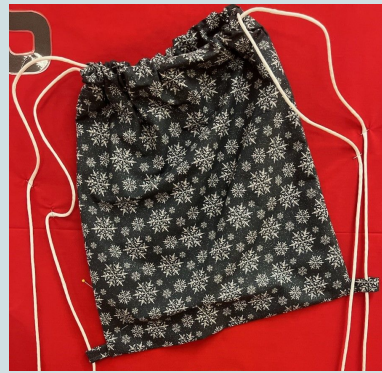
7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

Grade 7: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

Role: You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

Audience: The audience is your friend.

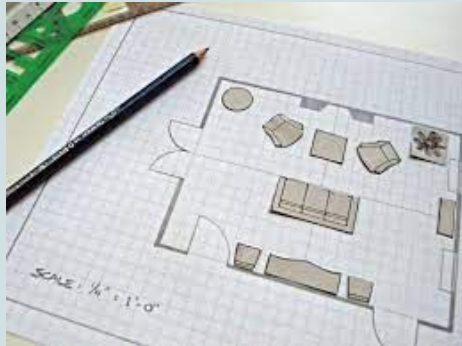
Situation: You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.

Grade 7: Interior Design Unit

Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



Performance task:

Goal: Your goal is to design a family living space for a client.

Role: You are an interior designer.

Audience: The client.

Situation: The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

Product Performance & Purpose: This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

Performance task:

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Foodborne Illness Project

Goal: To research a foodborne illness and create a visual presentation

Role: Student

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

Product Performance & Purpose: You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



Grade 7: Foods Around the World Unit

Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



Performance task:

Goal: To create a visual representation of a chosen unfamiliar country.

Role: Researcher/Tourist

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

Product Performance & Purpose: You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

Grade 8: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



Performance task:

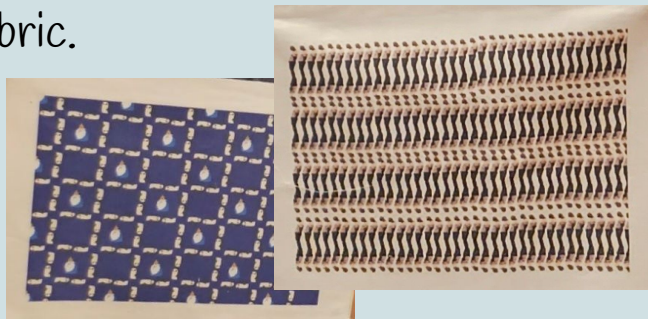
Goal: Your goal is to construct a project. You need to sew the project using the proper seam allowance.

Role: You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

Audience: Family and friends are your audience.

Situation: You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.



Grade 8: Independent Living Unit

Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



Performance task:



Goal: Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

Role: You are an adult in the 21st century workforce.

Audience: The facilitator.

Situation: You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

Product Performance & Purpose: You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

Grade 8: Food Preparation Review & Understanding Ingredients Unit

Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

Performance task:

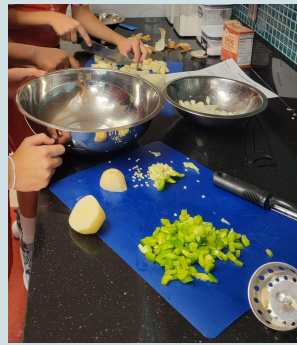
Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



Grade 8: Food/Meal Planning Unit

Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



Shopping List

Ingredient name (comes from your recipe from part 1)	Amount needed from recipe (don't forget to include the unit. Ex. slices, pounces, cups, etc)	# of packages/containers needed based on the recipe (hint: look at the food packaging)	Cost of 1 package/container of ingredient	Total cost (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

Performance task:

Goal: Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

Role: Meal/food planner and shopper

Audience: Facilitator (teacher and peers)

Situation: You have been asked to plan for a shop for a specific food/meal within a specific budget.

Product Performance & Purpose: You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Middle School Family and Consumer Science – Revised Curriculum Grade 7 – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the Middle School Family and Consumer Science – Revised Curriculum Grade 7 – Second Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Middle School Family and Consumer Science – Revised Curriculum Grade 7 as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Understanding by Design

Grade: 7 Unit: Interior Design Date: 2023

Stage 1 – Desired Results

Established Goal(s):

- 11.0 Integrate knowledge, skills, and practices required for careers in housing and interior design.
- 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Unit Summary (14-15 classes):

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.

Transfer Goals:

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that...

- Effective problem solvers work to understand the problem before attempting to solve it.
- Interiors can vary in design and still meet the needs of the inhabitant.

Essential Question(s):

- What does a functional room look like?
- How can I apply what I learned in the future?

Knowledge:

Students will know...

- the various elements of design
- the various styles of furnishings
- how to create a floor plan
- requirements necessary for a functional room
- how to research options for various client needs

Content Vocabulary:

- functional
- traffic pattern, clearance
- interior design style: modern, traditional, etc.
- the elements of design and their impact on a space: ex. line, shape, color, texture, etc.
- proportional vs. “to scale”

Skills:

Students will be able to...

- design a functional room
- apply knowledge of interior design to create a room for a client

Stage 2 – Assessment Evidence

Performance Task(s):

Goal: Your goal is to design a family living space for a client.

Role: You are an interior designer.

Audience: The client.

Situation: The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

Product Performance & Purpose: This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

Differentiated Version of Task:

- Tasks are differentiated based on IEP requirements.
- Creating visuals on paper instead of the computer

Rubric Criteria:

- Appropriate number of furnishing examples
- A functional floor plan
- Meets the needs of the client
- Ability to use time management skills to complete a project
- Remaining within budget

Other Evidence:

- Observations: during lessons & discussions
- "Do Nows" & "Exit" cards
- Analysis of various styles of furnishings
- Practice floor plans
- Design boards

Student Self-Assessments:

- Reflection & modification through design process
- Rubric for performance task

Stage 3 – Learning Plan**Learning Activities:**

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Discuss culminating performance task
- Review scoring rubric (literacy & numeracy)
 - [Client Living Room Project Rubric](#)
- Identify situations beyond the classroom where this knowledge and skills can be applied
- Incorporate student experiences
- Discuss terminology
- Presentation: design styles
 - [Design Styles Slideshow](#)
 - [Design Style Activity](#)
 - [Interior Design Style Research](#)
- Needs vs. wants (discussion)
- Practice a variety of floor plans
 - [Floor Plan Activity](#)
- Research ways to meet various client needs
 - [Mood Board Activity](#)
- Room design project
 - [Client Living Room Project](#)
- Use modified projects that have same outcome
- Reflection of learned skills (K-W-L) (literacy)

LEARNING TARGETS:

I will learn...

- various interior design terminology.
- various styles of furnishings.
- the requirements necessary for a functional room.
- how to create a floor plan.

TECHNOLOGY RESOURCES:

Students use the Internet to research information & use online programs to plan rooms/create storyboards.

Understanding by Design

Grade: 7 Unit: Textiles Date: 2023

Stage 1 – Desired Results

Established Goal(s):

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
 - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

Unit Summary (14-15 classes):

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.

Transfer Goals:**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):**Students will understand that...**

- Machines greatly affect how people work.
- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

Essential Question(s):

- What is the value of knowing how to sew?
- What does quality work look like?
- How can I apply what I learned in the future?
- How do safety rules protect everyone?

Knowledge:**Students will know...**

- the various parts of the sewing machine
- how to operate the sewing machine safely
- how to follow visual, verbal & written instructions

Content Vocabulary:

- seam allowance
- backstitch
- face & back of fabric
- pivoting

Skills:**Students will be able to...**

- identify the various parts of the sewing machine
- practice safe use of the sewing machine
- thread and operate the machine properly
- construct a project using machine sewing techniques

Stage 2 – Assessment Evidence

Performance Task(s):**Machine Sewing:**

Goal: Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

Role: You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

Audience: The audience is your friend.

Situation: You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.

Standards & Criteria for Success: Your product must meet the following standards:

- Stitches must be proper distance from the edge, seam allowance must be accurate
- All parts must be securely attached
- No holes

Differentiated Version of Task:

- Completing the same project by hand rather than by machine
- Completing a different project that is less/more complex

Rubric Criteria:

- Cutting must be accurate to have a quality finished product
- Stitches must be proper seam allowance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to use time management skills to complete project
- Overall neatness

Other Evidence:

- Prompts: describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: follow various lines on paper by machine (without thread)
- Student work samples: sewing skills on fabric by machine (with thread)
- Observations: during lessons, discussions & labs

Student Self-Assessments:

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Rubric for performance task

Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Present culminating performance task
- Review scoring rubric (literacy & numeracy)
 - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Identify & discuss sewing machine parts
- Visual, verbal & written instructions of threading the machine (literacy & numeracy)
- Demonstrate following various lines with the machine
- Have students experience hands-on activities to explore the sewing machine (literacy & numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project instructions step-by-step (literacy)
 - [Starfish project directions](#)
 - [Drawstring Bag Project Directions](#)
- Teach projects in small steps and develop a routine
- How could you improve your project?
- What are you most proud of? Why?
- Have additional products available for fast learners
- Reflection of learned skills (literacy)

LEARNING TARGETS:**I will learn...**

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to perform basic machine sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.

