Southington Board of Education Meeting

Thursday, June 26, 2025 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. Superintendent of Schools Evaluation
   c. SAA Contract Negotiations
   d. Review and Discussion of Superintendent's Contract and Assistant Superintendent's Contract
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Approval of Minutes - May 22, 2025
6. Public Communications
   a. Communications from Board of Education
   b. Communications from Administration
   c. Communications from Public - Agenda Items Only
7. Committee Reports
   a. Curriculum & Instruction Committee Meeting - May 30, 2025
   b. Finance Committee Meeting - June 23, 2025
      1. Approval of BID 2026-02 Rubbish Removal and Recycling Services Award
8. Superintendent's Report
   a. Personnel Report
9. Old Business
   a. Town Government Communications
10. New Business
    a. Approval of Non-Lapsing Account
    b. Approval of Disposal of Obsolete Textbooks
       According to Board of Education policy #3260, the Board may authorize the disbursement or disposal of outdated textbooks that are no longer useful to the educational program.
    c. Approval of Out of State / Overnight Field Trip
       1. SHS Southington 4-H - Louisville, Kentucky
       2. SHS - Girls Varsity Volleyball Team - Saratoga, NY
    d. SHS International Relations - Revised - First Reading
    e. SHS Algebraic Concepts - Revised - First Reading

f. SHS Equipment and Power Systems - Unit 1: Equipment Use - Personal Safety - Revised - First Reading
g. SHS Equipment and Power Systems - Unit 2: Equipment Use - Machine and Shop Safety - Revised - First Reading
h. SHS Equipment and Power Systems - Unit 3: Equipment Use - Tractor and Loader Safety - Revised - First Reading
i. SHS Equipment and Power Systems - Unit 4: Equipment Use - Tractor Attachment and Mower Safety - Revised - First Reading

11. Public Communications
    a. Public
12. Approval of Superintendent's Contract
13. Approval of Assistant Superintendent's Contract
14. Adjournment

The minutes presented within the 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 https://www.southingtonschools.org. These minutes are considered a draft until approved at the following Regular Board of Education Meeting.

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting
Committee of the Whole – Instruction
May 22, 2025, at 6:30 p.m.
John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

1. **CALL TO ORDER**
   Mrs. Clark, Board Chairperson, called the meeting to order at 6:36 p.m.
   Board Members Present: Mr. Robert Brown, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Cecil Whitehead
   Board Members Absent: Mr. Sean Carson, Mr. David Derynoski, Mr. Jasper Williams

2. **Executive Session**
   MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Unaffiliated Compensation; upon conclusion reconvene to public session." Motion carried 6-0.
   Mr. Madancy and Mr. Pepe were invited to join the meeting.
   Mr. Madancy and Mr. Pepe left the meeting at 6:48 p.m.
   Executive Session ended at 6:53 p.m.
   a. Student Matters
   b. Unaffiliated Compensation

3. **Reconvene Meeting - Regular Session 7:00 p.m.**
   Mrs. Clark called the regular meeting to order at 7:00 p.m.
   Board Members Present: Mr. Robert Brown, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams.
   Board Members Absent: Mr. Sean Carson, Mr. David Derynoski
   Cabinet Members Present: Mr. Madancy, Superintendent; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance
   Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt, Ms. Akary Win

4. **Pledge of Allegiance – Moment of Silence**
   Dr. Joseph Erardi passed away – Superintendent of Southington Public Schools from 2007 to 2014.

MOTION made by Mr. Oshana and seconded by Mr. Baczewski, "Move item 10.b. to item 5.c." Motion carried 7-0.

MOTION made by Mr. Oshana and seconded by Mr. Baczewski, "Move item 10.c. to item 5.d." Motion carried 7-0.

MOTION made by Mr. Oshana and seconded by Mr. Baczewski, "Add item 10.g. - Stipulated Expulsion Agreement." Motion carried 7-0.

5. Celebration of Excellence

a. Class of 2025 Valedictorian - Kai Onnen; Salutatorian - Kriti Gupta; Essayist - Emily Thompson

Mr. Madancy called up Ms. Thompson, Ms. Gupta and Mr. Kai to be recognized for their excellence. They had a large graduating class so landing in the top three is an accomplishment. Congratulations to all three. Mr. Madancy gave a brief biography for each student. He spoke of their achievements in high school and their future plans for college.

Mrs. Clark awarded all three students a Certificate of Excellence. Mrs. Clark indicated our future is bright with students like these. She thanked the students for their hard work and cannot wait to hear what they will do in the future. Congratulations to all three students.

Attachments: (1)

b. Board of Education Student Representatives Graduating - Lauren Mellitt, Akary Win. New Student Representatives for 2025-2026: Arshi Roy and Samrath Singh

Mrs. Clark called up Ms. Mellitt and Ms. Win. She spoke of how proud she is of their growth, ability to problem solve and ask great questions. They did a great job serving as Student Board Representatives. They will be missed but excited to see what will come. Mrs. Clark presented them with a Certificate of Excellence.

Mr. Hoffman thanked Ms. Mellitt and Ms. Win for helping him learn the role of Student Board Representative and for the great guidance. Mr. Hoffman then introduced the new Student Board Representatives for the 2025-2026 school year.

Ms. Samrath thanked the Board for this great opportunity. She is excited to represent the student body and is looking forward to her new role as a Student Representative for the Board of Education.

Mr. Roy is beyond thankful for this opportunity. He has grown up in the district and is thankful and excited to be working as a Student Representative for the Board of Education.

Mr. Aroian spoke about how much he enjoyed working with Ms. Mellitt and Ms. Win. He is very impressed with their professionalism, dedication and the way they approach problems. He is excited to see what they do next. He is equally excited to work with Mr. Hoffman and the new Student Representatives next school year.

c. Appointment of HES/DES Assistant Principal

MOTION made by Mr. Oshana and seconded by Mr. Brown, "Move to appoint the new Assistant Principal - DES/HES at an annual salary of $133,535 for the 2025-2026 academic year effective July 1, 2025."
Roll Call:
Mr. Brown – Yes
Mrs. Carmody – Yes
Mr. Oshana – Yes
Mr. Williams – Yes
Mr. Baczewski – Yes
Mr. Whitehead – Yes
Mrs. Clark – Yes
Motion carried 7-0.
Amy Pajor indicated her gratitude and accepted the position as the Assistant Principal at DES and HES. She thanked her colleagues, supervisors and mentors, the Board and her family for their support. She is grateful for this opportunity
Attachments: (1)

d. Appointment of SHS Athletic Director

MOTION made by Mr. Oshana and seconded by Mr. Williams, "Move to appoint the new SHS Athletic Director at an annual salary of $146,707 for the 2025-2026 academic year effective July 1, 2025."
Roll Call:
Mr. Brown – Yes
Mrs. Carmody – Yes
Mr. Oshana – Yes
Mr. Williams – Yes
Mr. Baczewski – Yes
Mr. Whitehead – Yes
Mrs. Clark – Yes
Motion carried 7-0.
Robert McKee thanked his family for their support throughout his career. He also thanked Mr. Madancy and the Board of Education. He is excited about this position and the opportunity to give back to the community.
Attachments: (1)

Mrs. Clark called for a recess at 7:25 p.m.
The meeting resumed at 7:36 p.m.

6. **Approval of Minutes - May 8, 2025**
   MOTION made by Mr. Brown and seconded by Mr. Oshana, "Move to approve the Regular BOE Meeting Minutes from May 8, 2025. Motion Carried 7-0. Attachments: (1)

7. **Public Communications**
   a. Communications from Student Board Representatives

   Ms. Mellitt gave the Student Report:

   - Senior Prom was held on Saturday, May 17, 2025.
   - The Inaugural Fashion Show will take place on May 30, 2025.
   - Theater will host its performance next Wednesday May 28, 2025.
   - Senior Sunset will take place on Friday, June 6, 2025, at 7:30 p.m.
   - Senior Day at Six Flags is scheduled for May 29, 2025.
   - SHS Yearbook distribution will take place next week.
   - Eighth-grade tours will be held on Tuesday May 27, 2025, and Thursday, May 29, 2025.
   - May 21, 2025, six students were honored at a Military Recognition Lunch at the Municipal Building in celebration of their commitment to serving our country.
   - May 21, 2025, Project Lead the Way students showcased their final projects during a capstone event. The Art Show is currently on display at SHS.
   - Thank you to the Board for its continued support of our students and programs.

   Ms. Win gave the District Report:

   - JFK and JAD students attended the Manufacturer ConneCTion Fair on Thursday, May 15, 2025, at the State Capitol.
   - On behalf of the student body, a sincere thank you to all the teachers in our district. The students are truly grateful for everything you do.

   Mr. Hoffman gave the Sports report:

   - Varsity Baseball holds a strong 14–5 overall record and a 6–2 record in league play. They will play Berlin on Thursday, May 22, 2025.
   - Varsity Softball won against Maloney High School but lost against Mercy High School. The team continues to show great resilience and competitive spirit.
   - Southington teams will be heading into post season conference and state tournament play and will be closing out the season soon.
   - Across all teams, our student athletes demonstrate hard work, sportsmanship, and pride in representing Southington.
   - Wishing them all the best as they close out their seasons.
   - Thank you to the Board on behalf of the Student Representatives.

b. Communications from Board of Education
Mr. Brown commented on how the news should focus on positive events like celebrating the people honored and acknowledged tonight instead of reporting on negative news. Thank you to everyone who was recognized tonight.

Mr. Williams acknowledge how great the Military Luncheon was on May 21, 2025. He also reminded students not to mess up as they only have about two weeks left before graduation.

c. Communications from Administration
Mr. Madancy attended the Business Advisory Luncheon and is proud to share there was a significant increase in community partnerships.

Shout out to Sergeant First Class, Mr. Steve Pintarich and Sergeant Major, Mr. Steve McCarty for the relationship between the American Legion and the School System.

Mr. Madancy thanked the BOE members and the Town Counsil members who took the time to visit Kelley Elementary School.

Lastly, he spoke about Southington being the State winner in the Outstanding Secondary Agriscience program for Connecticut. In addition, Nicole Wilcox was chosen as the 2025 State CAAE Outstanding Agriscience Teacher.

Mrs. Clark recommended everyone take the chance to tour the Ag-Si building to see the work they do and the excitement of the students.

Attachments: (1)

d. Communications from Public - Agenda Items Only
No public comment.

8. Committee Reports

a. Finance Committee Meeting - May 19, 2025
Mrs. Mellitt reviewed the minutes from the Finance Committee Meeting.
She spoke about the following:

- Tennis Court Project Update.
- YMCA Before & After Care Program Five Year Agreement.
  MOTION made by Mr. Oshana and seconded by Mr. Baczewski, "Move to approve the five-year agreements for use of seven elementary schools by the Southington YMCA School-Aged Childcare Program from August 2025 through June 2030." Motion carried 7-0.
  Attachments: (1)

- Virtual New Meter Credit East Street Solar Array.
- Food Service Financial FY 2024-2025. There is still a negative student meal debt of $19,010.
- BOE Financial Update FY 2024-2025. The district was notified by the state that our final Special Excess Cost reimbursement rate is 73.25%.
- Transportation Update for 2025-2026. The district will be removing the requirements for GPS tracking on the buses and will keep the current camera system in place. These two changes will result in savings of almost $100,000 annually. The district is also reducing the length of the contract from five years to three with language allowing two (2) one-year renewals.
- Two memos sent to the Town Manager for projects to be considered for one time funding. The Board of Finance voted to approve the requests at their May 14th meeting.

Attachments: (1)

Mr. Whitehead asked for clarification about the GPS tracking for school buses. He also wanted to once again highlight the $19,010 meal debt.

9. Old Business

a. Town Government Communications
No comment made.

b. Policy 5113 - Attendance, Excused Absences and Truancy - REVISED - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Williams, "Move to accept Policy 5113 - Attendance, Excused Absences and Truancy as revised." Motion carried 7-0.
Attachments: (1)

c. Policy 5114 - Student Discipline - REVISED - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Brown, "Move to accept Policy 5114 – Student Discipline as presented in its revised form." Married carried 7-0.
Attachments: (1)

d. Policy 5145.3 - Sexual Harassment of Students - REVISED - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Williams, "Move to accept Policy 5145.3 – Sexual Harassment of Students in its revised form." Motion carried 7-0.
Attachments: (1)

e. Policy 9321 - Time, Place, Notifications of Meetings - REVISED - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Brown, "Move to accept Policy 9321- Time, Place, Notification of Meetings as presented in its revised form." Motion carried 7-0.
Attachments: (1)

10. New Business

a. Adoption of 2026 Board of Education Meeting Dates
MOTION made by Mr. Oshana and seconded by Mr. Baczewski, "Move to adopt the 2026 BOE Regular Meeting Dates as presented." Motion carried 7-0.
Attachments: (1)

b. Unaffiliated Compensation
MOTION made by Mr. Oshana and seconded by Mr. Brown, "Move to approve Unaffiliated Compensation for 2025-2026 Fiscal Year as presented." Motion carried 7-0.
Attachments: (1)

c. Approval of the 2025-2026 School Year Budget
MOTION made by Mr. Oshana and seconded by Mr. Brown, "Move to approve the Board of Education adopt the 2025-2026 Operating Budget with adjustments in the amount of $121,897,448." Motion carried 7-0.
Mr. Madancy wanted to give credit to the administrative team for all the work that went into this budget, specifically Mrs. Mellit and Mr. Fickel.
Attachments: (1)

d. Appointment of Representative on the Town Cable Advisory Council
Mrs. Clark indicated Mr. Derynoski agreed to be the Representative on the Town Cable Advisory Council.

e. Stipulated Expulsion Agreement
MOTION made by Mr. Oshana and seconded by Mr. Brown, "Move to approve the stipulated expulsion of student 2024-2025 2." Motion Carried 6-0, 1 abstention.

11. Public Communications

a. Public
Pat Maciejewski, 15 Arrowhead Lane, Plantsville, CT 06479.
Pat thanked the BOE for all their support for the CyberKnights, Team 195. Other robotics teams are not as lucky to have support from their town and school.

12. Adjournment

MOTION made by Mr. Williams and seconded by Mr. Oshana, "Move to Adjourn." Motion carried 7-0.

Meeting adjourned at 8:01 p.m.

Respectfully submitted,



Recording Secretary

Board of Education

Administrative Report

August 8, 2024

1. Main Street Community Foundation (see attached memo)
2. November referendum, roofs
3. Legislative session, ECS, SEED and DRIP
4. Future PCB testing

SOUTHINGTON Public Schools

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

200 North Main Street, Southington, CT 06489 ❖ www.southingtonschools.org ❖ Phone: 860-628-3202 ❖ Fax: 860-628-3205

Board of Education
Southington, Connecticut
Curriculum & Instruction Committee Meeting
Friday, May 30, 2025 - 9:30 a.m.
Technology Training Lab
200 North Main Street
Southington, CT 06489

Members Present: Bob Brown, Terri Carmody, BOE Chairperson Colleen Clark

Member Absent: Committee Chair, Jasper Williams

Administration Present: Director of Teaching and Learning Amy Zappone

School Staff Present: SHS Department Leader Social Studies Heather Allenback, SHS Assistant Department Leader Mathematics Megan Kavanaugh, SHS Mathematics Colleen Lasky, District Curriculum Coordinator Stephanie Lawlor, JAD Language Arts Kerri Laferriere

The meeting was called to order at 9:34 a.m. by Bob Brown.

The first agenda item, ***SHS Technology Education - Revised Course Structure for Transportation***, was presented by Amy Zappone on behalf of Vincent Bartoletti, SHS Technology Education Department Leader. The revision restructures the transportation pathway into a multi-course sequence: *Transportation Technologies, Automotive Technologies I, and Automotive Technologies II*. This linear progression enhances skill development, starting with various transportation modes and advancing from small engines to full-size automotive engines. The item was presented for committee information, with updated curricula forthcoming.

Heather Allenback, SHS Social Studies Department Leader, presented the ***Revised International Relations Curriculum***. This half-year elective for grades 9-12 consists of five units: What is International Relations?, International Security and Conflict Resolution, Global Political Economy, Global Governance, and US Foreign Policy. The course examines "grand strategy" and challenges students to analyze how nations develop, implement, and evaluate strategic options internationally.

From the SHS Math Department, Megan Kavanaugh and Colleen Lasky presented the ***Revised - Algebraic Concepts Curriculum***. This course is intended for students who have completed Algebra I and Geometry but require further skill development before progressing to more advanced algebra courses. It introduces essential Algebra II topics, including major function families and quadratic functions, while reinforcing key Algebra concepts assessed on the SAT. The course is strongly recommended for students who do not plan to take a full-year Algebra II course.

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 - Cecil Whitehead

SOUTHINGTON Public Schools

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

200 North Main Street, Southington, CT 06489 ❖ www.southingtonschools.org ❖ Phone: 860-628-3202 ❖ Fax: 860-628-3205

Amy Zappone presented on behalf of the SHS Agricultural Science Department, bringing forward ***four revised units*** for the ***Equipment and Power Systems Course***. The course provides students with the knowledge, skills, and applications around the following topics: Personal Safety, Machine and Shop Safety, Tractor and Loader Safety, and Tractor Attachment and Mower Safety. The revised units equip students with the information and hands-on experiences to engage in landscaping and grounds care.

Stephanie Lawor, District Literacy Coordinator, and JAD teacher Kerri Laferriere presented the informational item, ***Middle School Language Arts – Curriculum Pilot,*** to the committee. Beginning in Fall 2025, the middle school language arts department will fully pilot *CommonLit 360*, an open-source curriculum aligned with state standards. The program supports the science of reading through an integrated approach that combines reading, writing, vocabulary, listening, and speaking. It features engaging, theme-based units and provides both print and digital resources for students.

Amy Zappone presented information on ***Dual Enrollment Course Offerings*** on behalf of Lillian Schena and the ***SHS Business Department***. The department intends to dual-enroll the current Marketing I and II courses with Central Connecticut State University's "Fundamentals of Marketing" course. This partnership would allow Southington students to earn three college credits and one full SHS credit upon successful completion. A second opportunity involves articulating the SHS course, *Management and Entrepreneurship*, with CCSU's *Main Street Business Ownership and Management* course. Students who complete the high school course would receive 0.5 SHS credit and three college credits. Lastly, the department plans to dual-enroll *Business Communications* with CCSU's *Managerial Communications*, which would grant students three college credits and 0.5 SHS credit.

Committee members unanimously agreed to forward the above items to the full Board for review.

The meeting adjourned at 11:06 a.m.

Respectfully Submitted,

Amy Zappone
Director Of Teaching and Learning

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 - Cecil Whitehead

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

Jennifer S. Mellitt
Director of Business & Finance

Peter J. Romano, Jr.
Director of Operations

Rebecca J. Cavallaro, EdD
Director of Pupil Services

Michelle Passamano
Human Resource Manager

Kyle R. Fickel
Accounting Manager

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SOUTHINGTON Public Schools

FINANCE COMMITTEE MEETING
Conference Room #2 Municipal Center
Monday, June 23, 2025, 7:30 p.m.

Board Members Present: Sean Carson, Chair, David Derynoski and Zaya Oshana (via phone)
Present from Administration: Jennifer Mellitt, Director of Business & Finance and Kyle Fickel, Accounting Manager

The Finance Committee meeting was called to order at 7:36 p.m.

1. BID 2026-02 Rubbish Removal and Recycling Services:
Mr. Fickel presented the results of BID 2026-02 with a recommendation to award the bid to CWPM. Four vendors submitted bids with CWPM being the lowest cost vendor. CWPM is our current vendor, after the sale of HQ in January 2024. The vendor has also agreed to extend the pricing to the Town as well.

A discussion was held about the increase in cost over our current contract. Mrs. Mellitt noted that a re-allocation of funds will be necessary to properly fund the services in FY 25-26. The information will be brought back to the committee in the Fall.

Due to the essential nature of the services, the committee agreed to bring the award to the full board for approval.

2. STELLAR Update:
An informational item on the new STELLAR location was presented to the committee. In early June, the administration requested a waiver of the formal bid process due to time constraints of getting the space ready for the 2025-26 SY. Three quotes for converting the space were collected. An award was made to Acorn Builders by the Superintendent for the improvements needed to convert the new lease location into two classrooms, kitchen area, restrooms, etc. in the amount of $99,500.

3. Miscellaneous:
Mrs. Mellitt noted that the new STELLAR lease will be signed this week and includes a five-year term with the option to renew the lease.

The meeting adjourned at 7:55 pm

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** June 26, 2025

Decision Requested X **Agenda Code** 7 b.1.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Bid Award: BID 2026-02 Rubbish Removal & Recycling Services

Summary of Issue: Southington Public Schools went out to bid for rubbish removal, cardboard removal, and single-stream recycling services of all school locations. The attachments include the recommendation based on the price of services, as defined in the bid scope.

Background: Four vendors submitted timely bids. Pricing was based on container size, current pickup schedule, and bid to be submitted as a net cost to include all charges and fees for equipment, supplies, and tipping. A performance bond was also required. An option to bid for one, two, or three years was listed in the bid specifications.

Alternative Strategies: N/A

Cost (if applicable): $147,500 (Year One) **Funding Source:** Operating Budget

Beginning Date of Program or Project: July 1, 2025

Ending Date of Program or Project: June 30, 2028

Recommendation or Comment: Move that the Board of Education award BID 2026-02, Rubbish Removal & Recycling Services as recommended by the Administration.

Titles of Attachments:

1. BID Award Request: Bid 2026-02
2. BID Award Memo
3. BID Compilation

Kyle Fickel
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

Southington Public Schools
Purchasing Department

BID AWARD REQUEST – BID 2026-02
RUBBISH REMOVAL AND RECYCLING SERVICES

The above bid is submitted for AWARD by the Finance Committee and Board of Education.

PROPOSED SUMMARY: This bid sought pricing for rubbish removal, cardboard removal, and single-stream recycling services to all Southington Public School locations. Pricing was based on container size and current pickup schedule. This bid was advertised in the Record Journal and notice of the bid was sent to vendors on record. The bid was also listed on the Southington School's website and Planet Bids. Four vendors responded to our bid.

The recommendation is to award Bid 2026-02 to CWPM, LLC of Plainville, CT for a 3-year term of rubbish removal, cardboard, and single-stream recycling services. CWPM is the district's current rubbish removal vendor. The award recommendation memo and bid compilation are attached.

Beginning Date of Project:	July 2025	Ending Date of Project:	June 2028
Funding Source:	(32140) Contracted Refuse	Total Proposed for Bid Award, FY26	$147,500
		Total Budget for Rubbish removal and Recycling, FY26	$90,200

Signature of Accounting Manager — Date: 6/9/25

Superintendent's Direction:

_____ **Approved As Submitted**
_____ **Hold** (pending future action
_____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

Signature of Superintendent of Schools/ designee — Date: 6/11/25

Finance Committee's Direction:

_____ **Approved As Submitted**
_____ **Hold** (pending future action
_____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

Signature of Finance Committee Chairperson — Date: 6/23/25

Board of Education's Direction:

_____ **Approved As Submitted**
_____ **Hold** (pending future action
_____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

Signature of Board of Education Chairperson — Date

SOUTHINGTON Public Schools

Kyle R. Fickel
Accounting Manager

MEMO

TO: Finance Committee, Board of Education
DATE: June 9, 2025
RE: Recommendation to Award BID 2026-02 Rubbish Removal and Recycling Services

BID 2026-02 sought pricing for rubbish removal, cardboard removal, and single-stream recycling to all Southington Public Schools locations. Pricing was based on container size, current schedule, and submitted as net cost to include all charges and fees for equipment, supplies, and tipping. An option to bid for one, two, or three years was listed in the bid. The bid also requested if vendors would be willing to extend the bid pricing with Town offices. CWPM and J&J Brothers, LLC indicated they would.

Bid 2026-02 was opened publicly on May 14, 2025, at 9:00 AM with four vendor submissions. The lowest bidder was CWPM, LLC from Plainville, CT. CWPM purchased HQ Dumpsters, our previous trash removal vendor in January 2024. Upon subsequent review of the bids submitted, it was noted that CWPM did not net their prices on the thirty and forty cubic yard dumpsters. CWPM was contacted and asked to clarify their pricing of those size containers to include any and all fees per the bid scope requirements. Their updated pricing for the thirty and forty cubic yard dumpsters has been reflected in the bid compilation.

Based on the above, the Administration recommends awarding Bid 2026-02 to CWPM, LLC for a three-year term starting on July 1, 2025 through June 30, 2028. Year one of the award will be a total of $147,500 for rubbish removal, cardboard, and single stream recycling services on our current pickup schedule.

Please find attached the Bid Compilation for BID 2026-02.

SOUTHINGTON PUBLIC SCHOOLS
Rubbish Removal and Recycling Services
BID 2026-02
Bid Opening: May 14, 2025 at 9:00 AM

VENDOR	Addendum Included *	TOTALS	Year 1		Year 2		Year 3		*3 Year Total*
CWPM	N	Total Annual Trash Removal	$123,660.00		$127,772.80		$131,349.14		$382,781.94
		Total Annual Recycling	$10,940.00		$11,268.20		$11,596.40		$33,804.60
		Total Annual Cardboard	$12,900.00		$13,287.00		$13,686.90		$39,873.90
		GRAND TOTAL	**$147,500.00**		**$152,328.00**		**$156,632.44**		**$456,460.44**
J&J Brothers	N	Total Annual Trash Removal	$147,162.00		$154,520.10		$163,791.31		$465,473.41
		Total Annual Recycling	$15,660.00		$16,443.00		$17,429.58		$49,532.58
		Total Annual Cardboard	$10,960.00		$11,487.00		$12,176.22		$34,623.22
		GRAND TOTAL	**$173,782.00**		**$182,450.10**		**$193,397.11**		**$549,629.21**
All Waste, Inc.	Y	Total Annual Trash Removal	$170,842.00		$184,509.00		$199,270.00		$554,621.00
		Total Annual Recycling	$43,760.00		$47,261.00		$51,042.00		$142,063.00
		Total Annual Cardboard	$32,004.00		$34,564.00		$37,329.00		$103,897.00
		GRAND TOTAL	**$246,606.00**		**$266,334.00**		**$287,641.00**		**$800,581.00**
AJ Waste Systems, LLC	Y	Total Annual Trash Removal	$150,220.48		$157,731.50		$165,618.07		$473,570.05
		Total Annual Recycling	$18,304.00		$19,219.20		$20,180.16		$57,703.36
		Total Annual Cardboard	$12,277.52		$12,891.39		$13,535.95		$38,704.86
		GRAND TOTAL	**$180,802.00**		**$189,842.09**		**$199,334.18**		**$569,978.27**

CWPM, LLC
25 Norton Place
Plainville, CT 06062

J&J Brothers
200 Pratt Street
Meriden, CT 06450

AJ Waste Systems, LLC
22 Burton Drive
Cheshire, CT 06410

All Waste, Inc.
153 Murphy Road
Hartford, CT 06114

*** An addendum was posted based on a bidder question. The addendum showed our current contract pricing.**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date June 26, 2025

Decision Requested X Agenda Code 8 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 2024-2025 school year. This report includes activity for the months of May 1, 2025 – June 26, 2025.

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.

Michelle Passamano
Signature of Staff Member Submitting Report

Stan Madansky
Signature of Superintendent

Included:
Personnel Report

Personnel Report
May 1, 2025 – June 26, 2025

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Aquavia, Nicole	School Psychologist, TLC	DES/JFK	1.0	8-25-2025	6th	$67,737
CERT	Bogoslofski, Mikaela	Mathematics Teacher	JAD	1.0	8-25-2025	BA	$52,572
CERT	Bolduc, Kelly	Grade 5 Teacher	HES	1.0	8-25-2025	MA	$66,625
CERT	Burnell, Nikki	Grade 5 Teacher	KES	1.0	8-25-2025	6th	$74,814
CERT	Caruso, Gabriella	PE/Health Teacher	SEES	1.0	8-25-2025	MA	$59,952
CERT	Cavallaro, Sarah	School Psychologist	JAD	1.0	8-25-2025	6th	$60,660
CERT	Copeland, Cameron	PE/Health Teacher	District	1.0	8-25-2025	BA	$52,572
CERT	Diaz, Reynaldo	Science Teacher	SHS	1.0	8-25-2025	MA	$79,970
CERT	Donelan, Nicholas	PE/Health Teacher	SES	1.0	8-25-2025	BA	$52,572
CERT	Ellsworth, Riley	PE/Health Teacher	HES/SES	1.0	8-25-2025	MA	$59,952
CLASS	Green, Joanna	Administrative Assistant	HES	1.0	8-11-2025	N/A	$26.81
CERT	Gurga, Gianna	Family Consumer Science	SHS	1.0	8-25-2025	6th	$99,584
CLASS	Koopman, Jennifer	Administrative Assistant	OES	1.0	6-25-2025	N/A	$28.05
CERT	LaBelle, Angela	Special Education Teacher	JAD	1.0	8-25-2025	6th	$88,968
CERT	Laprise, Kailey	PE/Health Teacher	FES	1.0	8-25-2025	BA	$52,572
CERT	Lowe, Meghan	Mathematics Teacher	JFK	1.0	8-25-2025	MA	$63,289
CERT	Madden, Molly	Grade 4 Teacher	DES	1.0	8-25-2025	BA	$55,504
CERT	Matias, Victor	Special Education Teacher	JFK	1.0	8-25-2025	MA	$56,616
CERT	Matthews, Kyle	World Language (1-yr)	SHS	1.0	8-25-2025	7th	$99,078
CERT	Molica, Megan	Science Teacher	JFK	1.0	8-25-2025	6th	$85,430
CERT	Perez, Megan	World Language	JAD	1.0	8-25-2025	6th	$92,507
CERT	Peterson, Jessica	Grade 2 Teacher	HES	1.0	8-25-2025	MA	$59,952
CERT	Rambhia, Sanjay	Mathematics Teacher	SHS	1.0	8-25-2025	MA	$98,795
CLASS	Rivet, Cynthia	SLPA	District	1.0	8-25-2025	BA	$39.00
CERT	Rogers, Martha	English Teacher	SHS	1.0	8-25-2025	MA	$63,289
CERT	Schirber, James	Mathematics Teacher	SHS	1.0	8-25-2025	MA	$69,961
CERT	Schweikher, Danielle	Mathematics Teacher	JAD	1.0	8-25-2025	MA	$89,979
CERT	Sharma, Shaila	Language Arts Teacher	JAD	1.0	8-25-2025	MA	$56,616
CERT	Shields, Erin	Grade 5 Teacher	SES	1.0	8-25-2025	BA	$55,504
CERT	Sliker, Kevin	Science Teacher	JAD	1.0	8-25-2025	BA	$52,572
CLASS	Slowik, Julie	Administrative Assistant	SHS	1.0	8-11-2025	N/A	$26.81
CERT	Sullivan, Victoria	Kindergarten Teacher	DES	1.0	8-25-2025	MA	$76,634
CERT	Szrejna, Tyler	PE/Health Teacher	DES	1.0	8-25-2025	BA	$52,572
CERT	Trofimchik, Heather	Science Teacher	JFK	1.0	8-25-2025	6th	$85,430

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Bartlett, Barbara	Food Service Manager	KES	6-30-2025	14	RETIRE
CLASS	Bass, Judith	Paraeducator, FT	SHS	8-8-2025	30	RETIRE
CLASS	Celano, Jacqueline	SLPA	SHS/DES	6-30-2025	9 mo.	RESIGN
CERT	Courtemanche, Kyle	Mathematics Teacher	SHS	6-30-2025	9	RESIGN
CLASS	Cross, Aneesa	Paraeducator, FT	KES	6-30-2025	2	RESIGN
CLASS	Duling, Morgan	Paraeducator, FT	JAD	6-30-2025	1	RESIGN
CLASS	Fedoruk, Carol	Food Service Technician	JAD	6-30-2025	41	RETIRE
CLASS	Fernandes, Joseph	Custodian, PT	SHS	4-29-2025	6	RESIGN
CLASS	Finley, Larry	Crossing Guard	SES	6-13-2025	9	RESIGN
CLASS	Garcia, Moesha	Paraeducator, FT	SHS	6-2-2025	8 mo.	RESIGN
CLASS	Green, Joanna	Attendance Clerk, PT	HES	6-12-2025	2	RESIGN
CLASS	Hollman, Rebecca	Paraeducator, FT	FES	5-17-2025	6 mo.	RESIGN
CERT	Horvath, Lindsey	Social Worker	SHS	8-4-2025	3	RESIGN
CLASS	Johnson Frohling, Jessica	Paraeducator, PT	HES	6-30-2025	9 mo.	RESIGN

Personnel Report
May 1, 2025 – June 26, 2025

RESIGNATIONS/RETIREMENTS CONT.

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CERT	Kobierowski, Caroline	Science Teacher	JFK	6-30-2025	1.5	RESIGN
CERT	Krar, Gina	Grade 2 Teacher	TES	8-1-2025	9	RETIRE
CLASS	Lorenzo, Ann	Paraeducator, PT	KES	6-30-2025	12	RESIGN
CERT	Makhoul, Christine	Math Teacher	SHS	8-15-2025	1	RESIGN
CLASS	Matias, Victor	Paraeducator, FT	JAD	6-30-2025	1	RESIGN
CLASS	Meyer, Haley	Paraeducator, FT	TES	6-30-2025	1	RESIGN
CLASS	Mulhern, Katherine	ABA Therapist	HES	6-30-2025	1.5	RESIGN
CLASS	Najarian, John	Head Custodian, FT	OES	6-28-2025	31	RETIRE
CLASS	Patel, Megha	Paraeducator, TLC	JAD	6-30-2025	9 mo.	RESIGN
CLASS	Pollo, Haley	ABA Therapist	SES	5-21-2025	3 mo.	RESIGN
CERT	Potamis, Lynn	Grade 2 Teacher	KES	6-30-2025	25	RETIRE
CLASS	Reed, Amelia	Paraeducator, FT	FES	6-30-2025	7	RESIGN
CLASS	Vale Vazquez, Shakyra	ABA Therapist, SLC	HES	6-30-2025	5 mo.	RESIGN
CERT	Woike, Alyssa	School Psychologist	JAD	8-22-2025	1	RESIGN
CERT	Zimmitti-Rosa, Adele	Family Consumer Science	SHS	8-4-2025	12	RESIGN

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Bakal, Nicholas	Custodian/FES	1.0	Head Custodian/SES	1.0	7-1-2025
DiBenedetto, Anthony	Custodian/SHS	0.49	Evening Custodian/SHS	1.0	5-19-2025
Nealon, Jesse	Evening Custodian/SHS	1.0	Day Custodian/SHS	1.0	5-20-2025
Pesce, Karin	Pre-K Clerk/HES	0.56	Attendance Clerk/HES	0.54	8-27-2025
Scalesse, Elizabeth	Grade 2/HES	1.0	Grade 6 Science/JFK	1.0	8-25-2025

TRANSFERS

	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Bouffard, Timothy	Technology Education/JFK	1.0	Business/SHS	1.0	8-25-2025
DellaFera, Jill	Special Education/JFK	1.0	Special Education/SHS	1.0	8-25-2025
Mullen, Jenna	Grade 2/SEES	1.0	Grade 2/KES	1.0	8-25-2025

STIPENDS

COACHING

Resignations/Non-Renewals

Blitz, Deborah	Assistant Cross Country Coach	JFK	RESIGN
Carbone, Anne	Head Cross Country Coach	JFK	RESIGN
Lalla, Robert	Girls Swimming & Diving Head Coach	SHS	RESIGN
Madden, Allison	Assistant Girls Soccer Coach	SHS	RESIGN
Watson, Jillian	Assistant Girls Tennis Coach	SHS	RESIGN
Zaccagnino, Brian	Assistant Wrestling Coach	SHS	RESIGN

Appointments

Capobianco, Amy	Team Leader 6C	JFK	STIPEND
Laudati, Courtney	White Team Leader	JAD	STIPEND
Siegal, Katie	Yellow Team Leader	JAD	STIPEND
Wojtkowski, Brett	Team Leader 7C	JFK	STIPEND

Personnel Report
May 1, 2025 – June 26, 2025

STIPENDS CONT.

OTHER

Resignations/Non-Renewals

O'Keefe, Kenneth Patrick	Agricultural Science Department Leader	SHS	RESIGN

Appointments

Capobianco, Amy	Middle School Team Leader 6C	JFK	STIPEND
Drury, Michael	Director of High School Credit Recovery	SHS	STIPEND
Reilly, Kathleen	Summer School Curriculum Coordinator	SHS	STIPEND
Wojtkowski, Brett	Middle School Team Leader 7C	JFK	STIPEND

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **June 26, 2025**

Decision Requested **X** **Agenda Code** **10 a.**

AGENDA REPORTING FORM

Agenda Topic: Approval of Non-lapsing Account

Summary of Issue: Pursuant to revised CT General Statue 10-248a, for the fiscal year ending June 30, 2025 and each year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance, a local Board of Education may deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education, provided (1) such deposited amount does not exceed two percent of the total budgeted appropriation for education for such prior fiscal year, (2) each expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local Board of Education for such town.

Background: N/A

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 to approve a non-lapsing account to allow unexpended funds from the BOE 2024-2025 Operating Budget to be deposited into a non-lapsing account up to the amount authorized by statute, to be maintained for use authorized by the Board of Education.

Titles of Attachments:

Jennifer Mellott

Signature of Staff Member Submitting Report

Peter Madaras

Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** June 26, 2025

Decision Requested X **Agenda Code** 10 b.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Obsolete Textbooks

Summary of Issue: With the adoption of more current textbooks, it is necessary to dispose of miscellaneous, outdated textbooks from Southington Schools. The district is working with Books United. A listing of all obsolete books is provided to Books United and the vendor determines which books can be used/purchased or donated as part of their buyback program. Following their review, vendor will send us a list of the books and, if applicable, a check for those that they are able to buyback. Books they cannot sell or donate will be recycled.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: June 2025

Ending Date of Program or Project: N/A

Recommendation or Comment: According to Board of Education policy #3260, the Board may authorize the disbursement or disposal of outdated textbooks that are no longer useful to the educational program.

Titles of Attachments:
1. Obsolete Textbook Listings

Frank Ryan
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** June 26, 2025

Decision Requested X **Agenda Code** 10 c.1.

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 – Eastern National 4-H Round Up – Louisville, KY
  - November 6-9, 2025

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

Amy Jagmin

Signature of Staff Member Submitting Report

Alan Madancy

Signature of Superintendent of Schools

Southington High School
Eastern National 4-H Round Up

Louisville, KY

(November 6-9, 2025)

R-6153
Revised 8/23/24

Southington Public Schools
Southington, Connecticut

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

Submit to Director of Teaching and Learning

Date: 5/20/25

Out of State: Yes ☑ No ☐ **Miles Round Trip:** 1714
Overnight: Yes ☑ No ☐

Southington High School (School) | Southington 4-H (Class/Group) | Nov. 6-9, 2025 (Date of Trip)

Name and Address of Destination Eastern National 4-H Round Up, Louisville, KY @ Kentucky Fair + Expo Center 937 Phillips Lane 40209

Reasons for Field Trip Itinerary (attach if needed) National 4-H Contest; Student earned opportunity to compete by being in top 5 at CT State 4-H contest. Academic contest - equine science

Departure Date/Time Nov. 6, 2025 / TBD **Return Date/Time** Nov 9 2025 / TBD

Type: ☑ Academic (15:1) ☐ Non-Academic (10:1) ☐ Abroad (8:1) **Required Ratio (Student: Teacher/Chaperone)**

# of Students: 1 **# of Teachers/Chaperones:** 1 **#of Buses:** → Flying with rest of team - 2 teams competing this year.

Have definite arrangements been made at the field trip destination? Yes ☑ No ☐ ↳ made by the UConn state 4-H office

☑ **Have met with nurse to address student health needs.**
Nurse's Signature [signature] *Date* 5/20/25

☐ **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 ☑

****

COST AND FINANCING - Externally funded with UConn 4-H

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	$	The school/district will not
Board of Education Contribution	$	be asked for any funds.
Other	$	
Fundraising Activity	($)	
BALANCE	$	
Student Contribution		
Transportation	$	Students @ $
Entrance Fees, Room & Board	$	Students @ $
TOTAL Cost of Trip to Each Student	$	

SIGNATURES

Teacher Margie Cruso M. Grant **Date** 5/20/25
Dept. Head [signature] **Date** 5/20/25
Principal [signature] **Date** 5/20/25
Comments

Approved ☑
Not Approved ☐

Director of Teaching & Learning: [signature] **Date** 5/20/25

Board of Education Approval* YES ☐ NO ☐ **Date**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** June 26, 2025

Decision Requested X **Agenda Code** 10 c.2.