Understanding by Design

Unit: Food Prep. Fundamentals and Staple Food Around the World

Date: 2023 Grade: 7th

Stage 1 – Desired Results

Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

Unit Summary: (20-22 days)

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

Transfer Goals:

- **Critical Thinking Transdisciplinary Goal:**

- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that.....

- foodborne illness can be prevented following proper safety and sanitation procedures.
- proper measuring techniques
- what a complete recipe is and how to read it using abbreviations and equivalents
- similarities and differences of food customs of the United States and other countries.
- food preparation terms, techniques and equipment of other countries.
- staple foods are prepared in different way around the world

Essential Question(s):

- What factors lead to food borne illness?
- How can illness and disease be prevented?
- What techniques, skills and procedures are required to successfully complete a recipe to ensure the correct outcome?
- How can we read a recipe?
- What are staple foods and how are they important to a healthy diet?
- How does food preparation vary around the world?

Knowledge:

Students will know.....

- importance of foodborne illness prevention.
- health and safety measures to utilize when working in the kitchen.
- how to prepare a variety of foods.
- health and safety measures to utilize when working in the kitchen.
- causes, symptoms and prevention of varying foodborne illnesses.
- food preparation terms, techniques and equipment.
- how to prepare a variety of foods.

Content Vocabulary:

- Foodborne Illness
- Hygiene
- Cross-contamination
- Temperature Control
- Sanitize
- Biological, Chemical, Physical Hazards
- Varying recipe abbreviations
- Varying recipe equivalents
- Varying kitchen equipment and tools
- Varying kitchen equipment terms

Skills:

Students will be able to.....

- identify and demonstrate the procedures necessary to avoid the spread of foodborne illness.
- demonstrate safety and sanitation skills when working in the kitchen.
- utilize kitchen equipment properly to prepare a variety of foods representative of staple foods around the world..
- identify varying pieces of kitchen equipment and utensils.

Stage 2 – Assessment Evidence

Performance Task(s):**Foodborne Illness Project**

- **Goal:** To research a foodborne illness and create a visual presentation
- **Role:** Student
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)
- **Product Performance & Purpose:** You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.

Food Labs

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Other Evidence:

- Prompts: What are the symptoms and prevention of different food borne illnesses?
- Class Research Activities and poster completion
- Prompts: What do we need to know to complete labs successfully?
- Class review Activities - games, worksheets
- Teacher rubric

Student Self-Assessments:

- Students self-grade using project rubric
- Students self-assess using food lab rubric.
- Reflections (group and whole class) of improvement will be discussed orally after each food lab.
- Class discussions/activities.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.

Differentiated Version of Task:**Foodborne Illness Project**

- Guided research
- Individual/Team work

Food Labs

- Recipe, equipment and kitchen modifications as needed.

Rubric Criteria:**Foodborne Illness Project**

- Identify and describe foodborne illness
 - Prevention
 - Cause
 - Symptoms
- Visual representation
 - Neat/organized
- Credible sources

Food Labs

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

Stage 3 – Learning Plan**Learning Targets:**

I will learn...

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- about foodborne illnesses.
- basic kitchen terminology and techniques appropriately.
- varying kitchen tools and equipment with their use.
- about food preparation terms, techniques and equipment of other terms.
- about what a staple food is and how it is used in different parts of the world and why.

Learning Activities:

1. Begin unit vocabulary in relation to safety and sanitation and discuss ways to prevent illness, cross contamination and food spoilage.
 - a. JAD - [Safety & Sanitation Presentation](#)
 - b. JFK- Video: [Clean](#)
 - c. JFK- Video [Separate](#)

- d. JFK Video [Cook](#)
 - e. JFK Video [Chill](#)
 - f. JFK [Food Safety: Clean/Separate/Cook/Chill](#)
2. Review kitchen safety and sanitation scenarios to define what went wrong.
 - a. JAD - [CSI - Student Lead](#)
 - b. JAD - [CSI - Student Lead - W.S.](#)
 - c. JAD - [CSI - Teacher Lead \(Digital w/ Pics.\)](#)
 - d. JAD - [CSI - Teacher lead \(in person - classroom setup\)](#)
 3. Students are assigned a project in which they design a poster to show their foodborne illness research and findings, and participate in a class share activity.
 - a. JAD - [Foodborne Illness Intro. Presentation](#)
 - b. JAD - [Foodborne Illness Project](#)
 - c. JAD - [Foodborne Illness Comparison](#)
 4. Continue to define unit vocabulary and review kitchen equipment, measuring techniques, cooking terms, and reading recipes. Students complete worksheets, activities and review games.
 - a. JAD - [Kitchen Equipment Headbands Game](#)
 - b. JAD - [Breakout Box](#)
 - c. JFK - [Kitchen Math & Measuring~Part I](#)
 - d. JFK - [Pancakes \(recipe\)](#)
 5. Review lab setup
 - a. JAD - [Lab Setup](#)
 6. Teach and discuss what staple foods are and their importance in how/what people eat around the world. Students view videos and discuss how staple foods such as rice, pasta, bread, cookies, pancakes or potatoes are prepared. Review and discuss methods and techniques for food prep.
 - a. JAD - [Rice Presentation](#)
 - b. JAD - [Pancakes Presentation](#)
 - c. JAD - [Pasta Presentation](#)
 - d. JAD - [Bread Presentation](#)
 - e. JAD - [Cookies Presentation](#)
 7. Students prepare staple food recipes.
 - a. JAD - [Recipes](#)
 - b. JFK - [Oven-Roasted Potatoes \(recipe\)](#)
 - c. JFK - [Apple Strudel\(recipe\)](#)
 - d. JFK - [Crudite \(recipe\)](#)
 - e. JFK - [Minestrone Soup \(recipe\)](#)

Technology Resources:

- Videos/slides on how foodborne illness and food handling

- Research online using a variety of websites
- Google Suite

Understanding by Design

Unit: Foods Around the World **Grade:** 7th **Date:** 2023

Stage 1 – Desired Results

Established Goal(s):

14.1 *Analyze factors that influence nutrition and wellness practices across the life span.*

14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices

8.4 *Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.*

6.2 *Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.*

Unit Summary: (8-10 days)

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to understand better the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.

Transfer Goals:

- **Critical Thinking Transdisciplinary Goal:**

- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Communication Transdisciplinary Goal:**

- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand.....

- native foods and food customs of other countries.
- similarities and differences of food customs of the United States and other countries.
- staple foods are prepared in different ways around the world

Essential Question(s):

- What do I need to know about the food customs and factors that influence the food of the country we are studying?
- What can I understand better about other people around me by studying and learning about varying countries around the world?

Knowledge:

Students will know.....

- the demographics, customs of the country and how it affects their food and cultural traditions.
- the native foods and customs of the country.
- factors that influence the food customs. introductory components of a food related business

Content Vocabulary:

- Staple Food
- Custom
- Eating Habits

Skills:

Students will be able to.....

- identify and describe the food and customs of varying countries around the world.
- create a visual presentation of their research.

Performance Task(s):**Food From Around the World Project**

- **Goal:** To create a visual representation of a chosen unfamiliar country.
- **Role:** Researcher/Tourist
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual representation of the unfamiliar chosen researched country.
- **Product Performance & Purpose:** You will complete a research project that includes information about your chosen country. Then create a visual representation of your information.

Differentiated Version of Task:

- Guided research/activities
- Modified research/activities
- Individual/team
- Visual presentation modification

Rubric Criteria:

- Background information about Country
- Staples foods
- Eating Habits
- Holiday Foods/holiday celebration
- Ordinary meals/foods
- Recipe/recipe description
- Credible sources
- Visual presentation
 - Neat/organized

Other Evidence:

- Prompts: Examine and describe the differences between your culture and the cultures of the countries students are studying.
- Class activities and discussions
- Teacher rubric

Student Self-Assessments:

- Class discussions/activities.
- Students will self-assess their project prior to completion and handing it in.