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 – Girls Varsity Volleyball Team – Saratoga, NY
  - September 19-20, 2025

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

Amy Jagmin

Signature of Staff Member Submitting Report

Stan Madansky

Signature of Superintendent of Schools

Southington High School
Girls Varsity Volleyball Team

Saratoga, NY

(September 19-20, 2025)

R-6153
Revised 8/23/24

Southington Public Schools
Southington, Connecticut

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

Submit to Director of Teaching and Learning

Date: 06//09/2025

Out of State: Yes X No ☐ **Miles Round Trip:** 310

Overnight: Yes X No ☐

Southington High School (School) | Girls Varsity Volleyball Team (Class/Group) | 09/19/2025- 09/20/2025 (Date of Trip)

Name and Address of Destination Saratoga Rec Center - 15 Vanderbilt Drive, Saratoga, NY

Reasons for Field Trip Invite for Burnt Hills/Ballston Spa Cider Challenge Volleyball Tournament

Itinerary (attach if needed) see attached

Departure Date/Time 09/19/2025 3 pm **Return Date/Time** 09/20/2025 10 pm est

Type: ☐ Academic (15:1) ☒ Non-Academic (10:1) ☐ Abroad (8:1) **Required Ratio (Student: Teacher/Chaperone)**

# of Students: 14 **# of Teachers/Chaperones:** 3 **#of Buses:** 1

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

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

X **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 ☒

****

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	$ 7,200	Bus ($4,100); Lodging ($2,000); Food&Misc ($1,100)
Board of Education Contribution	$ 0	
Other	$ 0	
Fundraising Activity	($5,100)	
BALANCE	$ 2,100	
Student Contribution		
Transportation	$ 1,050	14 Students @ $ 75
Entrance Fees, Room & Board	$ 1,050	14 Students @ $ 75
TOTAL Cost of Trip to Each Student	$150	will attempt to fundraise to over/reduce any contribution

SIGNATURES

Teacher Lindsey Wittl / Lindsey Wittl Richard Heitz **Date** 06/09/25

Dept. Head Steve Rosier **Date** 6/10/25

Principal R. AROIAN **Date** 6/11/2025

Comments

Director of Teaching & Learning: _____ **Date** 6/11/25 **Approved** ☑ **Not Approved** ☐

Board of Education Approval* YES ☐ NO ☐ **Date**

Southington High School
Varsity Volleyball Team
Burnt Hills/Balston Lake Cider Challenge
Volleyball Tournament
Saratoga Rec Center – Saratoga, NY
September 19, 2025 – September 20, 2025
TENTATIVE ITINERARY

September 19, 2025

3:00 pm Departure from Southington High School
6:00 pm Check into Hotel (tbd – in past has been Hampton Inn-Clifton Park, NY)
6:30 pm Stop for dinner (approximately 1 and 1/2-hour)
8:00 pm Return to hotel
10:00 pm Lights out

September 20, 2025

6:30 am Breakfast (typically provided at the Hotel)
7:00 am Departure to Saratoga Rec Center, Saratoga, NY
8:00 am Event begins
6:00 pm Departure from Saratoga Rec Center to Southington - (Stop locally for quick dinner (45 min - 1 hour)
10:00 pm Est Arrival at Southington High School

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 d.

AGENDA REPORTING FORM

Agenda Topic: SHS – International Relations - Revised - First Reading.

Summary of Issue: SHS – International Relations - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – International Relations - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: What is International Relations?
Teacher:	David Garfinkel
Grade Level/Course:	10-12th Grade
Length/Dates:	1 Week (2-3 Blocks)
Unit Summary: 2-4 sentences describing the main ideas, content, and skills of the unit.	This unit introduces students to the field of international relations and explores the concept of grand strategy (both in international relations and US foreign policy). The main purpose is to analyze the ways in which nations formulate, implement, and assess strategic options to advance their perceived interests in the international arena. Questions students will explore are: ● How do states allocate their resources to achieve their goals? ● What is "grand strategy" and what is it for? ○ What are the sources of grand strategy and how are grand strategies formulated? ○ What are the main tools to implement a grand strategy? ● For thinking: Should the US engage in an active internationalist strategy or retreat from its international commitments?

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions. CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
INQ 9-12.17 Apply a range of deliberative & democratic strategies and procedures to make decisions and take action in their classroom, schools, and out-of-school civic contexts.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.

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).

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. International Relations is the study of how nations interact with each other and their reasons for doing so. 2. The theories of International Relations are on a 3 part spectrum: a. Traditional theories (Realism vs. Liberalism) b. Middle-ground theories (Constructivism) c. Critical theories (Marxism, Feminism, etc). 3. States use various tools, such as diplomatic, economic, informational, military, and other sources of power, to advance and protect their interests both in peacetime and during times of war.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do countries interact with each other? 2. How should a nation achieve its international goals? 3. How do countries solve global and domestic problems?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Content Vocabulary: 1. International Relations (IR) 2. Grand Strategy 3. Realism 4. Liberalism 5. Constructivism 6. State/Nation 7. P.A.L.S. a. Power b. Authority c. Legitimacy d. Sovereignty 8. Prestige 9. Domestic 10. Diplomacy 11. Economics 12. Globalization 13. Government Know: 1. Importance of studying International Relations. 2. The traditional and middle ground theories of International Relations: 3. Tools of Grand Strategy a. Diplomatic b. Economic c. Military d. Informational e. Political	Students will 1. define key vocabulary that will be used throughout the unit. 2. be able to analyze and assess the importance of International Relations. 3. analyze what makes grand strategies fail; what makes them effective. 4. critically read a source for structure and context.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** Use multiple sources to create a “grand strategy” that solves a hypothetical crisis. ● **Role:** Students act as strategists to find information to use as the basis for their proposed strategies. ● **Audience:** The target audience for this task will be the students' group members and the rest of the class. ● **Situation:** Students are given a “crisis situation”. As a group, students must collaborate to devise a “grand strategy” and present it to the US State Department for review. ● **Product/Performance/Purpose:** Identifying the US national goal related to the period/context; Organizing information into a “grand strategy” to solve a problem; Analyzing strengths and weaknesses of grand strategies; Individual written reflection on the process ● **Standards and Criteria for Success:** A successful result will be a group-made Google slide that will feature proof of research from multiple sources, with accurate content and evidence of analysis on what makes grand strategies fail and succeed. (See Rubric: Here)

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Performance Task Link
- Research Guide
- Grand Strategy Guide
- Reflection
- Hypothetical Crisis

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Informal observations and feedback during the planning process
- Rubric (Linked Here):
  - Critical Thinking: Information and Discovery
  - Critical Thinking: Problem Solving/Solution Finding
  - Critical Thinking: Reasoning
  - Required Work

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

This Performance Task will require students to complete this assignment with a research guide/ Grand Strategy Guide and previous information. On the first day, students should first be made aware of the hypothetical situation, the parameters, and the rubric for the assignment. After this, students should begin their research by working with their peers and filling in their guides. This may be something to start in class and assign for work outside of the classroom. In the next lesson, students can take time to work with their peers on the Grand Strategy guide using the information that they researched the night before. This may also be a good time to guide them through the presentation section. On the final day, students should work on presenting their information to their peers and discussing the pros and cons of their approach with both their groups and the entire class. Students may then begin to work on the reflection or finish it for homework if they are not yet done.

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Exit tickets
- Vocab Checks
- Recall
- Small and large group discussion
- Poster Creation
- Close Reads

(These will also be embedded below in the daily learning plan.)

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Lesson 1.1: What is International Relations?	
Learning Target:	**Success Criteria:**
• I will define several key terms related to International Relations and identify why they are related to International Relations. • I will describe the acronym P.A.L.S. and differentiate each of the terms from the other.	• I can define all 11 vocabulary words and use the official definitions to answer the question: "How do the words above connect to International Relations?" • I can read an article and use the contents to create descriptions for each term.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1. While working on a handout (LINKED HERE), students will work either alone or with a partner to come up with their own definitions for 11 key vocabulary words. They will then compare these to the official course definitions I will provide them. 2. Students will proceed by answering 4 discussion questions regarding the vocabulary terms and will discuss them both with their peers and with the whole class. 3. Students will then read an article discussing the acronym P.A.L.S. (Power, Authority, Legitimacy, Authority) and how it relates to International Relations. After reading the article, the students will answer several analytical questions that ask them to make connections between the different terms.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
- P.A.L.S. Handout - Lesson 1.1 Handout - Informal Observations during group and whole-class discussions.	

Lesson 1.2: Theories	
Learning Target:	**Success Criteria:**
- I will define the three major theories of International Relations. - I will analyze how these theories would impact how a nation would interact with the rest of the world.	- I can read 3 excerpts and use them to create a definition for each theory. - I can answer all 6 discussion questions using information from the stations and my interpretations.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1. Students will work with pre-assigned groups to create personal descriptions of the 3 major theories of International Relations based on readings posted around the room. They will record these definitions in a handout (LINKED HERE). 2. Once they are done, the students will answer six discussion questions which ask students to analyze, compare, and contrast the different theories. 3. Students will then be asked to categorize 9 politicians from American History by which theory of International Relations most closely aligns with the politician's beliefs. They will be provided with several quotes to help them with this task.	

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Lesson 1.2 Handout
- Informal Observations during group and whole-class discussions.

Lesson 1.3: Grand Strategy	
Learning Target:	**Success Criteria:**
● I will define grand strategy and analyze examples to understand its role in international relations.	I will define "grand strategy." I will read and annotate a primary source (the Melian Dialogue) to show evidence of government goals I will use their knowledge of "grand strategy" to assess foreign policy scenarios with descriptive explanations I will make a poster about their scenario that clearly explains the tools countries use to engage on the world stage

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to Handout

1) Intro/brainstorm of definition
2) Close Read/Why-Lighting on the Melian Dialogue
    a) Teacher-led discussion
3) Group work: Scenario analysis + poster creation
    a) Handout/chart
4) Informal Gallery Walk for poster presentations

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Link to Classwork Rubric

- Close read/why-lighting corrections
- Chart completion + poster creation

Additionally, students will be given informal feedback on their ability to collaborate and work effectively in a group.

Resources
Any materials and resources related to Stage 3 learning activities.

- Handout (see link above)
- Highlighters
- Poster paper
- Markers
- Access to technology

Unit Overview	
Unit Title:	Unit 2: International Security and Conflict Resolution
Teacher:	David Garfinkel
Grade Level/Course:	10-12
Length/Dates:	4 weeks (8-9 Blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Conflict takes many forms – not just direct violence – and we are all affected by it. Understanding the processes and driving forces at work is essential in our ever-changing world.This unit aims at (1) familiarizing students with the main notions and approaches to the study of international security and conflict, (2) analyzing the challenges to global security, and (3) exploring some conflicts and security challenges seen in international relations. Questions students will explore: ● What are the approaches to international security? ● What is diplomacy? ● Why do countries go to war and is war ever justified? ● What is an alliance and why do countries form them? ● How do groups overcome their differences? For thinking: Some say the world is more peaceful and war is in decline→do you agree?

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
● **MW.Inq.4.e.** Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. ● **MW.Inq.4.f.** Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts. ● **US.Inq.3.b**. Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). ● **CCSS.RH2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship and the key details and ideas. ● **CCSS.RH3** Evaluate various explanations for actions or events and determining which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain ● **CCSS.WH4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ● **CCSS.WH** Use technology including the internet, to produce, publish, or update individual or shared writing products in response to ongoing feedback, including new arguments or feedback.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

-

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

- **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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. International security is a subfield of international relations (IR) that focuses on questions of war and peace. a. Security relates to **the measures taken by states and international organizations, such as the United Nations, European Union, and others, to ensure mutual survival and safety.** These measures include military action and diplomatic agreements, such as treaties and conventions. International Security also covers a variety of interconnected issues in the world that affect survival: traditional or conventional modes of military power, the causes and consequences of war between states, economic strength, to ethnic, religious and ideological conflicts, trade and economic conflicts, energy supplies, science and technology, food, as well as threats to human security and the stability of states from environmental degradation, infectious diseases, climate change and the activities of non-state actors. International security is national security or state security in the global arena. b. Important individuals in this field are Edward Hallet, Kenneth Waltz, Immanuel Kant, Machievelli, and Hilary Clinton. 2. Diplomacy is **a process between actors (diplomats, usually representing a state) who exist within a system (international relations) and engage in private and public dialogue (diplomacy) to pursue their objectives in a peaceful manner.** Diplomacy is an essential tool required to operate successfully in today's international system. 3. When conflict becomes violent, countries go to war. There are many reasons why this can occur: individual, domestic, and systemic. (Ch 5)

	4. An alliance is a coalition of states that coordinate their actions to accomplish some end. Most alliances are formalized in written treaties, concern a common threat and related issues of international security, and endure across a range of issues and a period of time. States form alliances to increase their effective power relative to that of another state or alliance. Alliances can shift rapidly, with major effects on power relations.(Ch 2) 5. Public opinion, social issues, economic issues (such as wealth disparity), climate change, and technology impact the success of international security measures. As states seek security, their own norms, rules, and values are sometimes at odds with each other.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What is security and how is it theorized? Who are the important voices in this field? 2. What is diplomacy and how is it seen on the world stage? 3. Why do countries go to war? 4. Is war ever justified? 5. What are alliances and why do countries form them? How do they impact international security and conflict resolution? (Do they cause more problems?) 6. What are the challenges to international security? 7. How does the quest for international security and peacekeeping impact us today?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Content Vocabulary:
● US State Department/Secretary of State
● Foreign Policy
● sanctions
● Security/International Security
● Human Security
● Theoretical Approaches to International Security
  ○ Realism
  ○ Liberalism
  ○ constructivism
● War
● Balance of Power
● Collective Security
● Conflict Resolution
● War/Causes
● Diplomacy
● “13 Days”
● Alliance/forming an alliance
● Genocide
● Drug trafficking
● nuclearization
	Students will
	1. define key vocabulary that will be used throughout the unit.
	2. analyze and assess primary and secondary sources.
	3. be able to analyze and assess why countries go to war.
	4. analyze the challenges to international security.
	5. critically read a source for structure and context.
	6. collaborate with classmates to create and implement strategies to solve a problem.

To Know: ● Conflict takes many forms – not just direct violence – and we are all affected by it. ● Understanding the processes and driving forces at work in international security and conflict resolution is essential in our ever-changing world. ● The current and past examples of challenges to security and conflict resolution	

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

Students will play the game Diplomacy and write a reflection essay (test grade).

- **Goal:** Students will collaborate, strategize, and negotiate their way through the game of Diplomacy, with the ultimate goal of experiencing conflict resolution at a national level.
- **Role:** Students take on the role of early 20th century Great Power countries and scheme to tilt the course of history in their favor..
- **Audience:** Classmates who are from other Great Power countries.
- **Situation: "**At the beginning of the 20th Century, Europe was a complicated cauldron of political intrigue. Diplomacy is a game of negotiations, alliances, promises kept, and promises broken. In order to survive, each team needs help from the others. In order to win the game, a team must eventually stand alone. Knowing whom to trust, when to trust them, what promise to keep, and when to promise it is the heart of the game."
- **Product/Performance/Purpose:** Participation in game and debrief; individual reflective essay
- **Standards and Criteria for Success:** Students will be observed during game play and be expected to provide insight and ideas. Students must also be flexible and accommodating during group work. Students must also participate in the game debrief with one or two comments. Lastly, students will write an essay that is reflective and analytical, effectively communicating their ideas in no more than two pages.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Play Diplomacy Online
Diplomacy | Board Game | BoardGameGeek
Diplomacy (game) - Wikipedia

Handout: Click this LINK

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Link to Performance Task Rubric

Teacher informal observations and feedback.

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.

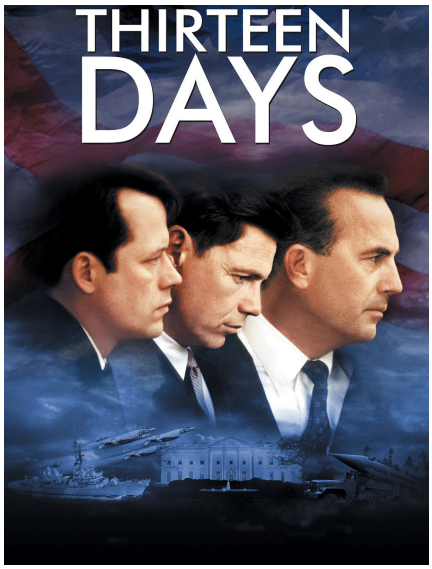
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.







Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Map Quiz
- Exit tickets
- Vocab Checks
- Recall
- Small and large group discussion
- Internet and source search
- Close Reads
- Movie analysis

May, 2025

- Small group research/presentation

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Lesson 2.1: Definitions and Theoretical Approaches	
Learning Target:	**Success Criteria:**
- I will identify what we will be learning about next in the course. - I will analyze International Security.	- I have defined 12 terms for this next unit. - I have determined how international security relates to International Relations by reading several articles and answering an exit ticket question.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson 2.0 Handout: Linked Here 1) Reading for Information→ early definitions a) Students will read a teacher provided text; annotate; answer Qs b) Class discussion 2) Theoretical Approaches +research on International Security (2 examples) a) Students will apply knowledge 3) Exit Ticket Wrap Up	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
RFI Research Collaboration Exit ticket	

Lesson 2.2: What is Diplomacy?	
Learning Target:	**Success Criteria:**
- I can distinguish between internationalism and isolationism. - I can explain the relationship between national interest and foreign policy. - I can make judgments about the effectiveness of strategies. - I will evaluate several strategies and tools of diplomacy.	- I have analyzed 3 scenarios and used them to fill out an exit ticket.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Link to lesson	

- Icivics Handout: Linked Here
- Icivics Teacher Copy: Linked Here

1) Warm up: anticipation activity
2) Scenario activities (from iCivics)
    a) Using their knowledge, students have to apply their definitions of diplomacy to scenarios.
        i) Start out reading as a class; then allow individual work and application

3) As a wrap up, students will go back to the warm up and reflect on what they learned/compare it to what they thought about diplomacy at the start of the lesson.

Assessment
List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

- Icivics Handout: Linked Here
- Icivics Teacher Copy: Linked Here

Lesson 2.3: War, What is it Good For?	
Learning Target:	**Success Criteria:**
- I will distinguish between two different theories of causes of war at two different levels of analysis. - I can identify at least four different international conflicts where religion plays a role in creating or exacerbating the conflict. - I can summarize two different international territorial disputes and evaluate the prospects for their peaceful settlement.	- I have used a text reading to describe 2 different theories of the cause of war and applied it to current international issues.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to Lesson Day 1

1) Warm up: Why do countries go to war?
2) Map analysis questions
3) Reading for Information on Types of wars
4) Theories on the Causes of War reading and application
5) Exit Slip (two current international situations→apply knowledge)

Link to Lesson Day 2

1) Warm up: what is nationalism?
2) Identifying types of International Conflict
    a) You will be split into groups (either “Conflicts Over Ideas” or “Conflicts Over Interests”). Read and research your topics, completing the chart below. You will then share your information with the other group.
3) Wrap up Qs

Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
- Lesson 2.2: Linked Here - Lesson 2.2 Part 2: Linked Here

Lesson 2.4: Global Conflict Tracker Analysis	
Learning Target:	**Success Criteria:**
- I will evaluate a current conflict that is going on around the world.	- I have used a website to find information about a conflict and create a One-Pager that showcases my research.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to lesson here

1) Students will Explore the Global Conflict Tracker: Global Conflict Tracker
2) Then, review their notes on the Types of Conflict:

	Religious	Ideological	Territorial	Governmental	Economic

3) Third, students will pick a conflict from the tracker, review all the information. Do extra research if necessary. Fill in the organizer/take notes. (Completion of the organizer is optional.)
4) Lastly, students will make a One-Pager about a conflict.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

(rubric is on the lesson worksheet)
- One pager
- Research
- Using time in class effectively

Lesson 2.5: "13 Days" Analysis	
Learning Target:	**Success Criteria:**
• I can use my knowledge of international conflicts to assess the Cuban Missile Crisis and what it reveals about managing international conflict. • I can explain how diplomacy, military strategy, and political leadership interact during a global crisis.	• I have summarized what I know about the Cuban Missile Crisis. • I have compared the actual events to the way the events were portrayed in the movie.