Stage 3 – Learning Plan

Learning Targets:

- how other countries are similar and different in food and customs to the United States.
- what holidays are celebrated and how/why they are celebrated.
what foods are native to other countries.
- what spices/seasonings/herbs are used in other countries.
- what are food traditions of other countries

Learning Activities:

1. Begin with reviewing content vocabulary - staple food and custom.
2. Students research the culture, customs and foods of different countries. They will make a visual presentation and participate in a class share activity
 - a. JAD - [Food Truck Project \(multiple parts\)](#)

Technology Resources:

- Research online using a variety of available websites
- Google Suite

Middle School Family & Consumer Science Curriculum Proposal



INTERIOR
DESIGN



6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

Grade 6: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a textile project.

Role: You are an assistant at a tailor shop.

Audience: The audience is shop clients.

Situation: You have been asked to construct a project for a client.

Product Performance & Purpose: You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

Grade 6: Child Development Unit

Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



Performance task:

Goal: Imagine that you work for a game developer. Your task is to design a simple board game for young children.

Role: Game Designer

Audience: Parents purchasing games.

Situation: You've been asked to design a game for young children.

Product Performance & Purpose: You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



Performance task:

Placemat

Goal: To create a placemat representative of the "everyday" table setting.

Role: Self

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

Product Performance & Purpose: You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

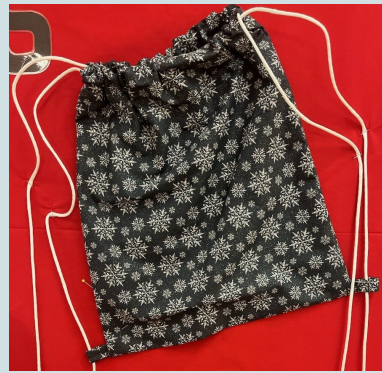
7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

Grade 7: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

Role: You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

Audience: The audience is your friend.

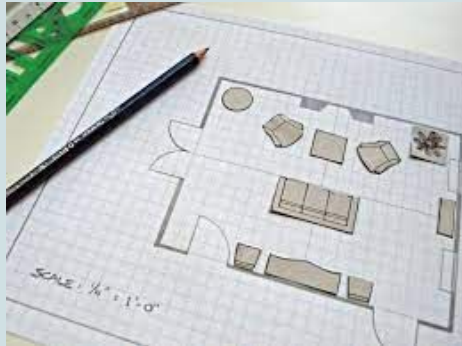
Situation: You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.

Grade 7: Interior Design Unit

Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



Performance task:

Goal: Your goal is to design a family living space for a client.

Role: You are an interior designer.

Audience: The client.

Situation: The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

Product Performance & Purpose: This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

Performance task:

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Foodborne Illness Project

Goal: To research a foodborne illness and create a visual presentation

Role: Student

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

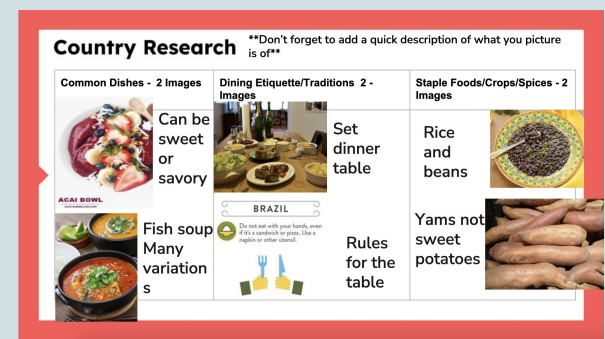
Product Performance & Purpose: You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



Grade 7: Foods Around the World Unit

Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



Performance task:

Goal: To create a visual representation of a chosen unfamiliar country.

Role: Researcher/Tourist

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

Product Performance & Purpose: You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

Grade 8: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



Performance task:

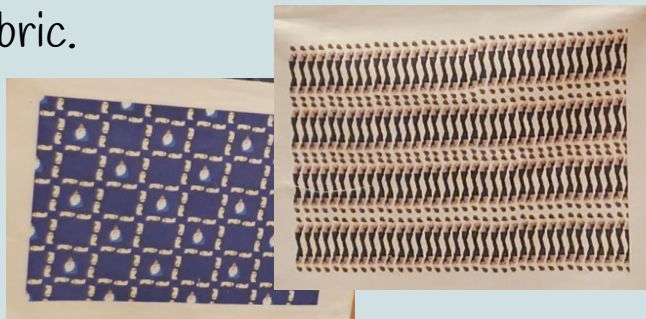
Goal: Your goal is to construct a project. You need to sew the project using the proper seam allowance.

Role: You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

Audience: Family and friends are your audience.

Situation: You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.



Grade 8: Independent Living Unit

Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



Performance task:



Goal: Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

Role: You are an adult in the 21st century workforce.

Audience: The facilitator.

Situation: You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

Product Performance & Purpose: You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

Grade 8: Food Preparation Review & Understanding Ingredients Unit

Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

Performance task:

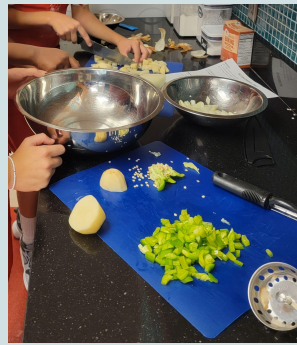
Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



Grade 8: Food/Meal Planning Unit

Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



Shopping List

Ingredient name (comes from your recipe from part 1)	Amount needed from recipe (don't forget to include the unit. Ex. slices, pounces, cups, etc)	# of packages/containers needed based on the recipe (hint: look at the food packaging)	Cost of 1 package/container of ingredient	Total cost (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

Performance task:

Goal: Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

Role: Meal/food planner and shopper

Audience: Facilitator (teacher and peers)

Situation: You have been asked to plan for a shop for a specific food/meal within a specific budget.

Product Performance & Purpose: You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 10 f.

AGENDA REPORTING FORM

Agenda Topic: Middle School Family and Consumer Science – Revised Curriculum Grade 8 – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the Middle School Family and Consumer Science – Revised Curriculum Grade 8 – Second Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Middle School Family and Consumer Science – Revised Curriculum Grade 8 as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Understanding by Design

Grade: 8 Unit: Independent Living Date: 2023

Stage 1 – Desired Results

Established Goal(s):

- 2.0 Comprehensive Standard: Evaluate management practices related to the human, economic, and environmental resources.
- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
 - 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
 - 2.1.7 Apply consumer skills to decisions about recreation.

Unit Summary (14-15 classes):

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.

Transfer Goals:

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that...

- Effective problem solvers work to understand the problem before attempting to solve it.
- Lifelong learning promotes lifelong success.
- Change is constant, so adaptability is necessary.

Essential Question(s):

- How can I apply what I learned in the future?
- What do you feel is needed to be successful in your life?
- What is the role of math in independent living?

Knowledge:

Students will know...

- how to balance life roles
- integrate growth, change and emergencies into meeting personal goals
- how to make informed decisions
- how to utilize resources for independent living

Skills:

Students will be able to...

- research information to make the most informed decisions
- live within a budget
- learn how to deal with change and adapt

Content Vocabulary:

- needs vs. wants
- occupations
- lifestyle
- budget
- salary
- deductions
- expenses

Stage 2 – Assessment Evidence

Performance Task(s):

Independent Living:

Goal: Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

Role: You are an adult in the 21st century workforce.

Audience: The facilitator.

Situation: You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

Product Performance & Purpose: You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

Standards & Criteria for Success: Your experience must meet the following standards:

- utilize time wisely
- set goals, plan & problem solve to make wise decisions
- reflect on skills learned

Differentiated Version of Task:

- Handouts with prompts & formulas provided

Rubric Criteria:

- time management
- goal setting/planning
- problem solving/critical thinking
- decision making

Other Evidence:

- Prompts: given various scenarios, how would you adapt/make adjustments?
- Class discussions
- Real life simulations
- Reflections
- Observations: during activities and research opportunities

Student Self-Assessments:

- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Self monitoring progress

Stage 3 – Learning Plan

Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Review scoring rubric (literacy & numeracy)
 - [Vacation Planning Rubric](#)
 - [Online Shopping Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Discuss how students envision their future
- Research careers they would consider for themselves
 - [Career Exploration](#)
 - [Career Research](#)
- Make decisions about adult life while working within a budget
 - [House Hunt Activity](#)
 - [Budget & Expenses Activity](#)
 - [My Income and Expenses](#)
 - [Keeping Your Balance Activity](#)
- Using newly acquired skills about making informed decisions, research options for various scenarios
 - [Product Evaluation](#)
 - [Savvy Shopper Challenge](#)
 - [Online Shopping Project](#)
 - [Vacation Planning Project](#)
- Incorporate student experiences into ongoing activities
- Self assess progress

- How could you be more successful?
- What are you most proud of? Why?
- Reflection of learned skills (literacy)

LEARNING TARGETS:

I will learn...