• I can evaluate the portrayal of the Cuban Missile Crisis in “13 Days” based upon my knowledge of the actual event.	• I have evaluated how diplomacy, military strategy, and political leadership interact in a global crisis.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Lesson 2.5: Linked Here

1) Teacher background on movie and Cuban Missile crisis.
2) Students will watch “13 Days” and answer analysis questions related to the concepts learned in the unit.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Reading for Information
Well crafted written responses to wrap up Qs

Map Quiz Prep

Learning Target:	**Success Criteria:**
- I will evaluate my knowledge of world geography.	- I scored 85% or higher on the Map Quiz.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Map Quiz

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Map Quiz: Linked Here

Resources
Any materials and resources related to Stage 3 learning activities.

Internet Access

13 Days

Textbook

Global Conflict Tracker

Unit Overview	
Unit Title:	Unit 3: Global Political Economy
Teacher:	David Garfinkel
Grade Level/Course:	10-12th Grade
Length/Dates:	3 weeks (7-8 blocks)
Unit Summary: 2-4 sentences describing the main ideas, content, and skills of the unit.	This unit will guide students through the process of identifying and evaluating the ways in which nations of the world interact on an economic level. They will begin by identifying historical examples of globalization and international economics. Furthermore, they will look at how a nation's chosen economic systems impact its relationships with other countries. Lastly, they will look at who impacts the global political economy and the different economic tools that nations use to further their goals on the world stage.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

MW.Eco.14.a. Analyze the role of comparative advantage in international trade in the late 20th century and early 21st century (e.g., natural resources, labor availability, infrastructure, capital goods, climate).

MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).

MW.Eco.8.a. Describe an international economic policy in terms of intended and unintended market outcomes (e.g., sanctions, free trade agreements, tariffs).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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).

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.

Enduring Understanding(s): What are the big-picture understandings that are transferable across contexts, places, and times?	1. Nations of the world choose a mixture of Capitalism, Socialism, and Communism. This impacts how nations view each other and how they can cooperate. 2. Nations have been interacting with each other economically from the dawn of time. 3. Sovereign nations are not the only actors in the global political economy. Multinational Corporations, NGOs, International Organizations, and Independent entities impact the Global economy as well.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the different economic theories, and how do they interact? 2. How did the nations of the world interact with each other throughout history? 3. What impacts the global political economy?

What will students <u>know...</u> Factual information, vocabulary, and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes, and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Content Vocabulary: 1. Capitalism 2. Socialism 3. Communism 4. International Trade 5. Global Political Economy 6. Tariffs 7. Embargos 8. Sanctions 9. Trade Deficits 10. Trade Surplus 11. Imports vs. Exports 12. Poverty 13. Extreme Poverty 14. World Trade Organization 15. World Bank Know: 1. The world has been globalizing since the creation of civilizations.	Students will: 1. Define key vocabulary that will be used throughout the unit 2. Be able to identify which policies are capitalist, socialist, or communist. 3. Analyze charts and graphs to come to conclusions about economic data. 4. Evaluate the impacts of different actors on the global economy. 5. Create a claim and back it up with strong evidence.

2. Globalization can promote positive interactions and general economic efficiency, yet also lead to worldwide depressions and income inequality. 3. Nations choose their economic system based on a combination of the three most prominent economic theories: a. Capitalism b. Socialism c. Communism 4. There are multiple actors in the global political economy: a. Sovereign Nations b. NGO's c. Multinational Corporations d. International Organizations e. Private Individuals. 5. There are several economic tools that nations use to get what they want. a. Embargos b. Sanctions c. Trade Agreements d. Tariffs	

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** Students will use multiple sources of information to write an essay that answers the question "Should the nations of the world continue to engage in globalization?" ● **Role:** Students will act as financial advisors to the leaders of their nation. ● **Audience:** The student's audience will be the leader of the nation (the teacher), a partner for peer review, and the rest of the class. ● **Situation:** Students are given a graphic organizer and access to databases to research the pros and cons of globalization. They will have to use this information along with the lessons discussed in class to answer the question in an argumentative essay format ● **Product/Performance/Purpose:** Analyzing key information using a multitude of sources in a variety of formats. Creating a claim that answers the compelling question. Backing up their claim with strong, relevant evidence and well-thought-out reasoning. ● **Standards and Criteria for Success:** A successful result will be an essay that features 3 pieces of strong well well-cited evidence, a concise and compelling claim, sound reasoning, and a counterclaim.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Performance Task: (To be linked) - Research Guide

- Essay Guide
- Peer-Review Guide

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Rubric (Linked Here):
    - Critical Thinking: Information and Discovery
    - Critical Thinking: Constructing Arguments
    - Critical Thinking: Reasoning
    - Required Work

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information.

- Exit tickets
- Vocab Checks
- Recall
- Small and large group discussion
- Poster Creation
- Close Reads
- Graph/chart interpretations

(These will also be embedded below in the daily learning plan.)

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
- I can identify how international trade was conducted during the early periods of human history. - I can define economics.	- I will use two pieces of evidence from a simulation in my prediction of what early international trade was like. - I will use the official dictionary definition and my own experiences to create my definition of economics.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.0: Intro to Econ

- Do Now: Students will be asked to answer the following questions without using other resources:
    - What does the word economics mean?
    - What 5 words come to mind when you hear this word?
    - How do you think this relates to international relations?
- Students will then be asked to play out a simulation.
    - Each student will have a resource and will be given a goal. This goal will be to craft as many products as possible by trading with others. Whoever had the most products by the end of the game wins.

- This product could be anything from Bronze Tools, Ships, Houses, or Population.
- Resources will be anything from fish, wheat, tin, copper, coal, wood, fabric, stone, etc.

- After the end of the simulation, students will be asked to answer the following questions:
  - How did you acquire resources? How did you set your “Price”?
  - What resource did you find hardest to acquire? Which did you ignore entirely? What was the most valuable to you?
  - What would you do differently? If you could do it again?
  - How does this simulate trade in the Bronze Age? What was missing from this simulation that you might have expected to see?
- Students will then discuss these answers with each other and then with the whole class.
- We will then define economics together and compare it to a dictionary definition.
- Exit Ticket: Students will be asked to answer the following questions:
  - How does economics impact international relations?
  - How was Bronze Age economics different from modern economics? Is it better or worse?

Assessment
List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

- Do Now
- Simulation Materials: Linked Here
- Simulation Reflection: Linked Here
- Exit Ticket

Learning Target:	**Success Criteria:**
- I can analyze several key economic events throughout human history. - I can evaluate how international economics has evolved.	- I will research an economic event with my peers and create a poster that displays my research. - I will use my research and my peers' research to answer an exit ticket question.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.1: History of International Economics

- Do Now: Students will begin by thinking about which events from past and present history relate to international economics without looking it up.
- Students will choose a topic from the following list:
  - The Silk Road
  - Religious Artifacts
  - The Spice Trade
  - The Slave Trade (Colonization)
  - The Industrial Revolution
  - The Great Depression
  - Post WWII
  - The 2005 Recession
  - Neo-imperialism
- Along with their peers, they will research this topic to find the following information:
  - What was the context of this event?

- Which nations/groups were involved?
- What happened during the event?
- What was the outcome?
- What impacts did it have on the international community?

- Students will then place this information on posters, with the exception of the impacts section. (This will be written on the back.) The poster will then be placed along the walls of the room.
- Students will then conduct a gallery walk. Once they are done, they will write down what three events had the most impact on modern international economics from their perspectives and support their arguments with information from their peers.
- Exit Ticket: We will then go over these events together and then answer the following two questions in the form of quick writes.
  - Is Globalization New?
  - How has international economics evolved?

Assessment
List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

- Do Now
- Lesson 3.1: Linked Here
- Exit Tickets

Learning Target:	**Success Criteria:**
- I can identify and define key economic vocabulary with my peers. - I can evaluate whether Globalization is a good thing or a bad thing.	- I will work with my peers to define a given vocabulary word using online resources. - I will use two pieces of information from a video and an article to answer an exit ticket question.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.2: Economic Terms

- Do Now: Students will be asked to answer the following questions:
  - Take a look at the list of words on the board and try to define as many of them as possible in the time allotted. (Vocabulary words listed below)
- Students will then seek to define the following terms:
  - Globalization
  - International Trade
  - Trade Deficits
  - Trade Surplus
  - Imports vs. Exports
  - Poverty
  - Extreme Poverty
  - World Trade Organization
  - World Bank
- To do this, two or three students will be given a word and will be asked to use a dictionary to come up with their definitions. When they are done, they will bring their definitions to the teacher to have them checked.
- Students will then share their definitions with their peers.

- Students will then use a handout to gather important information from an Economics Crash Course video regarding globalization, its benefits, and downsides.
- Exit Ticket: Students will answer the following questions using information from the lesson:
    - Is Globalization a good thing or a bad thing?

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Definition activity: Linked Here
- Crash Course Video Activity: Linked Here
- Exit Ticket

Learning Target:	**Success Criteria:**
- I can differentiate between the three major economic systems. - I can evaluate how a nation's economic systems impact its international relations.	- I will work with my peers to read several articles and use them to fill out a Venn diagram. - I will use several readings and my Venn diagram to answer an exit ticket question.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.3: Economic Systems

- Do Now: Students will answer the questions:
    - What are economic systems?
    - What economic systems can you identify?
- Students will then read small sections discussing Capitalism, Communism, and Socialism. While doing so, they will fill out a Venn diagram to identify the aspects of each.
- Students will then work together with a partner to further identify and categorize the different aspects. They will do the same in larger groups, moving all the way up to a whole class Venn diagram. We will then go over this together.
- Students will be given several real-world examples of economic aspects and will be asked to identify which economic system applies to each.
- Students will then be given readings and will be asked to take notes regarding the following topics:
    - The Industrial Revolution
    - The Cold War
    - Modern Economics
- Exit Ticket: Students will then answer the following question using examples from the text:
    - How do economic systems impact how nations interact with each other?

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Venn Diagram
- Example Classification Game
- Exit Ticket

Learning Target:	Success Criteria:
- I can define the term Global Political Economy. - I can evaluate which economic tools work best for promoting a nation's economic interest.	- I will use an article to create my definition of the term Global Political Economy. - I will use my research and my peers' research to answer an exit ticket question.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.4: Global Political Economy

- Do Now: Students will answer the following questions:
  - How does a national government impact the international economy? How do nations get what they want?
  - Can other groups/people impact the international economy? How so, and who?
- Students will then read an article on Global Political Economy to figure out what it is, and how international politics is impacted by economics. (Linked HERE)
- Students will research the various tools that nations use to get what they want and will share them with the class.
- Students will then research examples of each economic tool in American history.
- Exit Ticket: Students will answer the following questions:
  - What is the Global Political Economy? Who impacts it? Who is impacted by it?
  - Which economic tools do you think work the best for assisting a nation in achieving its goals?

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Tool Search Activity
- Exit Ticket

Learning Target:	Success Criteria:
- I can evaluate which style of international economics is best, Free Trade or Protectionism. - I can evaluate who has the largest impact on the global economy.	- I will use a textbook chapter, a video, and my independent research to create an argument for both sides of the international trade debate. - I will use 2 pieces of evidence from the lesson to answer the question: “Who do you think has the largest impact on the global economy?”

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 3.5: Free Trade vs. Protectionism

- Do Now: Students will answer the following questions:
    - What do you think the theories of international relations would say about how nations should trade with each other?
    - Can other groups/people impact the international economy? How so, and who?
- Students will read the chapter on Free Trade agreements.
- Students will analyze several international economic agreements using online resources:
    - NAFTA
    - European Union
    - Marshall Plan/Dawes Plan
    - OPEC
    - APEC
- Students will then watch a video on Free Trade vs. Protectionism: CLICK HERE!
- Students will use the information from the chapter, the video, and independent research to create an argument for each side of the debate. Once they are done, they will debate their neighbors and decide collectively which side won, and which point made the difference.
- Students will then share their findings with the class.
- Students will then read an article discussing who else can have an impact on the global economy and will then research examples of these organizations/individuals.
- Exit Ticket: Students will answer the following questions:
    - Should trade be free or restricted? Explain your answer using 2 pieces of evidence from the lesson.
    - Who do you think has the largest impact on the global economy?

Assessment
List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

- Do Now
- Free Trade vs. Protectionism debate activity.
- NGO activity
- Exit Ticket

Resources
Any materials and resources related to Stage 3 learning activities.

- Youtube Videos
- Textbook: “International Relations: Twelfth Edition” Chapters 8, 9, 10

Unit Overview	
Unit Title:	Unit 4: Global Governance
Teacher:	David Garfinkel
Grade Level/Course:	10th-12th Grade
Length/Dates:	4 weeks (10 blocks)
Unit Summary: 2-4 sentences describing the main ideas, content, and skills of the unit.	This unit outlines, analyzes, and evaluates the ways in which governmental and non-governmental international organizations work towards the goal of the betterment of the planet. Students will use research, critical thinking, and collaborative skills to analyze the events surrounding the creation of organizations such as the United Nations and the ICJ along with initiatives regarding Human Rights and international cultural events.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).

MW.Civ.3.a. Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).

MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).

MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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).

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big-picture understandings that are transferable across contexts, places, and times?	1. Global Governance is the act of creating, maintaining, and enforcing rules to promote collective goals. 2. Global Governance is conducted via both non-governmental and governmental organizations. 3. The United Nations is not the first international organization to seek world peace and international diplomacy, it was created based on the successes and failures of previous organizations such as the League of Nations and the Congress of Vienna. 4. The United Nations is made up of 6 “organs” all of which have different functions and work towards achieving the larger goal of Global Communication and a world without war. 5. Human Rights are the human needs that have been deemed as universal meaning that all humans deserve to have these needs protected. Human Rights are protected and enforced by individual nations, NGO’s and IGOs.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How does the international community operate on the world stage? 2. How do different non-governmental and government organizations impact global governance? 3. How did their successes and failures of previous international organizations impact the creation of the United Nations? 4. How effective is the United Nations at achieving its goals? 5. Are Human Rights enforceable?

What will students <u>know...</u> Factual information, vocabulary, and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes, and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Content Vocabulary: 1. Global Governance. 2. United Nations (UN) 3. IGO vs NGO 4. 6 Organs of the UN: a. General Assembly b. Security Council c. Economic and Social Council d. Trusteeship Council, e. International Court of Justice (ICJ) f. Secretariat. 5. Diplomacy 6. Imperialism 7. Human Rights Know: 1. The concept of Global Governance and its importance in the modern day. 2. The difference between NGOs and IGOs. 3. Before the UN, there had been several attempts to set up an international organization to promote peace and international security. While each has been a step up from the last, these organizations were not ultimately able to achieve their goals. 4. The United Nations was set up after WWII with 6 organs to handle different issues, 5. The United Nations has several goals, including world peace, global diplomacy, global justice, human rights, economic prosperity, and an end to imperialism. 6. The ICJ's history and functions. 7. Other IGOs and their functions, such as the International Olympic Committee. 8. NGO's and their role in Global Governance. 9. The trials and tribulations of the international pursuit of global human rights.	Students will: 1. Define key vocabulary that will be used throughout the unit 2. Analyze several articles, textbook chapters, and videos for key information regarding aspects of global governance. 3. Create posters, infographics, and slideshows to display research on various topics. 4. Collect sources and select evidence.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** Students will work with their team to create a profile of a nation of their choosing and act from its perspective to solve a global issue in the United Nations-inspired committee. Students will be asked to create a country profile with basic information about their nation, along with their nation's stance on

Child Labor. Students will then be asked to contribute to a global forum held in the classroom with their peers. Lastly, students will have to write a short paper reflecting on their experience in the simulation and answering the question: “Can global governance successfully solve world issues?”

- **Role:** Students will play the role of a diplomat from a sovereign nation who has been tasked to represent their nation in an international committee.
- **Audience:** Their peers, all of whom have chosen a different nation to represent.
- **Situation:** The committee has been formed to discuss international solutions to the continuing child labor crisis.
- **Product/Performance/Purpose:** Analyzing key information from a variety of sources regarding a nation of their choice. Creating an infographic that displays their findings. Implementing their findings in a United Nations simulation. Concluding their findings in a write-up.
- **Standards and Criteria for Success:** Student success will be measured by the creation of an infographic displaying basic information regarding their nation and an explanation of their stance on child labor. Furthermore, students will be measured based on their participation in the conference and the critical thinking they display within their write-up.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

- A topic briefing on the crisis (Child Labor)
- Online articles, databases, and other resources.
- Canva
- Committee Guide

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Informal observations and feedback during the planning process
- Rubric (Linked Here):
    - Critical Thinking: Information and Discovery
    - Critical Thinking: Problem Solving/Solution Finding
    - Critical Thinking: Reasoning
    - Required Work

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Second Option:

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will answer the question: (see below) by conducting research and writing a short paper that presents their conclusions.
    - “Can IGOs/NGOs successfully and effectively solve world issues?”

- "Should there be official Intergovernmental Organizations or should global governance be placed solely in the hands of Non-Governmental Organizations?"
- "Is the United Nations effective at solving world issues?"
- "Should there be a global community or should nations resolve issues on a one-on-one basis?"

- **Role:** Students will play the role of an expert in International Relations who is presenting their findings to a UN committee.
- **Audience:** Their peers, both as peer editors and as fellow experts. The teacher is the UN committee chair.
- **Situation:** The committee has been formed to discuss whether global governance is worth the effort
- **Product/Performance/Purpose:** Analyzing key information from a variety of sources regarding the question and creating a 2-3 page historical paper that presents their findings.
- **Standards and Criteria for Success:** Student success will be measured by their claim, evidence, reasoning, and the sources they found.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Online articles, databases, and other resources.
- Graphic Organizers: CLICK HERE!
- Peer review guides

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Informal observations and feedback during the planning process
- Rubric (Linked Here):
    - Critical Thinking: Information and Discovery
    - Critical Thinking: Claims
    - Critical Thinking: Reasoning
    - Required Work

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Do Nows
- Exit tickets
- Vocab Checks
- Recall
- Small and large group discussion
- Poster Creation
- Close Reads

(These will also be embedded below in the daily learning plan)

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
- I can define Global Governance - I can differentiate between an IGO and an NGO - I can evaluate why Global Governance is important	- I will create a definition for Global Governance that utilizes the three elements of Global Governance. - I will read a textbook section and fill in a VENN diagram that displays at least 3 differences and 2 similarities. - I will use 2 pieces of evidence from the lesson to answer an exit ticket question.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked here. Include technology integration as applicable to support learning.	
Lesson 4.0: Intro to Global Governance - Do Now: - Global Governance Definition Activity: - Chapter 7.1 Reading Analysis (VENN Diagram): - Class Discussion: - Exit Ticket:	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
- Do Now - Reading Analysis - Class Discussion - Exit Ticket	

Learning Target:	**Success Criteria:**
- I can identify previous examples of IGOs - I can evaluate the successes and failures of several IGOs.	- I will research several examples of IGOs and use this research to fill out an evaluation form for each. **-** I will use 2 pieces of evidence from the lesson to answer an exit ticket question.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked here. Include technology integration as applicable to support learning.	
Lesson 4.0: History of Global Governance - Do Now: - Article Activity: Congress of Vienna to League of Nations. - Evaluation: Circumstance, Success, Failures, Impacts.	

- Exit Ticket

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Article Analysis
- Evaluation Activity/Discussion Post
- Exit Ticket

Learning Target:	**Success Criteria:**
- I can analyze how/why the Unit Nations was formed. - I can identify the different "organs" of the United Nations - I can create a poster that informs my peers on a specific "organ" of the UN.	- I will use information from 2 videos, a class discussion, and a chapter reading to answer the question: Why was the UN formed? - I will read a textbook section and use the information to answer several questions in a close-read activity. - I will use evidence from my research and the lesson to create a poster that displays key information regarding an "organ" of my choice.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 4.2: United Nations

- Do Now:
- The Numbers: Video Analysis:
- Primary Source Video Analysis: San Francisco Conference
- Class Discussion:
- Chapter 7.2 Reading Analysis:
- UN "Organ" Poster Activity:
- Gallery Walk:
- Exit Ticket:

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Class Discussion
- UN "Organ" Poster Activity
- Exit Ticket

Learning Target:	**Success Criteria:**

- I can identify the goals of the UN. - I can analyze the successes and failures of the United Nations - I can evaluate whether the United Nations can be effective at achieving its goals.	- I will use information from an article activity to create a list of goals. - I will research an event from the UN's history and compare it to events researched by 2 of my peers. - I will answer the question: "Is the UN capable of achieving its goals?" Use at least 2 pieces of evidence from the lesson.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 4.3: Role of the UN

- Do Now:
- Article Analysis: Goals of the United Nations:
- Event Research Jigsaw Activity:
- UN Security Council Controversy:
- Exit Ticket:

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Event Research Jigsaw Activity
- Exit Ticket

Learning Target:	**Success Criteria:**
- I can identify the creation of the ICJ - I can analyze the role of the ICJ - I can evaluate the effectiveness of the ICJ	- I will use a textbook and an article to create a timeline showing the creation of the ICJ. - I will use a textbook chapter and an article to define the role of the ICJ in my own words. - I will use 2 pieces of evidence from the lesson to answer the question, " How effective is the ICJ?"

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 4.4: ICJ

- Do Now:
- Article Analysis: History of International Justice
    - Nuremberg Trials
    - Arrest Warrant on World Leaders
- Chapter 7.3 Reading Analysis:
- Court Case Poster Project:
- Exit Ticket:

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
- Do Now - Reading Analysis - Court Case Poster Project - Exit Ticket

Learning Target:	**Success Criteria:**
- I can analyze the role of NGOs - I can evaluate the effectiveness of NGOs	I will use my research and the research conducted by my peers to identify the role of NGOs in international global governance. I will use evidence from the lesson to help me create 2 points to use within a debate about the effectiveness of NGOs.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked here. Include technology integration as applicable to support learning.	
Lesson 4.5: NGOs - Do Now: - NGO research activity. - NGO debate activity. - Exit Ticket:	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
- Do Now - Class Discussion - NGO Debate Reflection - Exit Ticket	

Learning Target:	**Success Criteria:**
- I can identify other international organizations. - I can evaluate the purpose of other international organizations and their impacts on the world.	- I will identify an international organization and find 2 reliable sources about its purpose and impacts. - I will create a poster which creatively shows both the purpose and overall impact of an international organization of my choice.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked here. Include technology integration as applicable to support learning.	
Lesson 4.6: International Organization Project	

- Do Now:
- International Organization Project:
- Exit Ticket:

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- International Organization Project
- Exit Ticket

Learning Target:	**Success Criteria:**
- I can define the term Human Rights - I can analyze how Human Rights has been dealt with over the years. - I can evaluate the pursuit of international human rights around the world.	- I will define human rights by engaging in an activity and creating a definition in my own words. - I will use a chapter reading and an article to answer the question, “What are two times in which efforts to protect human rights were attempted? Were they effective?” - I will answer the question, “Is protecting human rights throughout the world plausible or impossible?” using 2 pieces of evidence from the lesson.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked here. Include technology integration as applicable to support learning.

Lesson 4.7: Human Rights

- Do Now:
- Human rights definition activity
- Chapter 7.5: Reading Activity
- History of Human Rights activity
- United Nations Declaration of Human Rights analysis activity:
- Human Rights event gallery walk:
- Exit Ticket:

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Do Now
- Reading Analysis
- Class Discussion
- Human Rights Gallery Walk
- Exit Ticket

Resources Any materials and resources related to Stage 3 learning activities.
- Youtube Videos - Textbook: “International Relations: Twelfth Edition” Chapter 7 - OER Project “Globalization”

Unit Overview	
Unit Title:	Unit 5: US Foreign Policy
Teacher:	Garfinkel
Grade Level/Course:	10-12
Length/Dates:	3-4 weeks (7-9 Blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Foreign policy, the strategy governments use in dealing with other nations, matters to all of us. This unit introduces students to fundamental concepts in foreign policy, and also explores themes related to power, protection, national interests, and sovereignty. Students will delve into case studies, looking at major issues in foreign policy today and analyzing US presence around the globe.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- **MW.Inq.4.e.** Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- **CCSS.RH2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship and the key details and ideas.
- **CCSS.RH3** Evaluate various explanations for actions or events and determining which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain
- **CCSS.WH4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- **CCSS.WH** Use technology including the internet, to produce, publish, or update individual or shared writing products in response to ongoing feedback, including new arguments or feedback.
- **MW.His.14.c.** Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic).

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- **US.Inq.3.b.** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

- **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).
- **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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. By definition, foreign policy is a government's strategy in dealing with other nations. How nations approach foreign policy is influenced by several factors. 2. First, foreign policy decisions are significantly influenced by national interest; second, policy decisions are also significantly influenced by the distribution and exercise of power; finally, a nation's desire to protect its sovereignty will guide foreign policy decisions. 3. Disagreements that arise in international politics often involve conflicting concepts of national interest. A nation will choose a policy based on the assurance of protecting the national interest. 4. The idea of the US as the "World's Gatekeeper" is an age-old issue, stemming all the way back to George Washington. Ideally, the US strives to make "the world safe for democracy" and the present world order is greatly influenced by US dominance. In a post WWII world, some argue this is still necessary for the preservation of democracy and capitalism; others say there is now room to share the responsibility.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What is foreign policy? 2. What factors affect foreign policy? 3. How do disagreements in foreign policy affect International Relations? 4. Should the US lead the world?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

• Foreign Policy • Grand strategy • National interest • Nuclear proliferation • War on terror • IAEA • Nine Nuclear Nations • Deterrence • Vladomir Putin • Olympics • Terrorism • Drone warfare • Guantanamo Bay • Al-Qaeda • ISIS • USA PATRIOT Act • AUMK • NSA • Cold War • NATO • Sanctions • Ukraine • USSR/Russia • Proxy war • NATO v Warsaw Pact • Containment • Arms race • annexation	• QFT (Question Formulation Technique) • critically read a source, evaluating information • be able to select sources that address research • locate relevant sources • analyze charts, graphs • define key vocabulary that will be used throughout the unit. • collaborate with classmates to assess and analyze information • interpret information and transfer it onto a timeline in an organized, critically relevant fashion

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Olympics: Interplay of Sports, Foreign Policy, Diplomacy, and Geopolitics Click here for handout. • **Goal:** Students will research and read about important moments in the Olympic games. Ultimately, students must work together to pick (and justify) the Olympic event that best exemplifies how the Olympics connects to International Relations and Foreign Policy. • **Role:** Students are researchers and collaborators. • **Audience:** Students will produce a timeline for their classmates; a written justification for their teacher; a recorded Flip for their classmates. • **Situation: "**The Olympic Games are the epitome of international sporting events, representing not only the pinnacle of athletic achievement but also a complex interaction of sportsmanship, national pride,

geopolitical maneuvering, and diplomatic engagement. How have these elements historically intertwined and continue to shape the Games? How does foreign policy play out in the Olympics?"

- **Product/Performance/Purpose:** After some teacher-guided introduction activities on the origins and evolution of the Olympics; global impact of the Olympics; and major moments of the Olympics, students will be tasked to create an Annotated Timeline of International Relations and Important Moments in the Olympics. After the timeline's completion, students must work together as a group and pick the event that BEST exemplifies how the Olympics connects to International Relations and US Foreign Policy. Students should focus their explanations and the intersection of sports and politics. Then, individually, students must produce a written justification explaining their choice AND record the justification on Flip to receive credit.
- **Standards and Criteria for Success:** Students will be observed during research and timeline completion. Each student is expected to provide insight and ideas. Students must also be flexible and accommodating during group work. See below for Unit 5 Performance Task Rubric.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Handout
- Electronic devices
- Long paper/big paper/paper taped together
- markers/colored pencils/sharpies
- rulers

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Link to rubric
- Teacher informal observations and feedback.
- **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.

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

- As prep for the lesson, remind students to look at their notes from Unit 4.
- You can also show the students "Munich" or "One Day in September" as a lead in if there is time.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
● Quiz ● Exit tickets ● Think, pair, share ● QFT ● Close reads/why-lighting ● Small group discussion ● Large group discussion ● Stimulations ● Data analysis ● Quick writes ● Short answers ● Document analysis

Stage 3: Instructional Design

Lesson 5.1: The Global Context of US Foreign Policy (Ch 4)	
Learning Target:	**Success Criteria:**
● I can define foreign policy, including the models o of foreign policy ● I can explain the factors that hamper/influence foreign policy decisions.	● I have examined a current event from IR and created a One-pager that displays my understanding of “foreign policy”.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1) Students will be introduced to vocabulary and concepts (Ch 4 reading; pages 112-131; teacher can provide excerpts and vocab) 2) One Pager: Students will consider an event in IR (from the past or present). They will be asked to research and review the people/actors involved in making a decision concerning that event. Students will summarize the event and the decisions, keeping in mind the models of decision making. How would the rational-actor model explain that event? Might it be better explained by considering standard operating procedures or bureaucratic politics? Why/why not? What factors influence or hamper the foreign policy decisions being made? Information should be concise, clear, and show you know the definitions of foreign policy, rational model, organizational process model, and governing bargaining model. 3) As a wrap up (exit slip/class discussion), students will consider the current situation between India and Pakistan. (There is a summary in the chapter textbook but the teacher should also review the recent Kashmir bombing). India and Pakistan are neighbors and enemies. Given the problems of misperception and bias in foreign policy decision making, what steps could you propose that each government adopt to keep these problems from interfering in the rational pursuit of national interests? (A great extension is the debate on 134 if teacher prefers.)	
Assessment	

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Reading/annotating Vocab review One-pager creation Class discussion Exit slip

Lesson 5.2: Nuclear Aggression and Foreign Policy (Deterrence, Diplomacy, and Danger)	
Learning Target:	**Success Criteria:**
● I can define nuclear aggression and its role in international relations. ● I can analyze historical examples of nuclear threats and deterrence. ● I can debate the ethics and effectiveness of nuclear policy.	● I have defined nuclear aggression and can explain it in my own words. ● I have analyzed historical examples of nuclear aggression and deterrence with my group. ● I have justified my position on the ethics and effectiveness of nuclear policy.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Quick Write (followed by a brief discussion): *"If one country uses a nuclear weapon, what should the world do?"*
2. Mini-Lecture: Define: nuclear aggression, nuclear deterrence, first strike, second strike, MAD. Discuss how nuclear weapons reshape foreign policy through threat posturing, alliances, and proxy conflict. Show a world map highlighting current nuclear states and emerging threats.
3. Case Study Jigsaw: Divide students into 3 groups. Each group reads a 1-page case study →Group A: *The Cuban Missile Crisis (1962)* Group B: *North Korea's nuclear threats (2017)* Group C: *Russia's nuclear signaling in the Ukraine War (2022–2023)*
    a. Groups answer: What was the threat? What was the response? Did the threat succeed in shaping foreign policy? What are the ethical dilemmas? Each group shares out to the class.
4. "National Security Council Crisis" stimulation (optional; see handout)
5. Wrap up: Debrief and Reflection +Exit Slip→What should be the top priority when responding to nuclear aggression: avoiding war, defending allies, showing strength, or protecting civilians? Why?

Assessment

- Quick write
- Jigsaw analysis
- Group collaboration
- Reflection Qs

Lesson 5.3: US v China (From Ping-Pong Diplomacy to Strategic Rivalry: The U.S.-China Relationship in 2025)	
Learning Target:	**Success Criteria:**

• I can trace the historical trajectory of U.S.-China relations from 1949 to 2025. • I can analyze the multifaceted nature of current U.S.-China relations, including trade, technology, military, and diplomacy. • I can evaluate the implications of recent developments in 2025 on global politics and economics.	• I have taken notes on the history of US/China relations from 1949-2025. • I have worked in small groups to analyze the current relationship between the US and China. • I have reflected and evaluated recent developments between the US and China, keeping in mind things that hamper and help foreign policy decisions.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

1) **Warm-Up Question**: "How have U.S.-China relations evolved over the past century?" (**Brief Discussion**: Elicit prior knowledge and set the stage for the lesson.)
2) Historical Overview/Timeline analysis (1949-2025)
3) US/China relationship Small Group Work, teacher provides information for analyzing **Trade Relations**, **Technological Competition**, **Military Posturing**, **Diplomatic Engagements** (see worksheet)
4) National Security Council Stimulation Activity: The U.S. must respond to China's recent AI-generated propaganda video and escalating tariffs and develop a cohesive policy response balancing economic, military, and diplomatic considerations. (see worksheet)
5) **Individual Reflection**: Students complete worksheets analyzing→The complexity of U.S.-China relations, the impact of recent events on global dynamics, and the personal perspectives on effective foreign policy strategies.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Role-play
- Policy analysis
- Participation in discussions and simulation
- Group presentation
- Reflection worksheet

Lesson 5.4: Terrorism and The War on Terror	
Learning Target:	**Success Criteria:**
• I can define terrorism and understand its impact on global foreign policy. • I can analyze the U.S. response to terrorism through counterterrorism measures and military interventions.	• I have analyzed the impact of terrorism on US foreign policy. • I have compared and contrasted two major US terror attacks.

• I can compare the U.S. response to two major terrorism-related incidents. • I can evaluate the consequences of the War on Terror domestically and internationally.	• I have reflected in my journal about the War on Terror and have taken a stand on the effectiveness of counterterrorism efforts.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to lesson

1) **Warm up/intro:** students will think about the word terrorism and what comes to mind when they hear it. After a brief share out, students will watch footage from 9/11 and the Bush 9/20 speech. Then they will answer questions about how that clip helps them formulate a definition of terrorism and how governments respond to it.
2) You can then hand out a reading from Ch 6 (pgs 185-189), which they should annotate and take notes on important vocab. Teacher can provide a list of vocab words and/or a graphic organizer.
3) **Teacher direct instruction**
    a) What is terrorism? (state vs. non-state actors; asymmetrical warfare; etc)
    b) Major attacks: 9/11, ISIS attacks in Europe, Al-Qaeda in Africa, etc.
    c) U.S. responses: Bush Doctrine, Afghanistan & Iraq wars, Homeland Security Act
    d) Legal framework: AUMF (2001), Patriot Act, Guantanamo Bay, drone warfare
    e) Shift from boots-on-the-ground to intelligence-led operations
4) **Case set comparison:**
    a) 9/11 Attacks (2001) and U.S. Embassy Bombings in Kenya/Tanzania (1998)
    b) Killing of Qassem Soleimani (2020) vs. Drone strike on al-Zawahiri (2022)
    c) Boston Marathon Bombing (2013) vs. Pulse Nightclub Shooting (2016)
5) **Hmwk: Situation analysis**
    a) **The Afghanistan War**: Was nation-building a counterterrorism success?
    b) **Drone Strikes**: Precision vs. collateral damage
    c) **NSA Surveillance & Patriot Act**: Security vs. privacy
    d) **Guantanamo Bay**: Ethics of indefinite detention
6) **Debrief, discuss, reflection (in journals or in an exit slip)**
    a) How has terrorism reshaped foreign policy?
    b) Are counterterrorism tactics justifiable if they violate certain rights or borders?
    c) How should foreign policy balance security, ethics, and international law?
    d) How specifically has the US policy of the “War on Terror” impacted the US domestically and internationally?
    e) In your opinion, what is the most effective counterterrorism strategy and why?
    f) Reflect on one case study and whether the U.S. made the right foreign policy choice.

Assessment

Journal reflections
Compare and Contrast assignment
Research on a terror situation
Analysis and taking a stand on US foreign policy decisions related to terrorism

Lesson 5.5: The Current State of Affairs in Ukraine (US v Russia)

Learning Target:	Success Criteria:
• I can trace key shifts in U.S.–Russia foreign relations from the Cold War to 2025. • I can analyze the causes and global consequences of Russia's invasion of Ukraine. • I can evaluate U.S. foreign policy responses: sanctions, military aid, and NATO strategy. • I can consider the challenges of engaging autocratic regimes diplomatically.	• I have outlined and analyzed with my small group US foreign policy responses when dealing with Russia. • I have weighed the appropriate foreign policy choices when dealing with Putin and responded with my opinion in an exit slip.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to lesson plan

1) **Warm up/Bell Ringer** (teacher option based on current events in Ukraine)
2) **Review Vocabulary**→ do the student recognize any from other social studies classes? What vocab is new to you?
3) Teacher Direct Instruction→ students complete organizer
4) Small group analysis of foreign policy tools
5) Class wrap up and exit slip: *Given the history and current situation, what policy should the U.S. pursue toward Russia in the next year? Justify your position using at least one example from today's class.*

Teacher should also review Unit EQs with students, think about US global leadership and they go into their PT.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Collaboration observations
- Group analysis and presentation
- Bell Ringer
- Exit Slip
- Graphic Organizer completion

Resources
Any materials and resources related to Stage 3 learning activities.

- Textbook
- Internet
- Youtube
- Journals
- Poster paper (optional)
- Map of the world
- markers/colored pencils/rulers

Unit Overview	
Unit Title:	Unit 6: FINAL PROJECT/Exam: International Relations Evaluation
Teacher:	David Garfinkel
Grade Level/Course:	10-12
Length/Dates:	Continuous throughout Semester; be sure to block off two weeks at the end of the quarter for research days.
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit will be done throughout the semester, helping kids prepare for their final exam. The unit culminates with the final exam.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions. CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
INQ 9-12.17 Apply a range of deliberative & democratic strategies and procedures to make decisions and take action in their classroom, schools, and out-of-school civic contexts.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. States use various tools, such as diplomatic, economic, informational, military, and other sources of power, to advance and protect their interests both in peacetime and during times of war. 2. When conflict becomes violent, countries go to war. There are many reasons why this can occur: individual, domestic, and systemic 3. Sovereign nations are not the only actors in the global political economy. Multinational Corporations, NGOs, International Organizations, and Independent entities impact the Global economy as well. 4. Global Governance is the act of creating, maintaining, and enforcing rules to promote collective goals. 5. The idea of the US as the "World's Gatekeeper" is an age-old issue, stemming all the way back to George Washington. Ideally, the US strives to make "the world safe for democracy" and the present world order is greatly influenced by US dominance. In a post WWII world, some argue this is still necessary for the preservation of democracy and capitalism; others say there is now room to share the responsibility.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do countries solve global and domestic problems? 2. Why do countries go to war? 3. What impacts the global political economy? 4. How does the international community operate on the world stage? 5. Should the US lead the world?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Content Vocabulary: 1. International Relations (IR) 2. Grand Strategy 3. Realism 4. Liberalism 5. Constructivism 6. State/Nation 7. P.A.L.S. a. Power b. Authority c. Legitimacy d. Sovereignty 8. Prestige 9. Domestic 10. Diplomacy 11. Economics 12. Globalization 13. Government 14. Importance of studying International Relations. 15. The traditional and middle ground theories of International Relations: 16. Tools of Grand Strategy a. Diplomatic b. Economic c. Military d. Informational e. Political 17. Importance of studying International Relations. 18. The traditional and middle ground theories of International Relations: 19. Tools of Grand Strategy a. Diplomatic b. Economic c. Military d. Informational e. Political 20. Foreign Policy 21. Security/International Security 22. Human Security 23. Theoretical Approaches to International Security a. Realism b. Liberalism c. constructivism 24. War 25. Balance of Power 26. Collective Security	1. define key vocabulary that will be used throughout the unit. 2. analyze what makes grand strategies fail; what makes them effective. 3. critically read a source for structure and context. 4. analyze and assess primary and secondary sources. 5. be able to analyze and assess why countries go to war. 6. Be able to identify which policies are capitalist, socialist, or communist. 7. Analyze charts and graphs to come to conclusions about economic data. 8. Evaluate the impacts of different actors on the global economy. 9. Collect sources and select evidence.

27. Conflict Resolution
28. War/Causes
29. Capitalism
30. Socialism
31. Communism
32. International Trade
33. Global Political Economy
34. Tariffs
35. Embargos
36. Sanctions
37. Trade Deficits
38. Trade Surplus
39. Imports vs. Exports
40. Poverty
41. Extreme Poverty
42. World Trade Organization
43. World Bank
44. Global Governance.
45. United Nations (UN)
46. IGO vs NGO
47. 6 Organs of the UN:
    a. General Assembly
    b. Security Council
    c. Economic and Social Council
    d. Trusteeship Council,
    e. International Court of Justice (ICJ)
    f. Secretariat.
48. Diplomacy
49. Imperialism
50. Human Rights
51. National interest
52. Nuclear proliferation
53. War on terror
54. IAEA
55. Nine Nuclear Nations
56. Deterrence
57. Vladomir Putin
58. Olympics
59. Terrorism
60. Drone warfare
61. Guantanamo Bay
62. Al-Qaeda
63. ISIS
64. USA PATRIOT Act
65. AUMK
66. NSA
67. Cold War
68. NATO
69. Sanctions

70. Ukraine
71. USSR/Russia
72. Proxy war
73. NATO v Warsaw Pact
74. Containment
75. Arms race
76. annexation

Know:

1. Importance of studying International Relations.
2. The traditional and middle ground theories of International Relations:
3. Tools of Grand Strategy
    a. Diplomatic
    b. Economic
    c. Military
    d. Informational
4. Conflict takes many forms – not just direct violence – and we are all affected by it.
5. Understanding the processes and driving forces at work in international security and conflict resolution is essential in our ever-changing world.
6. Globalization can promote positive interactions and general economic efficiency, yet also lead to worldwide depressions and income inequality.
7. Nations choose their economic system based on a combination of the three most prominent economic theories:
    a. Capitalism
    b. Socialism
    c. Communism
8. There are multiple actors in the global political economy:
    a. Sovereign Nations
    b. NGO's
    c. Multinational Corporations
    d. International Organizations
    e. Private Individuals.
9. There are several economic tools that nations use to get what they want.
    a. Embargos
    b. Sanctions
    c. Trade Agreements
    d. Tariffs
10. The concept of Global Governance and its importance in the modern day.