- various financial terminology.
- how to live within a budget.
- how to make informed decisions.
- how to utilize resources for independent living.

TECHNOLOGY RESOURCES:

Online research opportunities

Understanding by Design

Grade: 8 Unit: Textiles Date: 2023

Stage 1 – Desired Results

Established Goal(s):

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.3 Demonstrate fashion, apparel, and textile design skills.
 - 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
 - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

Unit Summary (14-15 classes):

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will create a design to be printed on fabric.

Transfer Goals:

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that...

- Machines greatly affect how people work.
- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

Essential Question(s):

- What is the value of knowing how to sew?
- What does quality work look like?
- How can I apply what I learned in the future?
- How do safety rules protect everyone?

Knowledge:

Students will know...

- how to design a pattern for printing on a textile printer
- the various parts of the sewing machine
- safety hazards that should be avoided
- how to operate the sewing machine/serger
- how to follow visual, verbal & written instructions

Content Vocabulary:

- printing vs. dyeing
- pattern repeat
- seam allowance
- backstitch
- face & back of fabric

Skills:

Students will be able to...

- create a design to print on fabric
- identify the various parts of the sewing machine
- practice safe and proper use of the sewing machine/serger
- thread and operate the machine/serger
- construct a project using machine sewing techniques

Stage 2 – Assessment Evidence

Performance Task(s):

Machine Sewing:

Goal: Your goal is to construct a project. You need to sew the project using the proper seam allowance.

Role: You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

Audience: Family and friends are your audience.

Situation: You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.

Standards & Criteria for Success: Your product must meet the following standards:

- Stitches must be proper distance from the edge
- All parts must be securely attached
- No holes

Differentiated Version of Task:

- Completing the same project by hand rather than by machine
- Completing a different project that is less/more complex

Rubric Criteria:

- Cutting must be accurate to have a quality finished product
- Stitches must be the proper seam allowance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to apply time management skills
- Overall neatness

Other Evidence:

- Prompts: describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: follow various lines on paper by machine (without thread)
- Student work samples: sewing skills on fabric by machine (with thread)
- Observations: during lessons, discussions & labs

Student Self-Assessments:

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)

Stage 3 – Learning Plan

Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Present culminating performance task
- Review scoring rubric (literacy & numeracy)
 - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Introduce students to textile design program & printer
- Discuss repeat in design
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Identify & discuss parts of the sewing machine
- Visual, verbal & written instructions of threading the machine/serger (literacy & numeracy)
- Demonstrate following various lines with the machine
- Have students experience hands-on activities to explore the textile design program and sewing machine/serger (literacy & numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project directions step-by-step (literacy)
 - [Locker Organizer Project Directions](#)
 - [Bug project directions](#)
- Teach projects in small steps and develop a routine
- Have additional products available for fast learners
- Reflection of learned skills (literacy)
 - How could you improve your project?
 - What are you most proud of? Why?

LEARNING TARGETS:

I will learn...

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to perform basic machine sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.
- how to create a design to print on fabric.

TECHNOLOGY RESOURCES:

Textile design on fabric printer

Understanding by Design

Unit: Food Prep. Review & Understanding Ingredients

Grade: 8th

Date: 2023

Stage 1 – Desired Results

Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

Unit Summary: (22-24 days)

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will also learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and class activities and food labs.

Transfer Goals:

- **Critical Thinking Transdisciplinary Goal:**

- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
-

Understanding(s):

Students will understand.....

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- the importance of foodborne illness prevention
- proper measuring techniques
- what a complete recipe is and how to read it using abbreviations and equivalents
- what role different ingredients play in a recipe

Essential Question(s):

- How can we prevent accidents in the kitchen?
- How can we prevent sickness and spreading germs when preparing food?
- What role do ingredients play in recipe success?

Knowledge:

Students will know.....

- food safety and sanitation procedures
- kitchen safety and sanitation procedures
- how to measure accurately.
- how to use a variety of kitchen equipment and tools.
- how to prepare a variety of foods.
- the functions of ingredients and why they are critical to a recipe
- food preparation terms, techniques and equipment.
- health and safety measures to utilize when working in the kitchen.
- how to prepare a variety of foods.

Content Vocabulary:

- Sanitary
- Safety
- Cross Contamination
- Foodborne Illness
- Flammable
- Lacerations
- Perishable
- Parts of a Recipe
- Abbreviations
- Equivalents
- Varying kitchen equipment and tools
- Varying kitchen equipment terms
- Leavening Agents
- Spices

Skills:

Students will be able to.....

- identify/recognize/demonstrate food safety and sanitation procedures.
- complete review sheets: abbreviations, measuring, cooking terms, and equipment
- identify varying pieces of kitchen equipment and utensils.
- utilize kitchen equipment properly to prepare a variety of foods in the food labs.
- utilize kitchen equipment properly to prepare a variety of foods.
- successfully prepare foods with lab group

Stage 2 – Assessment Evidence

Performance Task(s):

Food Labs

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Differentiated Version of Task:

- Recipe, equipment and kitchen modifications as needed.

Rubric Criteria:

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

Other Evidence:

- Exit cards
- Class review activities and discussions to review how to read a recipe, measure ingredients, kitchen equipment and cooking techniques, safety and sanitation, etc.
- Teacher rubric

Student Self-Assessments:

- Class discussions/activities
- Performance task rubric.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.

Stage 3 – Learning Plan

Learning Targets:

I will learn...

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- basic kitchen terminology and techniques appropriately.
- varying kitchen tools and equipment with their use.
- the importance of foodborne illness prevention.
- about the functions of different ingredients (culinary chemistry).
- about frequently used culinary terminology.

Learning Activities:

1. Begin with various learning activities and performance tasks to introduce key vocabulary, ideas and themes. Students read and discuss relevant selections from handouts to support learning activities and tasks.
 - a. JAD - [Safety & Sanitation Presentation](#)
 - b. JAD - [Safety & Sanitation Notes](#)
2. Show and discuss videos related to food safety and kitchen safety. Discuss potential problems from not following sanitation and safety guidelines.
 - a. JAD - Video w/ Exit Card
 - b. JFK- [Kitchen and Food Safety Video](#)
 - c. JFK- [Signs of Safety](#)
3. Teach and discuss different recipe preparation techniques, methods and equipment.
 - a) JAD - [8th Grade Equipment Scramble Review](#)
 - b) JAD - [Measuring Tools & Techniques](#)
 - c) JAD - [Review Poster](#)
 - d) JFK - [Kitchen Math and Measuring~ Part II](#)
4. Review lab safety and procedures.
 - a. JAD - [Food Lab Setup](#)
 - b. JAD - [Relay Race](#)

5. Define vocab, teach and discuss the functions of ingredients and their importance in how recipes are created. Students also view videos and discuss how preparing and using ingredients affect recipe outcomes.

- a. JAD - [Leavening Agents](#)
- b. JAD - [Sweeteners](#)
- c. JAD - [Knife Skills](#)
- d. JAD - [PYO Quick Bread](#)
- e. JAD - [Recipes](#)

Technology Resources:

- Research online using a variety of websites available
- Google Suite
- Videos/presentations/activities on preparation techniques, methods and equipment.
- Videos/presentations/activities on measuring, reading recipes

Understanding by Design

Unit: Food/Meal Planning

Grade: 8th

Date: 2023

Stage 1 – Desired Results

Established Goal(s):

2.1.2 - Analyze how individuals and families make choices to satisfy needs and wants.

2.5 - *Analyze relationships between the economic system and consumer actions*

2.5.1 - Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

Unit Summary: (6-8 days)

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning for and shopping for food. They will use this information to complete a budgeting project.

Transfer Goals:

- **Critical Thinking Transdisciplinary Goal:**

- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Communication Transdisciplinary Goal:**

- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Understanding(s):

Students will understand that.....

- the importance of having a budget
- the importance of meal/food planning

Essential Question(s):

- What is meal/food planning and why is it important?
- What are ways to plan and shop for meals/foods while maintaining a budget?

Knowledge:

Students will know.....

- how to create food/meal plan using a budget and shopping list
- methods to shop for foods/meals to ensure they stay in budget

Skills:

Students will be able to.....