11. The difference between NGOs and IGOs. 12. The trials and tribulations of the international pursuit of global human rights.	

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Create an essay and a slideshow that answers the question "How do nations solve problems?" while referencing one of the theories of International Relations. Prove the claim by researching three international issues using multiple online resources.
- **Role:** Students will act as doctoral students defending their dissertation to a board of academics.
- **Audience:** The target audience for this task will be the rest of the class.
- **Situation:** Students will use the information they have collected throughout the year to come up with an answer to the question: "How do nations solve problems?"
- **Product/Performance/Purpose:** An essay that explains their views on the question and lists their evidence. A slideshow that showcases a condensed version of their research. A work cited page that displays their sources for the project.
- **Standards and Criteria for Success:** A successful result will be an essay that will feature proof of research from multiple sources, accurate content, a specific claim, a reference to a theory of International Relations, and a slideshow that creatively displays their research. (See Rubric: Here)

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Graphic Organizer (Linked HERE)
- Database Resources

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

- Informal observations and feedback during planning process
- Rubric (Linked Here):
  - Critical Thinking: Constructing Arguments
  - Critical Thinking: Problem Solving/Solution Finding
  - Critical Thinking: Reasoning
  - Creativity: Creative Production

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

This unit should be occasionally embedded into the semester, introducing the kids to the final early on so they are able to gather evidence and stay organized. As you will see in the first lesson, having students create a Google folder early on for this unit will be very helpful for them.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
• Annotating • Read for Information • Current Event Analysis • Note taking • Research methods • Peer Review

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Lesson #1: Breaking Down the Question	
Learning Target:	**Success Criteria:**
• I can annotate the final exam essay question and understand what it is asking me to do.	• I have broken down the final exam essay question and understand what it is asking me to do, as evidenced by discussion and questions.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Worksheet ***this should not take an entire block** 1) Students will make Unit folders in their Google Drives and copies of appropriate worksheets. 2) In a teacher-led lesson, students will learn about the final exam essay section; read and annotate the final exam prompt; and brainstorm ideas that will help them be successful in answering the question. a) Define terms b) Circle and discuss action verbs c) Identify categories and task d) Ask questions.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

1) Informal teacher observations
2) Peer discussion
3) Completion of worksheet (can be graded or simply checked for completion)
4) Notecard with questions

Lesson #2: Running Notes (introduced during the first Unit but done throughout the Semester)	
Learning Target:	**Success Criteria:**
• I can reflect on the day's lesson and take notes on topics related to my final exam essay.	• I have written AT LEAST 3 problems and solutions in the graphic organizer related to the day's lesson.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Organizer

this should not take an entire block

1) After the first lesson in Unit 1, students will open the organizer and add information into the problem/solution columns.
    a) Teacher should remind students about the essay question and prompt them to review their class notes and activities.
2) Students should write AT LEAST 3 problems and solutions.
3) Students can work individually to start but then share with their peers after.
4) Teacher should be walking around the room,monitoring for completion; can prompt individual students who are stuck.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

1) Informal teacher observations
2) Peer discussion
3) Completion of Organizer
    a) Use Go-guardian if necessary
4) Teacher should check the ideas the first few times this is done (even for a small grade) but give more independence as the semester goes on. Teacher also can give a holistic grade at the end of the semester.
    a) Rubric
    b) At random?

Lesson # 3: Examining Current Events (introduced during the first Unit but done throughout the Semester)	
Learning Target:	**Success Criteria:**

• I can find reliable sources and apply basic analysis to current international events using the lens of international relations.	• I have explored news sites for international news. • I have found and analyzed an international news story, using the template provided by my teacher..

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to Lesson (20-30min)

1) Warm up--. Discussion on where student get their international news, how they know it's reliable
2) Direct Instruction→ important vocabulary, teacher modeling of how to find a source and evaluate an article
3) Student practice and Share out

Be sure to tell students to put all info into their folders!

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Discussion
Current Event analysis
Partner Collaboration

Lesson # 4: Gathering Resources

Learning Target:	Success Criteria:
• I can evaluate online sources for credibility and practice finding strong sources for international research.	• I have learned what the SIFT method is. • I have found a source to evaluate, and practiced using the SIFT method.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to Worksheet

This lesson can also be done with the Library Media Specialist; be sure to contact her

1) Teacher intro/hook (can show two different headlines/sources and have the kids evaluate them)
2) Teach the SIFT Method
3) In small groups or pairs, have the students find articles and apply the SIFT method.
4) If time, share out and get a few examples

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Website/article evaluation
Collaboration with a partner

Responsible use of the internet

Lesson # 5: What is an “issue”?	
Learning Target:	**Success Criteria:**
• I can define what constitutes an issue in international relations. • I can identify examples of current global issues.	• I have identified the difference between an issue and topic. • I have worked collaboratively to find examples of topics that can be turned into researchable global issues.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Link to lesson

1) Warm: present two pairs/have the students evaluate
2) Teacher Noites/definitions
3) Guided practice (topic v issue)
4) Application: brainstorm own issue
5) Share out

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

This or that
Issues Analysis
Group Collaboration

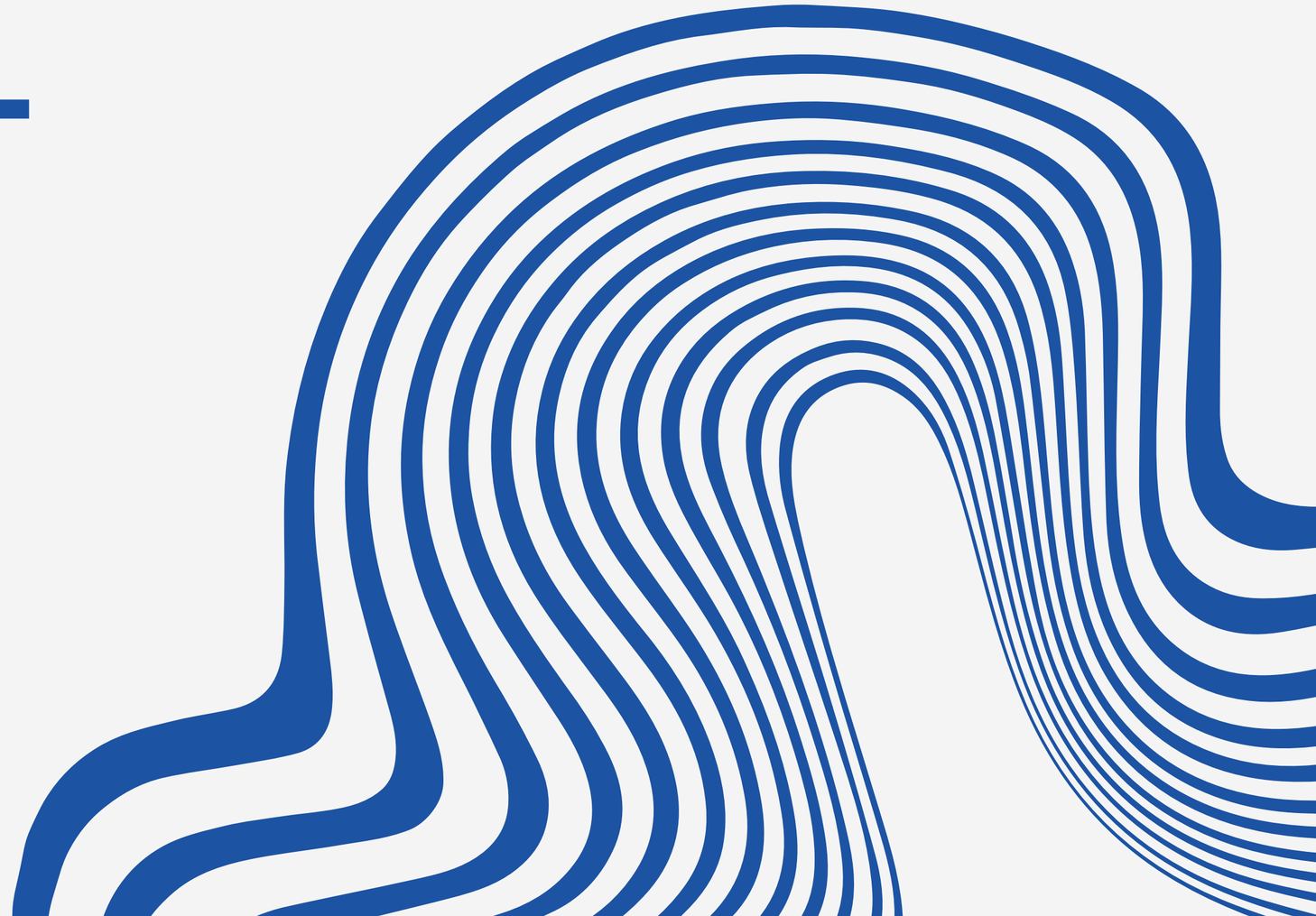
Resources
Any materials and resources related to Stage 3 learning activities.

Library Media Specialist

Internet Access

INTERNATIONAL RELATIONS

at Southington High School



UNITS

01. What is International Relations?

02. International Security and Conflict Resolution

03. International Political Economy

04. Global Governance

05. US Foreign Policy

06. Final Project

01.

WHAT IS INTERNATIONAL RELATIONS?



This unit introduces students to the field of international relations and explores the concept of grand strategy (both in international relations and US foreign policy). The main purpose is to analyze the ways in which nations formulate, implement, and assess strategic options to advance their perceived interests in the international arena.

PERFORMANCE TASK

Students will use multiple sources to create a “grand strategy” that solves a hypothetical crisis.

- **Students are given a “crisis situation.”As a group, students must collaborate to devise a “grand strategy” and present it to the US State Department for review.**

- **A successful result will be a group-made Google slide that will feature proof of research from multiple sources, with accurate content and evidence of analysis on what makes grand strategies fail and succeed.**

02.

INTERNATIONAL SECURITY AND CONFLICT RESOLUTION



Conflict takes many forms – not just direct violence – and we are all affected by it. Understanding the processes and driving forces at work is essential in our ever-changing world. This unit aims at (1) familiarizing students with the main notions and approaches to the study of international security and conflict, (2) analyzing the challenges to global security, and (3) exploring some conflicts and security challenges seen in international relations.

Questions students will explore:

- What are the approaches to international security?
- What is Diplomacy?
- Why do countries go to war and is war ever justified?
- What is an alliance and why do countries form them?
- How do groups overcome their differences?

PERFORMANCE TASK

Students will play the game “Diplomacy” and write a reflection essay (test grade).

Students will collaborate, strategize, and negotiate their way through the game of “Diplomacy”, with the ultimate goal of experiencing conflict resolution at a national level.

- **Situation: “At the beginning of the 20th Century, Europe was a complicated cauldron of political intrigue. Diplomacy is a game of negotiations, alliances, promises kept, and promises broken. In order to survive, each team needs help from the others. In order to win the game, a team must eventually stand alone. Knowing whom to trust, when to trust them, what promise to keep, and when to promise it is the heart of the game.”**



03.

GLOBAL POLITICAL ECONOMY

This unit will guide students through the process of identifying and evaluating the ways in which nations of the world interact on an economic level. They will begin by identifying historical examples of globalization and international economics. Furthermore, they will look at how a nation's chosen economic systems impact its relationships with other countries. Lastly, they will look at who impacts the global political economy and the different economic tools that nations use to further their goals on the world stage.

PERFORMANCE TASK

Students will use multiple sources to create an essay

- **Students are given a “crisis situation.” As a group, students must collaborate to devise a “grand strategy” and present it to the US State Department for review.**

- **A successful result will be a group-made Google slide that will feature proof of research from multiple sources, with accurate content and evidence of analysis on what makes grand strategies fail and succeed.**



04.

GLOBAL GOVERNANCE

This unit outlines, analyzes, and evaluates the ways in which governmental and non-governmental international organizations work towards the goal of the betterment of the planet. Students will use research, critical thinking, and collaborative skills to analyze the events surrounding the creation of organizations such as the United Nations and the ICJ along with initiatives regarding Human Rights and international cultural events.

PERFORMANCE TASK

Students will work with their team to create a profile of a nation of their choosing and act from its perspective to solve a global issue in the United Nations-inspired committee.

- **Students will be asked to create a country profile with basic information about their nation, along with their nation's stance on Child Labor.**
- **Students will then be asked to contribute to a global forum held in the classroom with their peers.**
- **Lastly, students will have to write a short paper reflecting on their experience in the simulation and answering the question: “Can global governance successfully solve world issues?”**



05

US FOREIGN POLICY

Foreign policy, the strategy governments use in dealing with other nations, matters to all of us. This unit introduces students to fundamental concepts in foreign policy, and also explores themes related to power, protection, national interests, and sovereignty. Students will delve into case studies, looking at major issues in foreign policy today and analyzing US presence around the globe.

PERFORMANCE TASK

Students are tasked with researching and studying the Olympics. After some teacher-guided introduction activities on the origins and evolution of the Olympics; global impact of the Olympics; and major moments of the Olympics, students will be tasked to create an Annotated Timeline of International Relations and Important Moments in the Olympics. After its completion, students must work together as a group and pick the event that BEST exemplifies how the Olympics connects to International Relations and US Foreign Policy. Students should focus their explanations and the intersection of sports and politics. Then, individually, students must write a written justification explaining their choice AND record it on Flip to receive credit.

06.

FINAL PROJECT:



Throughout the semester, students will be preparing for their final project/essay by doing short lessons on the question, learning how to gather research and assess sources, questioning, examining current events, and how to make a slides presentation.

PERFORMANCE TASK

Students

- **Essay: How do nations solve problems?**
- **40 question Multiple Choice**
- **presentation of essay**

Thank You

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 e.

AGENDA REPORTING FORM

Agenda Topic: SHS – Algebraic Concepts - Revised - First Reading.

Summary of Issue: SHS – Algebraic Concepts - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Algebraic Concepts - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1 - Transformations of Functions
Teacher(s):	Megan Kavanaugh, Colleen Lasky, Tom Hinman
Grade Level/Course:	11th & 12th Grade - Academic Level
Length/Dates:	4 Weeks August 29th - September 30th
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will consider functions as a whole and understand how they can be transformed to fit the needs of a situation. Students will make connections between representations (tables, graphs, parent functions) as they translate, reflect, and apply scale factors to different types of functions (linear, absolute value, quadratic, cubic, square root, and cube root). As the unit progresses as will the language students use to describe transformations with precision.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- CCSS.MATH.CONTENT.HSF.BF.B.3 - Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- CCSS.MATH.CONTENT.HSF.IF.A.1 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
- CCSS.MATH.CONTENT.HSF.IF.A.2 - Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Make sense of problems and persevere in solving them.
- Model with mathematics.
- Attend to precision.
- Look for and make use of structure.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. 1. Transform parent functions in a variety of ways. 2. Describe key components of a graph including: domain, range, end behavior, or specific input/output values.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. 1. What are the potential transformations that could occur and how do they impact the graph of a parent function? 2. How can you accurately describe aspects of a graph using appropriate notations when applicable?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

• Shapes of Parent Functions
  ○ Linear
  ○ Absolute Value
  ○ Quadratic
  ○ Cubic
  ○ Square Root
  ○ Cube Root
• Transformations (reflection, vertical shift, horizontal shift, stretch/shrink)
• Domain
• Range
• Function Notation
	• Produce a sketch of the graph of a parent function including one or more transformations without the aid of technology
	• Write the equation of a graph, in function notation, that includes one or more transformations
	• Determine the domain and range of a completed graph (in interval notation)
	• Use function notation algebraically and graphically

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

Goal
- The goal is for students to demonstrate their ability to transform functions through the creation of an identifiable image and then to analyze their images for mathematical precision.

Role
- You need to use multiple functions to model an image or create your own image.

Audience
- The target audience is the students within the course as their images will be anonymously shared.

Situation
- Students are encouraged to be creative in demonstrating their knowledge in a method that is differentiated for individual learners. They are creating a product that will be presented to others based on their new learning and then will analyze their results using specific content knowledge that is individual to their image.

Product/Performance/Purpose
- Students will need to complete this performance task in two parts. They will need to create an image in Desmos that uses functions and transformations that students learned within the unit. They will then use their individual image to analyze the graph for specific characteristics.

Standards and Criteria for Success
- Accurate functions to represent an image as well as restricted domains.
- Analyze graphs for specific information.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Performance Task
www.desmos.com

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Students will be evaluated using a rubric. Feedback will be given throughout the task.

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Practice with shifting graphs on desmos prior to assigning task. Students should create a sketch on paper first before going to desmos. Students were more successful when they created an original picture rather than “tracing” a picture.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can identify and graph parent functions.	I can produce an accurate graph of the parent function for linear, absolute value, quadratic, cubic, square root, and cube root functions.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Task Cards • Unit 1 Reference Sheet • Explore graphing on Desmos.com	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Successful completion of Unit 1 Reference Sheet	

Learning Target:	**Success Criteria:**
I can explain transformations of parent functions.	I can produce the graph of a function that has been transformed and describe the transformations.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Exploration of Transformation Rules - WipeBoards • Graphing Practice • Describe Transformation from Graph • Explore graphing on Desmos.com	

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Exit slip Mini Quiz 1 Performance Task

Learning Target:	**Success Criteria:**
I can recognize and use function notation.	I can find specific points using function notation algebraically and graphically.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Evaluating functions notes and practice • Function notation stations (coded message, maze, tables/graphs, deltamath) • Deltamath review	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Mini Quiz 2 Performance Task	

Learning Target:	**Success Criteria:**
I can identify the domain and range of a function.	I can use interval notation to give the domain and range of a function from its graph.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Card Sort ○ Interval Notation Cards • Practice • Exit Slip • Review Stations (solving equations, plotting points, domain and range, function notation, matching: graphs to functions)	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Mini Quiz 3 Performance Task	

Resources Any materials and resources related to Stage 3 learning activities.
Desmos.com Unit 1 Reference Sheet

Unit Overview	
Unit Title:	Unit 2 - Linear Functions
Teacher(s):	Megan Kavanaugh, Colleen Lasky, Tom Hinman
Grade Level/Course:	11th & 12th Grade - Academic Level
Length/Dates:	4 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students have learned that a solution to an equation is a value or values that make the equation true. In this unit, they will revisit what they learned about solutions to equations in one variable and two variables. They will also continue to practice modeling relationships with equations and to make sense of equations and their solutions in context. Students will consider how parts of two-variable linear equations—the parameters and variables—relate to features of the graphs of those equations. Students will connect the ideas of slope, parallel lines, and perpendicular lines to prove the relationships between slope and the parallel or perpendicular line.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- CCSS.MATH.CONTENT.HSA.CED.A.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- CCSS.MATH.CONTENT.HSA.CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
- CCSS.MATH.CONTENT.HSA.REI.B.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- CCSS.MATH.CONTENT.HSA.REI.D.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- CCSS.MATH.CONTENT.HSG.GPE.B.5 - Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- CCSS.MATH.CONTENT.8.EE.C.7 - Solve linear equations in one variable.
- CCSS.MATH.CONTENT.8.EE.C.7.A - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
- CCSS.MATH.CONTENT.8.EE.C.7.B - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the

distributive property and collecting like terms.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Attend to precision.
- Look for and make use of structure.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. 1. Represent the relationship between two variables using slope-intercept form, point slope form, a table, and a graph. 2. Inverse operations can be used in a specific order to isolate a variable and determine its value, if one exists. 3. Write equations of parallel and perpendicular lines from a given line.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. 1. How can we represent the relationship between two variables using an equation and graph? 2. Can an unknown variable be identified using properties of equality? 3. How can parallel and perpendicular lines be written in relation to another line?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

● Solving equations
  ○ One solution
  ○ No solution
  ○ Infinitely Many Solutions
● Slope
● Slope-intercept form
● Point-slope form
● Parallel and Perpendicular Lines
	● Solve a linear equation in one variable.
	● Determine slope from a graph and from 2 points.
	● Graph a linear function given slope-intercept form and point-slope form.
	● Write the equation of a linear function given a slope and y-intercept, slope and a point, or two points.
	● Rewrite a function algebraically in order to aid in graphing the function.
	● Write equations of lines that are parallel or perpendicular to a given line.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal ● The goal is for students to demonstrate their ability to graph and write linear functions through the creation of a city map. **Role** ● You need to use multiple linear functions to create the city map. **Audience** ● The target audience is the students within the course as their maps will be displayed. **Situation** ● Students are encouraged to be creative in demonstrating their knowledge in a method that is differentiated for individual learners. They are creating a product that will be presented to others based on their new learning and then will analyze their results using specific content knowledge that is individual to their map. **Product/Performance/Purpose** ● Students will complete this in four stages. Each stage has students add roads to their map and analyze information about the relationships between pairs of roads. **Standards and Criteria for Success** ● Accurate graphical representations of linear functions ● Analyze graphs for specific information. ● Accurate functions for given characteristics.

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.
Performance Task Graph Page

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Students will be evaluated using a rubric. Feedback will be given throughout the task.

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Give each part in sections rather than all at once.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can solve a linear equation in one variable.	I can solve a linear equation in one variable and identify if it has one solution, no solutions, or infinitely many solutions.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Review of Algebra 1 concepts of solving linear equations that are: 1-step, 2-step, multi-step, and variables on both sides. Solving equations notes/practice Error analysis for solving equations	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Successful completion of Solving Equations part of Unit 2 Reference sheet Mini Quiz	

Learning Target:	**Success Criteria:**
I can determine the slope of a line from 2 points and a graph. I can graph a line in slope-intercept form.	I can apply the definition/formula for slope to find the slope of a linear function. I can graph a linear function when given in slope-intercept form.
Learning Activities	

What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Slope-Intercept form notes/practice Group Work - review and extension Manipulating equations into slope-intercept form Notes: Exploring multiple representations to write equations: Point and a y-intercept — Graph Table of values with a y-intercept — Real world situation Boardwork - small group to practice/review
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Successful completion of Slope-Intercept form part of the Unit 2 Reference sheet Entrance Ticket - Graphing in slope-intercept form Unit 2 Performance Task Mini Quiz

Learning Target:	**Success Criteria:**
I can use point-slope form to graph a line and to write the equation of a line.	I can graph a linear function given in point-slope form. I can write an equation of a linear function in point-slope form given a graph or characteristics.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Notes/practice Point-Slope form Stations: writing equations in point-slope form from graphs, graphing from point slope form, transforming point-slope form to slope-intercept form, solving equations review	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Unit 2 Performance Task Part I Successful completion of Point-Slope form part of the Unit 2 Reference Sheet Mini Quiz	

Learning Target:	**Success Criteria:**
I can determine if lines are parallel or perpendicular. I can write the equations of lines that are parallel or perpendicular to a line.	I can use the slopes of linear functions to determine if they are parallel or perpendicular. I can write equations of linear functions that are either parallel or perpendicular to linear functions represented by graphs, equations, or characteristics.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Notes/practice	

Stations activity with extension and remediation

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Successful completion of Unit 2 Reference Sheet
Unit 2 Performance Task
Mini Quiz

Resources
Any materials and resources related to Stage 3 learning activities.

Colored pencils/markers

Graph paper

Unit 2 Reference Sheet

Unit Overview	
Unit Title:	Unit 3 - Quadratic Functions
Teacher(s):	Megan Kavanaugh, Colleen Lasky, Tom Hinman
Grade Level/Course:	11th & 12th Grade - Academic Level
Length/Dates:	10 Weeks (Quarter 2)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will continue to expand on their knowledge of quadratic functions from Algebra 1. Students will become more fluent in their ability to factor quadratic expressions and then grow to be able to solve equations using factoring, graphing, and the quadratic formula. They will examine critical points of quadratic functions and use them to graph functions and apply them to real world situations. Students will increase their comfort with the factored, standard, and vertex forms of a quadratic function and use these forms to solve problems.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- CCSS.MATH.CONTENT.HSF.IF.C.7.A - Graph linear and quadratic functions and show intercepts, maxima, and minima.
- CCSS.MATH.CONTENT.HSF.IF.C.8.A - Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- CCSS.MATH.CONTENT.HSA.SSE.B.3.A - Factor a quadratic expression to reveal the zeros of the function it defines.
- CCSS.MATH.CONTENT.HSA.SSE.B.3.B - Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- CCSS.MATH.CONTENT.HSA.REI.B.4 - Solve quadratic equations in one variable.
- CCSS.MATH.CONTENT.HSA.REI.D.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Model with mathematics.
- Attend to precision.
- Look for and make use of structure.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. 1. Critical values of a quadratic function can be used to analyze and sketch graphs of quadratic functions. 2. Many real world situations can be modeled with a quadratic function. Each of the critical points can define a specific event of the scenario.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. 1. How do we determine critical values of quadratic equations and use these to construct the sketch of a function? 2. How can quadratic functions be used to represent real world situations? What do the critical points represent in context of the problem?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

● Factoring ○ GCF ○ $a = 1$ ○ $a \neq 1$ (extension) ○ Difference of Perfect Squares ● Solve Quadratics ○ Zero Product Property ○ Quadratic Formula ● Identifying critical points ○ Vertex ○ X-intercepts ○ Y-intercept ○ Axis of symmetry ● Graphing ○ Intercept Form ○ Vertex Form ○ Standard Form ● Applications ○ Vertical Motion Model	● Factor a quadratic expression ● Find the *x*-intercepts of a quadratic function ● Utilize the most efficient method of solving a given function ● Identify critical points to produce the graph of a quadratic function given in either standard or vertex form ● Manipulate between equivalent forms of quadratic expressions ● Apply knowledge of critical points and quadratic functions to real world models

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

Goal
- The goal is for students to demonstrate their ability to apply their knowledge of quadratics to real world situations.

Role
- You need to analyze two situations modeled by quadratic functions and describe specific characteristics.

Audience
- The target audience is the students within the course as they will share their situations and characteristics with their peers.

Situation
- Students demonstrate their knowledge in a method that is differentiated for individual learners. They are analyzing quadratic situations and applying their new learning to identify critical values.

Product/Performance/Purpose
- Students will complete two parts. Part one has students create a graph using a table of values and part two has students graph using their knowledge of vertex form or intercept form. They are then asked to identify key values and analyze their meaning in the situation.

Standards and Criteria for Success
- Accurate graphical representations of quadratic functions
- Analyze graphs for specific information.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Performance Task

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated based on accuracy of each part. Feedback will be provided after completion.

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Differentiate which students have each task. Versions A to D get progressively more challenging.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can multiply polynomials.	I can use the table method to multiply two polynomials together and combine like terms.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Operations with Polynomials Notes: Multiplying Polynomials (monomial by binomial and binomial by binomial) Box method and distribution method (FOIL) Desmos exploration activity Scavenger Hunt (matching) Maze activity	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Successful completion of multiplication part of Unit 3 Reference Sheet Mini Quiz	

Learning Target:	**Success Criteria:**
I can factor polynomials using: GCF and a = 1.	I can factor a GCF out of an expression.

	I can factor a trinomial into a product of two binomials.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Desmos exploration
GCF Notes and practice
Thin slicing factoring activity (GCF and a = 1)
Factoring notes: a = 1
Delta math practice/reinforcement
Boardwork - practice/reinforcement
Matching activity: polynomials to factors
Activity - Clue: Who Killed Mr. Factor?
Factoring Activity: Traffic Light (green = easy, yellow = medium, red = hard)

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Successful completion of multiplication part of Unit 3 Reference Sheet
Mini Quiz: GCF
Mini Quiz: GCF and a = 1

Learning Target:	**Success Criteria:**
I can graph a quadratic function in: intercept form, vertex form, and standard form.	I can find/identify the vertex, axis of symmetry, y-intercept, mirror point, and x-intercepts of quadratic functions. I can plot critical values to create the graph of a quadratic function. I can use the quadratic formula or solve using the square root method to find x-intercepts.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Notes/practice: Intercept form (graphing and identifying critical points)
Boardwork: Practice
Puzzles: Connect standard form → intercept form→graph→solutions
Solving for x using the square root method
Notes/practice: Vertex form (graphing and identifying critical points)
Boardwork: Practice
Delta Math: reinforcement Unit 3 concepts
Exploration: role a, b, and c play in standard form
Notes/practice: Standard form (without x-intercepts)
Boardwork: Practice
Notes/practice: Quadratic formula
Practice: Standard form with x-intercepts
Delta Math practice

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)
Mini Quiz: Intercept form Mini Quiz: Vertex form Successful completion of Unit 3 Reference Sheet (vertex form) Unit 3 Performance Task Mini Quiz: Standard Form

Resources Any materials and resources related to Stage 3 learning activities.
Factor chart Unit 3 Reference Sheet (need to be updated to include intercept form)

Unit Overview	
Unit Title:	Extension Unit 4 - Exponential Functions (if time available)
Teacher(s):	Megan Kavanaugh, Colleen Lasky, Tom Hinman
Grade Level/Course:	11th & 12th Grade - Academic Level
Length/Dates:	4 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students learn that exponential relationships are characterized by a constant quotient over equal intervals, and compare them to linear relationships which are characterized by a constant difference over equal intervals. They encounter contexts with quantities that change exponentially. These contexts are presented verbally and with tables and graphs. They construct equations and use them to model situations and solve problems.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- CCSS.MATH.CONTENT.HSF.LE.A.1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.
- CCSS.MATH.CONTENT.HSF.LE.A.1.a - Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- CCSS.MATH.CONTENT.HSF.LE.A.1.c - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- CCSS.MATH.CONTENT.HSF.LE.A.3 - Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- CCSS.MATH.CONTENT.HSF.LE.B.5 - Interpret the parameters in a linear or exponential function in terms of a context.
- CCSS.MATH.CONTENT.HSF.IF.C.8.B - Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)12^t$, $y = (1.2)^t/10$, and classify them as representing exponential growth or decay.
- CCSS.MATH.CONTENT.HSA.SSE.B.3.C - Use the properties of exponents to transform expressions for exponential functions.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Model with mathematics.
- Attend to precision.
- Look for and make use of structure.

- Look for and express regularity in repeated reasoning.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. 1. Many real world situations can be modeled with an exponential function. The y-intercept and growth/decay factor can define a specific event of the scenario. 2. The y-intercept and growth/decay factor of an exponential function can be used to analyze and sketch graphs of exponential functions. 3. Properties of exponents are used when working with polynomial and exponential functions.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. 1. How can exponential functions be used to represent real world situations? What does the y-intercept and growth/decay factor represent in context of the problem? 2. How do we use known information of exponential equations to construct the sketch of a function? 3. How can we use exponent rules to simplify expressions?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

• Power of a Power Property • Power of a Product Property • Power of a Quotient Property • Quotient of a Power Property • Product of a Power Property • Zero Exponent Property • Negative Power Property • Standard Form of an Exponential Function ($y = ab^x$) • Growth/Decay Factor • Initial Value • Horizontal Asymptote • Compound Interest • Periodic Compound Interest	• Simplify expressions containing positive, negative, and zero exponents • Identify exponentials and determine whether they represent growth or decay • Determine the amount of growth or decay represented by an exponential function • Sketch reasonable graphs of exponential functions using their initial value and a point • Apply exponential models to real world situations

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance/Purpose**
- **Standards and Criteria for Success**

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
• *Describes what the students will learn in the lesson.* • *Comes from STAGE 1 standards, and EU's* • *Targets map out the progression of learning over the course of the unit.* • *I can…I will….student facing language.*	• *Describes what students need to do to be successful in the lesson (meet the target).* • *Provides students the answers to, "How will I know when I have met the learning target."* • *Connects to the assessment(s) for the lesson/unit.*
Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Resources
Any materials and resources related to Stage 3 learning activities.

Applications of Algebraic Concepts

Half-Year Mathematics Elective (Fall)
11th & 12th Grade Students

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Overview of Course

This course is designed to provide students who successfully completed Algebra 1 and Geometry and would benefit from the reinforcement of those skills before embarking on a comprehensive study of higher-level algebraic concepts. This course focuses on an introduction to key Algebra 2 concepts (main function families, application of linear and quadratic functions) while revisiting Algebra 1 skills that are assessed on the SAT. This course is strongly recommended for every student that does not enroll in a full-year Algebra II.

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Units of Study

Unit 1

Transformations of Functions (4-5 Weeks)

Unit 2

Linear Functions (4-5 Weeks)

Unit 3

Quadratic Functions (8-10 Weeks)

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Unit 1 - Transformations of Functions

In this unit, students will consider functions as a whole and understand how they can be transformed to fit the needs of a situation. Students will make connections between representations (tables, graphs, parent functions) as they translate, reflect, and apply scale factors to different types of functions (linear, absolute value, quadratic, and square root). As the unit progresses as will the language students use to describe transformations with precision.

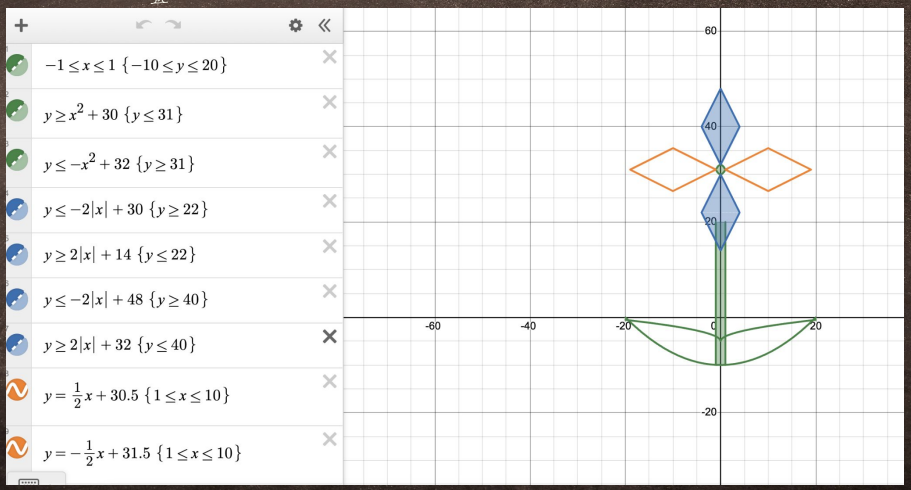
slidesmania.com

Unit 1 - Transformations of Functions

The goal of the Performance Task is for students to demonstrate their ability to transform functions through the creation of an identifiable image and then to analyze their images for mathematical precision. Students will need to complete this performance task in two parts. They will first create an image in Desmos that uses functions and transformations that students learned within the unit. They will then use their individual image to analyze the graph for specific characteristics.

slidesmania.com

Sample Unit 1 Performance Task



slidesmania.com

Unit 2 - Linear Functions

Students have learned that a solution to an equation is a value or values that make the equation true. In this unit, they will revisit what they learned about solutions to equations in one variable and two variables. They will also continue to practice modeling relationships with equations and to make sense of equations and their solutions in context. Students will consider how parts of two-variable linear equations—the parameters and variables—relate to features of the graphs of those equations. Students will connect the ideas of slope, parallel lines, and perpendicular lines to prove the relationships between slope and the parallel or perpendicular line.

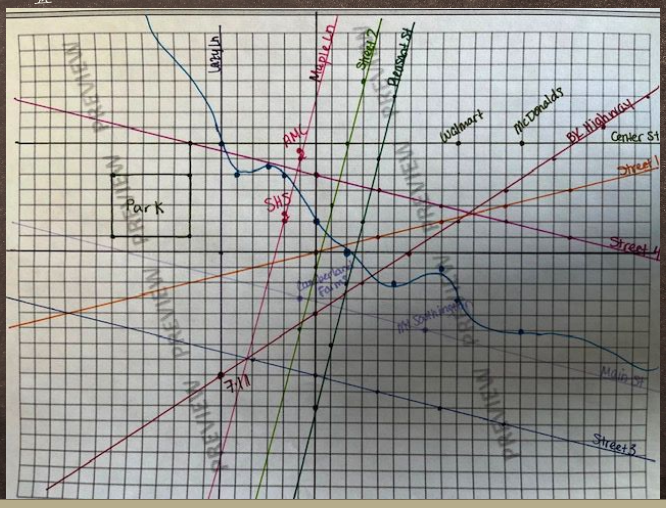
slidesmania.com

Unit 2 - Linear Functions

The goal for the Performance Task is for students to demonstrate their ability to graph and write linear functions through the creation of a city map.
Students will complete this in four stages. Each stage has students add roads to their map and analyze information about the relationships between pairs of roads.

slidesmania.com

Sample Unit 2 Performance Task



slidesmania.com

Unit 3 - Quadratic Functions

In this unit, students will continue to expand on their knowledge of quadratic functions from Algebra 1. Students will become more fluent in their ability to factor quadratic expressions and then grow to be able to solve equations using factoring, graphing, and the quadratic formula. They will examine critical points of quadratic functions and use them to graph functions and apply them to real world situations. Students will increase their comfort with the factored, standard, and vertex forms of a quadratic function and use these forms to solve problems.

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Unit 3 - Quadratic Functions

The goal for the Performance Task is for students to demonstrate their ability to apply their knowledge of quadratics to real world situations. Students will complete two parts. Part one has students create a graph using a table of values and part two has students graph using their knowledge of vertex form or intercept form. They are then asked to identify key values and analyze their meaning in the situation.

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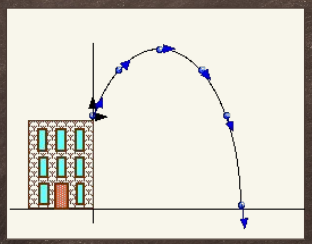
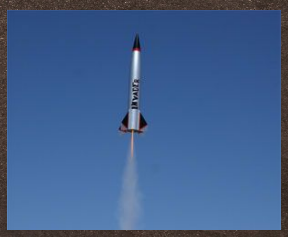
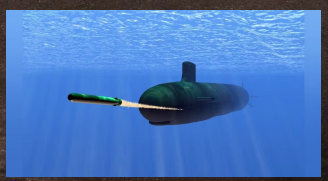
Sample Unit 3 Performance Task









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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 f.

AGENDA REPORTING FORM

Agenda Topic: SHS – Equipment and Power Systems – Unit 1: Equipment Use – Personal Safety - Revised - First Reading.

Summary of Issue: SHS – Equipment and Power Systems – Unit 1: Equipment Use – Personal Safety - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Equipment and Power Systems – Unit 1: Equipment Use – Personal Safety - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Equipment Use-Personal Safety
Teacher:	O'Keefe
Grade Level/Course:	Grade 10 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the foundational concepts of workplace safety within the landscaping, grounds care, and golf course industries. Drawing from *Safety Management for Landscapers, Grounds-Care Businesses, and Golf Courses* by John Deere and Company, the unit emphasizes the importance of proactive safety practices and understanding how human behavior influences risk on the job.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Sophomore Equipment Use Unit 1- State Standards

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Sophomore Equipment Use Unit 1 -Endur…

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Sophomore Equipment Use Unit 1 - Esse…

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Sophomore Equipment Use Unit 1 -Vocab	Sophomore Equipment Use Unit 1- Skills

Stage 2: Evidence of Student Learning

Performance Assessment(s)

Two-Level Rubric for Safely Operating a Compact Tractor with a Bucket
Two-Level Rubric for Safely Operating a Track Loader

Stage 3: Instructional Design

Chapter 1, Why Study Safety?

Learning Target:	**Success Criteria:**
Chapter 1 • I can explain why safety is essential in the landscaping and grounds-care industry. • I can identify and differentiate between direct and indirect costs of workplace accidents. • I can describe OSHA's role in workplace safety. • I can interpret and apply the meanings of caution, warning, and danger signs. • I can explain the importance of reading and following an operator's manual.	**Chapter 1** • I can provide examples of direct and indirect costs associated with workplace accidents. • I can identify safety labels and their meanings on equipment and hazard signs. • I can demonstrate knowledge of OSHA regulations and their impact on workplace safety. • I can explain the consequences of ignoring the operator's manual and proper operating procedures.
Time: 1.5 Days	
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then break into groups to complete the think, pair , share assignment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their elevator speech topic (the essential questions from the chapter) to the class.

Elevator Speech Topics Equipment Use

2023apr.pdf Sports Turf Magazine Think, Pair, Share

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Chapter 1 Assessment

Chapter 2, Human Factors

Time: 1.5 Days

Learning Target:	Success Criteria:
Chapter 2 • I can explain how fatigue and reaction time impact workplace safety. • I can describe the importance of dressing safely and layering in outdoor work environments. • I can identify risks associated with noise intensity, noise duration, and vibration. • I can explain the purpose of PPE and ANSI standards in workplace safety. • I can demonstrate safe lifting techniques and recognize second-party mishap risks.	**Chapter 2** • I can recognize signs of fatigue and understand its impact on workplace accidents. • I can choose appropriate clothing and PPE for different environmental conditions. • I can describe the effects of noise and vibration exposure on worker health. • I can explain the role of respiratory protection and PPE in reducing workplace hazards. • I can demonstrate proper lifting techniques to prevent injury.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then watch the Youtube safety video and complete the related assessment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their assigned elevator speech topic (the essential questions from the chapter) to the class.

Youtube Safety Video Assessment: John Deere G Series Track Loader Safety

Elevator Speech Topics Equipment Use

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Chapter 2 Assessment

Shop Skill of the Week- Checking Fluids

Time: 1 Day

Learning Target:	Success Criteria:

• **Understanding Fluid Types and Functions:**
  ○ Students will identify the different types of fluids used in equipment (e.g., engine oil, hydraulic fluid, coolant) and explain their specific functions and importance in maintaining equipment performance.
• **Checking Fluid Levels:**
  ○ Students will demonstrate the correct procedure for checking fluid levels in various types of equipment, including locating dipsticks or reservoirs and interpreting fluid level indicators.
• **Identifying Fluid Condition:**
  ○ Students will assess the condition of fluids by checking for signs of contamination, degradation, or incorrect fluid levels, understanding the implications of each for equipment operation.
• **Performing Routine Fluid Maintenance:**
  ○ Students will perform routine fluid maintenance tasks, such as topping off fluids, replacing filters, and documenting maintenance activities according to best practices.
	1. **Understanding Fluid Types and Functions:**
	  ○ Students can accurately name the types of fluids (e.g., oil, coolant, hydraulic fluid) and describe their roles in equipment maintenance, such as lubrication, cooling, and power transmission.
	2. **Checking Fluid Levels:**
	  ○ Students demonstrate the ability to check fluid levels independently, correctly identifying and using dipsticks, sight glasses, or other indicators. They can interpret whether fluid levels are within the recommended range.
	3. **Identifying Fluid Condition:**
	  ○ Students identify and describe signs of fluid issues, such as oil discoloration, coolant cloudiness, or hydraulic fluid leaks. They understand the impact of these issues on equipment performance and safety.
	4. **Performing Routine Fluid Maintenance:**
	  ○ Students complete fluid checks and maintenance tasks correctly and efficiently, including topping off fluids and changing filters, and can explain the reasons behind each step in the process.

	5. **Adhering to Safety Protocols:** ○ Students consistently follow safety protocols during fluid maintenance, including wearing appropriate PPE, ensuring proper ventilation, and correctly disposing of used fluids and filters according to environmental regulations.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will go into the shop with the assigned shop skill worksheet. The students will go over the worksheet with the aid of the instructor in an interactive way that involves working with the actual machinery and performing the appropriate skills. The students will apply their newly acquired shop skills when they are involved in the hands-on machine use sections.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Compact Tractor Checking Fluids/ Maintenance Worksheet

Resources
Any materials and resources related to Stage 3 learning activities.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Tractor/ Track Loader Operation

Time: 7 Days

Learning Target:	Success Criteria:
• **Understand Safety Practices:** Students will identify and apply key safety practices when operating a tractor. • **Recognize Tractor Parts:** Students will learn and explain the functions of major tractor components. • **Develop Driving Skills:** Students will demonstrate the ability to drive a tractor safely, including maneuvering and operating basic controls.	• **Safety Application:** Students consistently follow safety protocols during tractor operation. • **Parts Identification:** Students accurately identify and describe the function of key tractor parts. • **Driving Proficiency:** Students effectively control the tractor, using the throttle, clutch, and steering wheel with confidence.

Learning Activities

What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be introduced to new pieces of equipment in every unit. The class will meet and go over together the safety concerns and standard operating procedures of that piece of equipment while filling out the corresponding worksheet. Pieces of equipment that are more complicated or are used more extensively will have an individual written assessment. All equipment has a hands-on use assessment that is delivered after the students have had multiple opportunities to use that piece of equipment. During this part of the unit students will use multiple pieces of equipment not just the one that is being spotlighted. At the end of every class students will post a comment detailing their work for the day on a shared google slide which lays out the itinerary for the day. The timing of outdoor equipment use is dependent on numerous factors such as weather, sports scheduling and equipment breakdowns.

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Two-Level Rubric for Safely Operating a Compact Tractor with a Bucket
- Two-Level Rubric for Safely Operating a Track Loader
- Tractor Safety Quiz

Resources

Any materials and resources related to Stage 3 learning activities.

- Youtube Safety Video Assessment: John Deere G Series Track Loader Safety
- Safe Tractor Operation Worksheet John Deere 3000 Series with PowerShift Transmission
- Safe Machinery Operation Worksheet-John Deere 317G Track Loader
- Safe Machinery Operation Worksheet-Toro Dingo TX 1000
- Out of the Gate in Eight- Blank

SHS- Agricultural Science Department

Course: Equipment & Power Systems

Grade: 10

Credits: 1.0

Length: Half Year (meets daily)

Unit 1- Personal Safety

This unit introduces students to the foundational concepts of workplace safety within the landscaping, grounds care, and golf course industries. Drawing from *Safety Management for Landscapers, Grounds-Care Businesses, and Golf Courses* by John Deere and Company, the unit emphasizes the importance of proactive safety practices and understanding how human behavior influences risk on the job.

Skills Learned:

- **Students will understand safety practices used in operating tractors and loaders**
- **Students will recognize tractor and loader parts**
- **Students will develop driving and operating skills**
- **Students will perform routine fluid maintenance on machinery**

Unit 1 Activities

Students drive tractors and learn to operate the track loader.







Students learn to checks fluids and perform basic maintenance tasks.

Unit 2- Machine and Shop Safety

This unit explores two key areas in workplace safety: understanding the machines used in the landscaping industry and creating a safe environment in the maintenance shop. Students will learn how machine design, condition, and operation practices impact safety, and how proper shop protocols help prevent accidents and injuries. The unit emphasizes awareness, personal responsibility, and proactive behavior when working with or around equipment and tools.

Skills Learned:

- **Students will understand safety practices used in mowing equipment**
- **Students will demonstrate the ability to properly set up the mower in preparation of field maintenance**
- **Students will correctly mow a section of turfgrass using the appropriate techniques and equipment.**
- **Students will understand the Importance of greasing, location of grease points and how to apply grease correctly**

Unit 2 Activities

Students learn the importance of keeping the equipment greased.









We supplement the contract mowers weekly mowing with additional cuts to keep the ballfields at a shorter length.

Unit 3- Tractor and Loader Safety

This unit explores the foundational principles of operating **compact tractors**, **loaders**, **backhoes**, and **skid steer loaders**—equipment commonly used in landscaping, grounds maintenance, and golf course management. These powerful machines increase productivity but also pose significant safety risks if not handled properly. Students will examine the design, capabilities, and safety requirements of each machine and learn the importance of training, vigilance, and preventive maintenance in minimizing hazards.

Skills Learned:

- **Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates.**
- **Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area.**
- **Students will understand the safety protocols required when handling and sharpening mower blades.**
- **Students will demonstrate the correct procedure for safely removing and reinstalling mower blades from the mower.**
- **Students will accurately sharpen a mower blade using the appropriate tools and techniques.**

Unit 3 Activities

Students fertilize the ball fields at SHS twice a year. Students learn to use the walk behind and the ride-on spreader.





Students learn to safely remove and sharpen mower blades.



Unit 4- Tractor Attachment and Mower Safety

This unit focuses on two critical areas of equipment operation in landscaping and grounds maintenance: the safe use of **compact tractor attachments** and the operation of **rotary mowers and cutters**. Students will explore how these tools expand the functionality of tractors and equipment, as well as the unique safety concerns that come with their use. Through this unit, students will gain the knowledge and habits needed to use these machines efficiently while minimizing risk.

Skills Learned:

- **Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil.**
- **Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements.**
- **Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.**
- **Students will describe and demonstrate safe fueling procedures for outdoor power equipment.**
- **Students will differentiate between diesel, gasoline, and mixed gas and explain their uses.**
- **Students will properly measure and mix fuel for a 2-stroke engine using the correct gas-to-oil ratio.**

Unit 4 Activities

Students help keep the baseball and softball infields groomed and remove the build of materials on the edge of the field.





Students learn the different fuel types and how to safely fill the machines.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 g.

AGENDA REPORTING FORM

Agenda Topic: SHS – Equipment and Power Systems – Unit 2: Equipment Use – Machine and Shop Safety - Revised - First Reading.

Summary of Issue: SHS – Equipment and Power Systems – Unit 2: Equipment Use – Machine and Shop Safety - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Equipment and Power Systems – Unit 2: Equipment Use – Machine and Shop Safety - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 2: Equipment Use-Machine and Shop Safety
Teacher:	Patrick O'Keefe
Grade Level/Course:	Grade 10 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit explores two key areas in workplace safety: understanding the machines used in the landscaping industry and creating a safe environment in the maintenance shop. Students will learn how machine design, condition, and operation practices impact safety, and how proper shop protocols help prevent accidents and injuries. The unit emphasizes awareness, personal responsibility, and proactive behavior when working with or around equipment and tools.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Sophomore Equipment Use Unit 2- State Standards

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Sophomore Equipment Use Unit 2- Enduri…

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Sophomore Equipment Use Unit 2-Essenti…

What will students know... Factual information, vocabulary and basic concepts related to each indicator	**What will students be able to do…** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Sophomore Equipment Use Unit 2- Vocab	Sophomore Equipment Use Unit 2- Skills

Stage 2: Evidence of Student Learning

Performance Assessment(s)

Two-Level Rubric for Safely Operating a Zero-Turn Mower

Stage 3: Instructional Design

Machine Factors

Time: 1.5 Days

Learning Target:	**Success Criteria:**
• I can explain the dangers of PTO shafts and how to operate machinery safely. • I can describe how ROPS structures prevent serious injuries in rollovers. • I can identify and avoid pinch points and crush points when working with machinery. • I can recognize hazards associated with free-wheeling parts, thrown objects, and hot surfaces. • I can explain the risks of stored energy, hydraulic pressure, compressed air, and direct current and describe how to handle them safely.	• I can demonstrate proper PTO safety procedures. • I can explain why ROPS is essential and how to use seat belts in rollover-protective equipment. • I can identify and avoid machine pinch points and crush points. • I can describe safety precautions for dealing with free-wheeling parts, thrown objects, and hot surfaces. • I can safely handle equipment with stored energy, compressed air, and hydraulic pressure.

Learning Activities

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then break into groups to complete the think, pair , share assignment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their elevator speech topic (the essential questions from the chapter) to the class.

Elevator Speech Topics Equipment Use

Sports Turf Magazine Think, Pair, Share 2022jun.pdf

Assessment

Chapter 3 Assessment

Chapter 16 Safety in the Shop

Time: 1.5 Days

Learning Target:	Success Criteria:
• I can identify common hazards in a maintenance shop and explain how to prevent injuries. • I can describe the importance of wearing personal protective equipment, including face shields, when using grinders and power tools. • I can explain how electrical safety measures, including the use of GFIs and three-prong plugs, prevent electric shock. • I can describe the dangers of carbon monoxide and explain how to ensure proper ventilation in the shop. • I can explain the proper handling and storage of batteries to prevent explosions and chemical burns.	• I can demonstrate proper safety procedures when using grinders and power tools. • I can describe how to prevent eye injuries, crushing injuries, and falls in a maintenance shop. • I can explain how to use GFIs, three-prong plugs, and double-insulated tools to prevent electric shock. • I can identify the symptoms of carbon monoxide poisoning and explain how to prevent exposure. • I can demonstrate safe handling of batteries and understand the risks of battery acid explosions.

Learning Activities

What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then watch the Youtube safety video and complete the related assessment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their assigned elevator speech topic (the essential questions from the chapter) to the class.

Elevator Speech Topics Equipment Use
Worksheet: Hand and Power Tools for Outdoor Power Equipment

Assessment

Chapter 16 Assessment

Shop Skill of the Week- Greasing Equipment

Time: 1 Day

Learning Target:	Success Criteria:

• **Understanding the Importance of Greasing:**
  ○ Students will explain the role of greasing in maintaining equipment, including reducing friction, preventing wear and tear, and extending the lifespan of moving parts.
• **Identifying Grease Points:**
  ○ Students will locate and identify all grease points on a given piece of equipment, understanding the specific parts that require regular lubrication.
• **Selecting the Appropriate Grease:**
  ○ Students will demonstrate knowledge of different types of grease and select the appropriate type based on equipment specifications and operating conditions.
• **Applying Grease Correctly:**
  ○ Students will perform the greasing process, including preparing the grease gun, applying the correct amount of grease, and ensuring even distribution to all necessary parts.
• **Maintaining and Storing Greasing Equipment:**
  ○ Students will properly maintain and store greasing tools and materials, ensuring they are in good working condition for future use.
	• **Understanding the Importance of Greasing:**
	  ○ Students can articulate why regular greasing is essential, including its effects on reducing friction, preventing equipment failure, and ensuring smooth operation of moving parts.
	• **Identifying Grease Points:**
	  ○ Students accurately locate and identify all necessary grease points on the equipment, demonstrating a clear understanding of which parts require lubrication and why.
	• **Selecting the Appropriate Grease:**
	  ○ Students choose the correct type of grease for the equipment, considering factors like temperature, load, and manufacturer recommendations. They can explain the rationale behind their selection.
	• **Applying Grease Correctly:**
	  ○ Students use the grease gun effectively, applying the right amount of grease without over-lubricating. They ensure all grease points are serviced and can demonstrate proper technique to ensure even distribution.
	• **Maintaining and Storing Greasing Equipment:**
	  ○ Students clean and store greasing tools correctly, checking for wear or damage, and ensuring the equipment is ready for future use. They demonstrate awareness of how to avoid contamination of grease and tools.

Learning Activities

Students will go into the shop with the assigned shop skill worksheet. The students will go over the worksheet with the aid of the instructor in an interactive way that involves working with the actual machinery and performing the appropriate skills. The students will apply their newly acquired shop skills when they are involved in the hands-on machine use sections.

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

Safe Machinery Operation Worksheet Using a Grease Gun and Checking Grease Fittings

Resources

Any materials and resources related to Stage 3 learning activities.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Mower Operation

Time: 6 Days

Learning Target:	**Success Criteria:**

- **Learning Target 1:**
  - Students will understand the importance of proper mowing techniques for maintaining healthy turfgrass.
- **Learning Target 2:**
  - Students will identify the appropriate mowing height for different species of turfgrass.
- **Learning Target 3:**
  - Students will recognize the impact of mowing frequency on turfgrass health and growth.
- **Learning Target 4:**
  - Students will demonstrate the ability to properly set the mowing height according to turfgrass species requirements.
- **Learning Target 5:**
  - Students will correctly mow a section of turfgrass using the appropriate techniques and equipment.
- **Learning Target 6:**
  - Students will perform routine mower maintenance, including blade sharpening, to ensure effective mowing.

- **Students will accurately describe the relationship between mowing height, frequency, and turfgrass health.**
  - Success Criteria: Students can explain the optimal mowing heights for different turfgrass species and the consequences of improper mowing practices.
- **Students will demonstrate proficiency in adjusting mower settings and executing precise mowing techniques.**
  - Success Criteria: Students consistently set the correct mowing height and achieve an even, clean cut across the entire turfgrass area.
- **Students will evaluate the effectiveness of their mowing practices and make data-driven adjustments.**
  - Success Criteria: Students assess the turfgrass condition after mowing and propose adjustments to improve future mowing outcomes.
- **Students will effectively collaborate to achieve mowing and maintenance tasks.**
  - Success Criteria: Students successfully coordinate with peers to complete mowing tasks and equipment maintenance, demonstrating effective communication and teamwork.
- **Students will reflect on their learning and set goals for improving their mowing techniques.**
  - Success Criteria: Students identify specific areas for improvement in their mowing practices and outline actionable steps to enhance their skills.

Learning Activities

Safe Machinery Operation Worksheet-John Deere Z900 Series Zero-Turn Mower

Out of the Gate in Eight- Blank

Assessment

Two-Level Rubric for Safely Operating a Zero-Turn Mower

SHS- Agricultural Science Department

Course: Equipment & Power Systems

Grade: 10

Credits: 1.0

Length: Half Year (meets daily)

Unit 1- Personal Safety

This unit introduces students to the foundational concepts of workplace safety within the landscaping, grounds care, and golf course industries. Drawing from *Safety Management for Landscapers, Grounds-Care Businesses, and Golf Courses* by John Deere and Company, the unit emphasizes the importance of proactive safety practices and understanding how human behavior influences risk on the job.

Skills Learned:

- **Students will understand safety practices used in operating tractors and loaders**
- **Students will recognize tractor and loader parts**
- **Students will develop driving and operating skills**
- **Students will perform routine fluid maintenance on machinery**

Unit 1 Activities

Students drive tractors and learn to operate the track loader.







Students learn to checks fluids and perform basic maintenance tasks.

Unit 2- Machine and Shop Safety

This unit explores two key areas in workplace safety: understanding the machines used in the landscaping industry and creating a safe environment in the maintenance shop. Students will learn how machine design, condition, and operation practices impact safety, and how proper shop protocols help prevent accidents and injuries. The unit emphasizes awareness, personal responsibility, and proactive behavior when working with or around equipment and tools.

Skills Learned:

- **Students will understand safety practices used in mowing equipment**
- **Students will demonstrate the ability to properly set up the mower in preparation of field maintenance**
- **Students will correctly mow a section of turfgrass using the appropriate techniques and equipment.**
- **Students will understand the Importance of greasing, location of grease points and how to apply grease correctly**

Unit 2 Activities

Students learn the importance of keeping the equipment greased.









We supplement the contract mowers weekly mowing with additional cuts to keep the ballfields at a shorter length.

Unit 3- Tractor and Loader Safety

This unit explores the foundational principles of operating **compact tractors**, **loaders**, **backhoes**, and **skid steer loaders**—equipment commonly used in landscaping, grounds maintenance, and golf course management. These powerful machines increase productivity but also pose significant safety risks if not handled properly. Students will examine the design, capabilities, and safety requirements of each machine and learn the importance of training, vigilance, and preventive maintenance in minimizing hazards.

Skills Learned:

- **Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates.**
- **Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area.**
- **Students will understand the safety protocols required when handling and sharpening mower blades.**
- **Students will demonstrate the correct procedure for safely removing and reinstalling mower blades from the mower.**
- **Students will accurately sharpen a mower blade using the appropriate tools and techniques.**

Unit 3 Activities

Students fertilize the ball fields at SHS twice a year. Students learn to use the walk behind and the ride-on spreader.





Students learn to safely remove and sharpen mower blades.



Unit 4- Tractor Attachment and Mower Safety

This unit focuses on two critical areas of equipment operation in landscaping and grounds maintenance: the safe use of **compact tractor attachments** and the operation of **rotary mowers and cutters**. Students will explore how these tools expand the functionality of tractors and equipment, as well as the unique safety concerns that come with their use. Through this unit, students will gain the knowledge and habits needed to use these machines efficiently while minimizing risk.

Skills Learned:

- **Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil.**
- **Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements.**
- **Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.**
- **Students will describe and demonstrate safe fueling procedures for outdoor power equipment.**
- **Students will differentiate between diesel, gasoline, and mixed gas and explain their uses.**
- **Students will properly measure and mix fuel for a 2-stroke engine using the correct gas-to-oil ratio.**

Unit 4 Activities

Students help keep the baseball and softball infields groomed and remove the build of materials on the edge of the field.





Students learn the different fuel types and how to safely fill the machines.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 h.

AGENDA REPORTING FORM

Agenda Topic: SHS – Equipment and Power Systems – Unit 3: Equipment Use – Tractor and Loader Safety - Revised - First Reading.

Summary of Issue: SHS – Equipment and Power Systems – Unit 3: Equipment Use – Tractor and Loader Safety - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Equipment and Power Systems – Unit 3: Equipment Use – Tractor and Loader Safety - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 3: Equipment Use- Tractor and Loader Safety
Teacher:	O'Keefe
Grade Level/Course:	Grade 10 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit explores the foundational principles of operating **compact tractors**, **loaders**, **backhoes**, and **skid steer loaders**—equipment