- food/meal plan within a specific budget.
- shop for food and stay within budget

Content Vocabulary:

- Budget
- Generic name
- Brand name

Stage 2 – Assessment Evidence

Performance Task(s):

Food/Meal Planning Project:

- **Goal:** Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.
- **Role:** Meal/food planner and shopper
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to plan for a shop for a specific food/meal within a specific budget.
- **Product Performance & Purpose:** You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.

Differentiated Version of Task:

- Provide guided assistance with planning and budgeting.
- Individual/team work.

Rubric Criteria:

- Planning
- Costing
- Budget

Other Evidence:

- Varying class activities and discussions
- Teacher Rubric

Student Self-Assessments:

- Class discussions/activities.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Performance task rubric.

Stage 3 – Learning Plan

Learning Targets:

I will learn...

- how to plan a food or meal based on resources available including staple ingredients.
- how to choose ingredients/recipes based on needs.
- ways to save money to help stay within a budget when shopping for food.

Learning Activities:

1. Begin with defining key words related to budgeting and meal/food planning. We go over/discuss how to plan food/meal, find recipes, create a shopping list, and costing.
 - a. JAD - [Meal/Food Planning on a Budget](#)
 - b. JAD - [Making a Shopping List](#)
2. Students are assigned a project in which they will complete research, make a visual presentation and participate in a class share activity.
 - a. JAD - [Budgeting Project Folder](#)

Technology Resources:

- Videos/clips on budgeting
- Google Suite



Middle School Family & Consumer Science Curriculum Proposal



6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

Grade 6: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a textile project.

Role: You are an assistant at a tailor shop.

Audience: The audience is shop clients.

Situation: You have been asked to construct a project for a client.

Product Performance & Purpose: You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

Grade 6: Child Development Unit

Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



Performance task:

Goal: Imagine that you work for a game developer. Your task is to design a simple board game for young children.

Role: Game Designer

Audience: Parents purchasing games.

Situation: You've been asked to design a game for young children.

Product Performance & Purpose: You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



Performance task:

Placemat

Goal: To create a placemat representative of the "everyday" table setting.

Role: Self

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

Product Performance & Purpose: You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

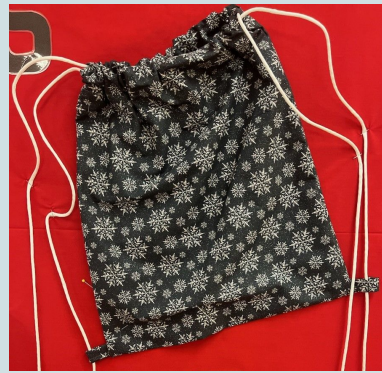
7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

Grade 7: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



Performance task:

Goal: Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

Role: You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

Audience: The audience is your friend.

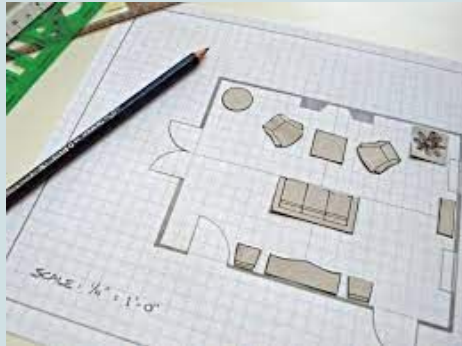
Situation: You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.

Grade 7: Interior Design Unit

Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



Performance task:

Goal: Your goal is to design a family living space for a client.

Role: You are an interior designer.

Audience: The client.

Situation: The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

Product Performance & Purpose: This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

Performance task:

Food Labs

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

Foodborne Illness Project

Goal: To research a foodborne illness and create a visual presentation

Role: Student

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

Product Performance & Purpose: You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



Grade 7: Foods Around the World Unit

Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



Performance task:

Goal: To create a visual representation of a chosen unfamiliar country.

Role: Researcher/Tourist

Audience: Facilitator (teacher) and peers.

Situation: You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

Product Performance & Purpose: You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

Grade 8: Textiles Unit

Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



Performance task:

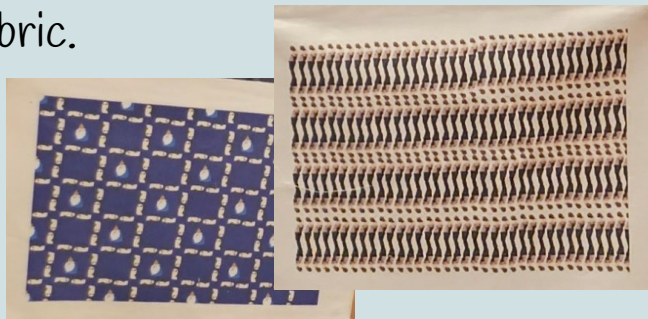
Goal: Your goal is to construct a project. You need to sew the project using the proper seam allowance.

Role: You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

Audience: Family and friends are your audience.

Situation: You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

Product Performance & Purpose: You will create a project using appropriate seam allowances that are the proper distance from the edge.



Grade 8: Independent Living Unit

Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



Performance task:



Goal: Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

Role: You are an adult in the 21st century workforce.

Audience: The facilitator.

Situation: You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

Product Performance & Purpose: You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

Grade 8: Food Preparation Review & Understanding Ingredients Unit

Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

Performance task:

Goal: Prepare food in a lab setting with partners/groups

Role: Kitchen Staff (varying jobs & responsibilities)

Audience: Facilitator (teacher and peers)

Situation: You have been asked to demonstrate teamwork to successfully follow a recipe.

Product Performance & Purpose: You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



Grade 8: Food/Meal Planning Unit

Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



Shopping List

Ingredient name (comes from your recipe from part 1)	Amount needed from recipe (don't forget to include the unit. Ex. slices, pounces, cups, etc)	# of packages/containers needed based on the recipe (hint: look at the food packaging)	Cost of 1 package/container of ingredient	Total cost (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

Performance task:

Goal: Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

Role: Meal/food planner and shopper

Audience: Facilitator (teacher and peers)

Situation: You have been asked to plan for a shop for a specific food/meal within a specific budget.

Product Performance & Purpose: You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **Board Meeting Date** March 28, 2024
Decision Requested X **Agenda Code** 11 b.

AGENDA REPORTING FORM

Agenda Topic: Leonard and Gladys Joll Scholarship Recipient

Summary of Issue: The Leonard and Gladys Joll Scholarship applications were reviewed by the appointed committee and a recipient was selected to be recommended for Board approval.

Background: Annually the Board of Education selects a recipient for the Leonard and Gladys Joll Scholarship. The recipient's name will not be announced at this meeting, so it will be kept confidential until the Southington High School Awards Ceremony.

Alternative Strategies: Reject

Cost (if applicable): \$300.00 **Funding Source:** Joll Scholarship Fund


Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the recipient recommended by the Gladys Joll Scholarship subcommittee.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date March 28, 2024

Decision Requested X

Agenda Code 11 c1.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Grades 9-12, Music Department – Hartford, CT
 - 4/4/24 - 4/6/24

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

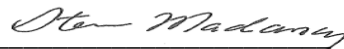
Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Music Department**

Hartford, CT

(4/4/24 – 4/6/24)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: March 18, 2024

Out of State: Yes [] No [X]

Miles Round Trip: NA

Overnight: Yes [X] No []

April 4-6th All-State Music Festival

Southington High School School

Music Department Class/Group

Date of Trip

Name and Address of Destination CT Convention Center-100 Columbus Blvd Hartford, CT 06103

Reasons for Field Trip All-State Music Festival

Itinerary (attach if needed) See Attached

Departure Date/Time 8:00am 4/24

Return Date/Time 5:00pm 4/6/24

Type of Field Trip (Required Ratio - Student : Teacher/Chaperone):

- [X] Academic (15:1) [] Non-Academic (10:1) [] Abroad (8:1)

#of Students: 4 #of Teachers/Chaperones :1 #of Buses 0

Have definite arrangements been made at the field trip destination? [X] Yes [] No

[X] Have met with nurse to address student health needs.

Nurse's Signature Michelle Johnson RN

Date 3/20/24

[] (TRIPS REQUIRING BOE APPROVAL ONLY) - Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes [X] No []

Lift Van Needed? Yes [] No [X]

COST AND FINANCING

Source of Funds

TOTAL Anticipated Cost of Trip \$425.00

Board of Education Contribution \$

Other \$

Fundraising Activity (\$)

BALANCE \$

Student Contribution

Transportation \$0

Entrance Fees, Room & Board \$

TOTAL Cost of Trip to Each Student \$0

Totals

Additional Notes

Per student paid by BOE

Students @ \$

Students @ \$

PRINT NAME AND SIGN

Teacher Sara Ossiias

Date 3/18/24

Dept. Head S. OSSIAS

Date 3/18/24

Principal M. Crocco

Date 3/20/24

Comments

Assistant Superintendent Frank Rys

Date 3/21/24

Approved [X]

Not Approved []

Board of Education Approval***

YES [] NO []

Date

Updated 2/1/2024

THURSDAY

Orchestra

Band

Mixed Choir

Jazz

Treble Choir

Student Registration/Luggage Drop Off 9:00-10:00 CCC Ballroom B

General Meeting - 10:00-10:30 CCC Ballroom B

Moving Time

Rehearsal 10:45-12:45
Marriott Room D/E

Rehearsal 10:45-12:45
CCC Rooms
21/22/23

Rehearsal 10:45-12:45
CCC Ballroom C

Rehearsal 10:45-12:45
CCC Room 17

Rehearsal 10:45-12:45
CCC Room 14/15

Lunch 1:00 - 2:00 CCC Ballroom B

Moving Time

Rehearsal 2:15-5:00
Marriott Rooms D/E

Rehearsal 2:15-5:00
CCC Meeting Rooms
21/22/23

Rehearsal 2:15-5:00
Ballroom C

Rehearsal 2:15-5:00
Room 17

Rehearsal 2:15-5:00
Room 14/15

Moving Time

Dinner 5:15 - 6:15 Ballroom B

Movie Night Ballroom A
Quiet Study Ballroom B
6:30 pm start time

**End of movie - Meet with chaperones, get room keys,
Students transition to Marriot.
Commuter Students meet commuter chaperone to check
out and leave.**

Lights out by 10:00

Updated 2/1/2024

FRIDAY

Orchestra

Band

Mixed Choir

Jazz

Treble Choir

Breakfast 8:00-9:00 Ballroom B

Moving Time

Rehearsal 9:15-12:30
Marriott Rooms
D/E

Rehearsal 9:15-12:30
CCC Rooms
21/22/23

Rehearsal 9:15-12:30
Ballroom C

Rehearsal 9:15-12:30
Room 17

Rehearsal 9:15-12:30
Room 14/15

Lunch 12:45-1:45 Ballroom B

Moving Time

Rehearsal 2:00-5:00
Marriott Rooms
D/E

Rehearsal 2:00-5:00
CCC Rooms
21/22/23

Rehearsal 2:00-5:00
Ballroom C

Rehearsal 2:00-5:00
Room 17

Rehearsal 2:00-5:00
Room 14/15

Moving Time

Dinner 5:15-6:15 Ballroom B

Rehearsal 6:30-7:45
Marriott Rooms
D/E

Rehearsal 6:30-7:45
CCC Rooms
21/22/23

Rehearsal 6:30-7:45
CCC Ballroom C

Rehearsal 6:30-7:45
Room 17

Rehearsal 6:30-7:45
Room 14/15

Evening Activity - Performance - 8pm

UCONN Music Education Popular music ensemble
University of Hartford Steel Pan Ensemble

**End of Activity - Students transition to Marriot.
Commuter Students meet commuter chaperone to
check out and leave.**

Lights out by 10:00

Updated 2/1/2024		SATURDAY	
Orchestra	Band	Jazz	Treble Choir
Breakfast CCC 14-17 8:00-8:45	Breakfast CCC 14-17 8:00-8:45	Breakfast CCC 14-17 8:00-8:45	Breakfast CCC 14-17 7:15-8:00
Move to Marriott	Move to Marriott	Move to Marriott	Set Up Grand Ballroom
Change and Check Out 9:00-9:45	Change and Check Out 9:00-9:45	Change and Check Out 9:00-9:45	Warm Up/Line up procedures 9:00-9:30
Set Up Dress Rehearsal Grand Ballroom 10:00-10:45 Take Seats	Move to Grand Ballroom Watch Dress Rehearsal 10:00-10:45	Move to Grand Ballroom Watch Dress Rehearsal 10:00-10:45	Move to Marriott
Watch Dress Rehearsal 11:00-11:45	Set Up Dress Rehearsal Grand Ballroom 11:00-11:45	Move to CCC 14-17 Lunch CCC 14-17 11:00-11:45	Break
Move to CCC 24-27 Lunch CCC 14-17 12:00-12:45	Move to CCC 24-27 Lunch CCC 14-17 12:00-12:45	Move to CCC 14-17 Lunch (Jazz goes first) CCC 14-17 11:00-11:45	9:45-10:45 (Change and checkout for Marriott students)
Move to Grand Ballroom	Move to Grand Ballroom	Move and Set Up Dress Rehearsal Grand Ballroom 11:45-12:30	Move to CCC 14-17
Watch Concert	Watch Concert	Wait	Lunch CCC 14-17 11:00-11:45
Perform Concert @ 4:00	Perform Concert @ 4:00	Perform Concert @ 1	Move to Grand Ballroom
		Leave after Respective Concert	Warm Up/Line up procedures Marriott D&E 12:00-12:45
			Wait
			Perform Concert @ 1

Luggage Storage Rooms = 21, 22, 23



2024 ALL-STATE STUDENT PACKET



425 Main Street, 2nd Floor, Suite 1
Middletown, CT 06457
860-632-1847
www.cmea.org
Julie Alberty, Executive Director

February 1, 2024

Dear All State Participant,

Congratulations! We are pleased to be sending this letter of acceptance to you for the 2024 CMEA All State Festival! The hard work that you put in before the event and the dedication of our directors and members helped to make this audition a great opportunity for everyone. As a member driven organization, CMEA tries to offer these experiences for our students and directors to foster growth in all of us.

Please read through the documents enclosed and make yourself familiar with the policies, procedures and other pertinent details. Visit the CMEA website to access these documents and other up-to-date information.

Thank you again for your involvement, and congratulations!

Brian Crook, Jonah Garcia, and Mindy Shilansky
CT All-State Festival Co-Chairs
EMAIL: All-State@cmea.org

CMEA ALL-STATE FESTIVAL

STUDENT INFORMATION PACKET

April 4 – 6, 2024

The Hartford Marriott & The Connecticut Convention Center

HEADLINE ITEMS:

- **A director from your school must check you in** by 9:45 AM Thursday, April 4th, 2024. Every school must have a CMEA member check their students in. Students who do not have a director to sign them in will not be admitted to the festival.
- **Students staying in the hotel are housed in rooms of four students with two beds per room. Air mattresses and extra cots are fire code violations in a quad room and will not be available.** The chairs will attempt to group students from the same school together, but this may not always be possible. Specific rooming requests and questions should be directed to all-state@cmea.org **from the student's director by the acceptance deadline, of February 17th.**
- **Every student attending the festival must complete a NEW FamilyID form online.** This is through the same website that you used for the Regional festival, but a new form is necessary for All State. The All State form is available at <https://students.arbitersports.com/programs/all-state-festival-2024>.
- **Commuter students MUST SIGN IN AND OUT EVERY DAY OF THE FESTIVAL.** Directors must sign in ALL students (Commuting and On-Site) on Thursday. Commuter students MUST check in with the Commuter Student Head Chaperone before breakfast each day and check out with the Commuter Student Head Chaperone each night. ALL commuter students will stay until the end of the night on Thursday and Friday, they will be picked up at 9pm, after the evening activities. After Thursday morning ALL commuter students will be checked in and out downstairs by the parking garage. **STUDENTS ARE NOT ALLOWED TO DRIVE THEMSELVES TO/FROM THE FESTIVAL.** Students must be seen leaving with a parent/guardian.
- **Check In/Out Times**
 - Thursday Directors check in all students in the morning Check-Out 9-9:30 pm
 - Friday Check-In 7:30-8 am Check-Out 9-9:30 pm
 - Saturday Check-In 7-7:30 am

FEE PER STUDENT

Commuting Students - **\$245.00**
Students staying at the hotel - **\$425.00**

Payments should be postmarked by March 1st and MUST be a check from the school/institution. Personal checks from parents/guardians WILL NOT be accepted.

REGISTRATION

- **Your director** must register you by 9:45 AM Thursday, April 4th, 2024
- A parent may drive you to the Hartford Marriott in Hartford, and escort you to registration, but **only your director can register you at the sign in table.**
- You will receive an ID tag and an updated rehearsal schedule upon arrival.

LUGGAGE STORAGE AREAS

- Luggage for hotel students will be stored during the day on Thursday. Details will be posted at check-in.

CONDUCTORS

Band: Dr. Elizabeth B. Peterson (University of Illinois)
Orchestra: Ho-Yin Kwok (Ithaca College)
Mixed Choir: Dr. Arianne Abela (Amherst College)
Treble Choir: Dr. Jamie Hillman (University of Toronto)
Jazz: Tatum Greenblatt (Juilliard)

CONCERTS

**Saturday, April 6th
1:00PM (Jazz and Choirs) & 4:00PM (Orchestra and Band)
THE CONNECTICUT CONVENTION CENTER**

TICKETS

Tickets MUST be purchased online through Brushfire prior to the event. No tickets will be sold at the door. The link to ticket sales is at CMEA.org and will also be distributed to directors by email. Tickets are \$27 and include online ticketing fees.

HOUSING

All-State participants will be housed at:

The Hartford Marriott

200 Columbus Boulevard
Hartford, CT (860) 249-8000

****STUDENTS WILL BE IN QUAD ROOMS WITH FOUR STUDENTS AND TWO BEDS**
Exceptions will ONLY be made for students with health issues.**

All requests for special rooming considerations are to be sent to the Festival Chair at all-state@cmea.org from the student's director **BY February 17th, 2024.**

On-site students must be present for the event from Thursday's registration to the end of the concert performances, which will conclude at about 6:00pm.

Commuter students: All commuters will leave the festival after evening activities this year. A 30-minute window for commuters to leave Thursday and Friday evening is included in the schedule.

REHEARSALS Rehearsals will take place at the Connecticut Convention Center and Marriott Hotel. The rehearsal schedule and information about the students' stay is located on the CMEA website.

REHEARSAL PROTOCOL

- **NO food or beverages** (other than water) are allowed in the rehearsal areas.
- Chewing gum is not permitted during rehearsals.
- Hats or hoods are not permitted during rehearsals.
- The use of cell phones and headphones/earbuds for any purpose during rehearsals or concerts is prohibited.
 - *****If this rule is ignored, cell phones may be collected during rehearsal (or concert) time and returned at the end of the segment.**

HEALTH CONCERNS

FOOD ALLERGIES and HEALTH CONDITIONS must be clearly indicated in the student's Health information on Family ID.

PERSONAL PROPERTY

Students are fully responsible for the safekeeping of their personal items including cell phones, other electronic devices, and money. Instruments will be secured overnight in rehearsal areas by security staff and opened each morning.

WHAT TO BRING

- *All students* must bring their All-State Festival music/folder, a pencil, and a folding stand (for instrumental students).
- *Percussionists* must bring sticks, mallets, cymbals, snare and small drums, and auxiliary equipment. (ONLY timpani, bass drum, mallet instruments, keyboards and pianos will be provided).

Food delivery & room service at the hotel is not permitted. Students who want snacks for after rehearsal/evening hours must bring them from home.

Photos, CDs/DVDs

- All forms for ordering will be available on CMEA.org. We will not be collecting forms ahead of time, but the vendors may be able to take orders on-site.
- MP3s will also be provided for all students participating.



ALL STATE CONCERT DRESS CODE

The CMEA All-State Concert Dress Code does not conform to gender stereotypes. Students will wear **BLACK CLOTHING** that they, their families and directors deem appropriate.

OUR PRIORITY IS FOR ALL STUDENTS TO BE:

- Themselves
- Comfortable
- Present a unified color palette where music is the focus

PLEASE CHOOSE FROM THE FOLLOWING OPTIONS:

- Black dresses
- Black trousers
- Black skirts/Black stockings
- Black collared shirts
- Black socks
- Black dress shoes (Close-toed)
- Black jackets & suits

PLEASE AVOID:

- Sneakers
- Exposed legs

- Exposed shoulders
- Leggings as pants
- Athletic apparel
- Non-collared shirts
- White socks

**Directors who are aware of students needing access to concert clothing may contact the All State chairs at all-state@cmea.org*

STUDENT FESTIVAL RULES AND REGULATIONS

Students are expected to abide by all Festival rules as listed below. The consequences for not following these rules or other directions given by CMEA members/leaders may result in immediate dismissal from the festival, notification of appropriate school administrators, and subsequent action barring the individual student from future participation in CMEA events.

1. Students may not operate a vehicle and drive to the festival or drive at any time.
2. All students must present themselves respectfully.
3. Students are not permitted to smoke at any time.
4. Students must stay in designated areas as specified by CMEA representatives and volunteers and in the hotel and rehearsal areas, at ALL TIMES.
5. CMEA issued student identification must always be worn.
6. Students must abide by announced curfew times.
7. Students are not permitted in any room other than their own.
8. Students are not allowed to have guests in their rooms or to congregate in the hallway outside of open-door rooms. Students may use public common areas to socialize before curfew.
9. Students incurring any expenses within a room due to phone calls, theft and/or damage, or other fees will be billed individually. If the individual(s) responsible cannot be determined, all individuals within the room will be billed.
10. All CMEA rules, and local and federal laws are in effect for all CMEA activities. Use or possession of alcohol and/or non-prescription drugs are not permitted and are illegal. Students must follow the directions of their school chaperone, CMEA chaperone, and festival chairpersons. If a student is found in violation of CMEA policies, the school will be notified, and the student will be dismissed from the festival. Parents will be responsible for picking up their child from the festival.

11. CMEA is not responsible for any lost or stolen items; students must always secure their belongings.
12. Students are not allowed to meet guests during the festival unless they are other All-State participants, school directors/chaperones, conference participants, or family.
13. **On-Site Students** must be present for the entire event, from Thursday's registration to the end of the performance on Saturday. No exceptions will be made.
14. **Commuter students will leave the festival after evening activities. A 30-minute window for commuters to leave Thursday and Friday evening is included in the schedule.**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 11 c2.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Grades 9-12, All Grades Welcome – Washington, DC
 - 4/14/25 - 4/17/25

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

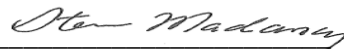
Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Grades 9-12**

Washington, DC

(4/14/25 – 4/17/25)

Southington Public Schools
Southington, Connecticut

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: 3/13/24
 Out of State: Yes No Miles Round Trip: 600
 Overnight: Yes No

Southington High School All grades welcome April 14-17, 2025
 School Class/Group Date of Trip

Name and Address of Destination 1600 Pennsylvania Avenue NW, Washington, DC 20500

Reasons for Field Trip Itinerary (attach if needed) See attached; enhancement to social studies curriculum

Departure Date/Time April 14th, 2025 a.m. Return Date/Time April 17th, 2025 a.m.

Type of Field Trip (Required Ratio – Student : Teacher/Chaperone):

Academic (15:1) Non-Academic (10:1) Abroad (8:1)

#of Students: 40 #of Teachers/Chaperones: 4 #of Buses 0

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
 Nurse's Signature _____ Date _____



(TRIPS REQUIRING BOE APPROVAL ONLY) - Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No unknown

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 80,000	
Board of Education Contribution	\$ 0	
Other	\$ 0	
Fundraising Activity	(\$)	We will fundraise
BALANCE	\$ 80,000	
Student Contribution		
Transportation	\$ 6,000	Students @ \$ 150
Entrance Fees, Room & Board	\$ 74,000	Students @ \$ 1,850
TOTAL Cost of Trip to Each Student	\$ 2,000	

PRINT NAME AND SIGN

Teacher Matthew Torrisi  Date 3/13/24
 Dept. Head Tina Riccio  Date 3/13/24
 Principal Michael Crocco  Date 3/15/24

Comments _____

Assistant Superintendent Frank Lopez  Date 3/18/24 Approved Not Approved

Board of Education Approval***

YES NO

Date _____

Washington DC Trip

Southington High School

April 14-17, 2025

Coordinator: Matt Torrisi & Tina Riccio

TRAVEL CONTRACT

To participate in the Washington DC trip the following criteria must apply to all applicants:

- The student is in good academic (C average or higher in all classes) and behavior standing according to the Southington Board of Education student handbook rules.
- The student has notified teachers and has all makeup work.

Parents please be aware of the following stipulations.

- Your student can be removed from the Washington, DC trip if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- Students are chosen on the basis of academic, social and emotional stability.
- The teachers reserve the right to use personal discretion when choosing the participants in this study abroad opportunity
- There will be a curfew in place in Washington, DC, the host families will report to the teacher each day to ensure that the students abide by all rules
- After the first deposit, trip insurance will be purchased within 15 days including terrorism, cancellation for no reason, and medical evacuation.
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest [red] alert, no field trips are allowed out of the Town of Southington for any reason.

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:**Traveling to Washington DC**

This trip occurs in April 2025 to our nation's capital. The trip is organized by EF Tours, an organization dedicated to providing quality educational experiences for students. On this trip, students will visit many of the famous and historically significant sites that they have learned about in their social studies classes throughout their educational years, such as the U.S. Capitol building, the Lincoln Memorial, and Mount Vernon. All site visits are led by an experienced tour guide who is well-versed in the history of the area.

The main focus of this program is to give our students the opportunity to connect with our nation's history and gain a better understanding of what it means to be a citizen and how to take part in civic life.

The cost of the trip includes:

- *Round-trip Transportation (from Bradley Airport)*
- *Hotel Accommodations*
- *Overnight Security*
- *Meals*
- *All Gratuities*
- *Guided Tours and Activities*
- *Full-time Tour Director*
- *Training and Support*
- *Traveler Resources*
- *24-hour Emergency Service*

Information about EF Tours

EF is an accredited institution committed to education. Their travel-based learning approach is designed to blend classroom and experiential learning. This allows EF to meet the same rigorous standards as our schools, ensuring that students gain valuable experiences that transform the way they look at the world. These tours help prepare students for the future by teaching them more about the world, themselves, and their place in the world by combining the power of experiential learning with the thrill of travel.

Students may also earn credit for their new experiences through EF Tours. Students in grades 9-12 can earn 3.0 undergraduate credits by completing a series of assignments and a final

research project with their partner through Southern New Hampshire University with an additional fee of \$125.

Expectations when taking an EF Social Studies & American History tour:

Experiential learning: There is no substitute for hands-on experience. Students will visit the places that have the biggest societal impact on our Social Studies & American History tours—from the Capitol to the Washington Monument to several Smithsonian museums.

Historic destinations: Sites, buildings, and cities are not the only things still standing. We feel history's impact daily. Seeing where "it" all happened helps students tie the two together.

New perspectives: Whether through your 24/7 Tour Director, or locals you meet throughout your Social Studies & American History tour, students will experience unique perspectives and create personal connections that resonate long after returning home.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity allows learners of all levels and styles to see, read and experience an essential part of American history and civic life.

It is not realistic to expect that all SHS students will have the opportunity to visit our nation's capital on their own time. This trip allows for critical hands-on learning about the history of our country and civic engagement for a reasonable price. Students will visit historic landmarks and view original founding documents of democracy. They will better understand the history, structure, purpose, and processes of the U.S. government and important persons in governmental history. They will also gain civil and historical perspectives by visiting various museums addressing such topics as the Holocaust and African-American history.

Research shows that place-based learning offers many benefits for students. It increases student engagement which promotes greater understanding of concepts and diverse perspectives. It provides equitable access for all students to learn while engaging in social-based activities. It facilitates students' ability to synthesize their classroom learning with authentic environments and real-life situations.

When traveling, students will have the opportunity to gain skills such as the ability to adapt to unfamiliar environments and challenge themselves to move beyond their comfort zones.

The knowledge gained during this program will continue far beyond these four days for both the students and the teacher. The knowledge that the students receive from this experience is directly linked to the Social Studies Curriculum.

Connecticut Social Studies Frameworks:

CIVICS

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.7 Apply civic virtues and democratic principles when working with others.

CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HISTORYChange, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past

GEOGRAPHYHuman-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Above are just some of the standards this program addresses. The curriculum is based on these as well as other standards set to make the students the highest quality of learners.

Connections to the Cs:

This program can help the school achieve its maximum potential. This trip addresses the Edleader 21 Communication, Collaboration, Critical thinking, and Creativity rubrics through activities and situations that require students to

- Inquire and problem-solving
- Use higher order thinking
- Make cross-disciplinary connections
- Engage in authentic learning opportunities both in and out of school.

Students on this trip will work collaboratively on creative activities. They will improve their communication skills during the trip through interactions with their tour guide and their peers. They will be required to critically think during their tours of historical sites and group activities about the lasting impact of the historical events and their own civic responsibilities. The students are pushed beyond their comfort zones and are forced to inquire about new topics and navigate a new environment.

In conclusion:

This experience will bring a new vision to Southington High School. The historical events, geographical studies and governmental functions students read about in textbooks and learn about in their classrooms will be brought to life. This groundbreaking educational trip will prove more valuable than simply retelling students about a specific historical event or civic process; the students will be able to see it and live it. Teachers and students should always be open to furthering their education. This opportunity allows both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip will cost approximately \$2000 per student, not including spending money. This price includes airfare, three meals a day, and expenses for excursions and the cost of bus transportation to the airport (about \$150 per student). The price **does not** include spending money for gifts, souvenirs or extra meals/drinks.

Where will my child be staying? How do I know my child is safe?

Students will stay in shared rooms with their peers in reputable hotels in the Washington, DC area. Every hotel that EF works with must meet their high standards for safety, quality, and cleanliness. Hotels are vetted by EF's team to make sure they meet these requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters.

The following are some examples of hotels students might stay in on this tour:

- **Comfort Inn Shady Grove** in Gaithersburg, MD
- **Courtyard Rockville** in Rockville, MD
- **Hilton Garden Inn** in Tyson's Corner, VA

What are they going to be doing while there?

Our students will engage in a number of exploratory activities while in Washington, DC. Each day students will have an excursion or extracurricular activity. These may include: a tour of the city - buildings and local foods; museum visits; visits to monuments; tours of local street art murals, etc.

Tentative Trip Schedule of activities:

April 14-17 2025 Monday - Thursday

Day 1:

Meet your Tour Director at your destination

Explore Washington, D.C. highlights:

- Photo stop at the White House
- Lafayette Square and Black Lives Matter Plaza
- Photo stop at the Washington Monument
- WWII Memorial

Visit the Smithsonian museum - Choose 1

- National Museum of Natural History
- National Museum of African Art
- **National Museum of American History ✓**
- National Museum of the American Indian
- Holocaust Museum

Explore on your own

Take a guided night tour of Washington, D.C.

- Lincoln Memorial
- Korean War Veterans Memorial
- Vietnam Veterans Memorial

Day 2:

Visit Arlington National Cemetery

- Changing of the Guard at the Tomb of the Unknown Soldier
- Kennedy gravesites
- Women In Military Service For America Memorial

Make a photo stop at the Marine Corps War Memorial

Visit Mount Vernon

- Estate, museum, and education center
- Mansion (*subject to availability*)

- George Washington's tomb
- The Slave Memorial

Enjoy an evening activity

Day 3:

See the U.S. Capitol and Visitor Center

Make a photo stop at the Library of Congress and the U.S. Supreme Court

Explore the Tidal Basin

- FDR Memorial
- Martin Luther King, Jr. National Memorial
- Jefferson Memorial

Visit the National Archives

Visit the Smithsonian museum: Choose 1

- National Museum of Natural History
- National Museum of African Art
- National Museum of American History
- National Museum of the American Indian
- **Holocaust Museum ✓**

Explore on your own

Day 4:

Visit the Pentagon Memorial

Make a photo stop at Ford's Theatre

Visit U Street and explore the neighborhood's murals and memorials

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 11 d – 11e

AGENDA REPORTING FORM

Agenda Topic: 2024-2025 Healthy Food Certification – 2024-25 Food and Beverage Exemption

Summary of Issue: Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE’s Connecticut Nutrition Standards. For the 2024-2025 school year, the state requires the HFC statement to be part of the CSDE’s online. Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2024 and the Board meeting minutes are uploaded on the HFC application module.

Background: The Board of Education has participated in the Healthy Food Certification Program since the 2014-2015 school year.

Alternative Strategies: To participate in the program.

Cost (if applicable): N/A **Funding Source:** N/A

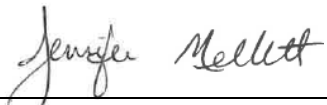
Beginning Date of Program or Project: July 1, 2024

Ending Date of Program or Project: June 30, 2025

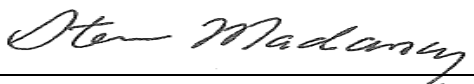
Recommendation or Comment: (Two motions needed)

1) Pursuant to C.G.S. Section 10-215f, the Southington 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.

2) The Southington 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.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 28, 2024

Decision Requested X Agenda Code 11 d – 11e

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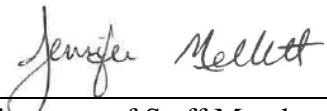
Beginning Date of Program or Project: July 1, 2024

Ending Date of Program or Project: June 30, 2025

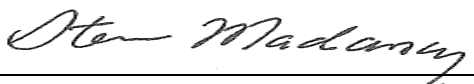
Recommendation or Comment: (Two motions needed)

1) Pursuant to C.G.S. Section 10-215f, the Southington 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.

2) The Southington 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.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools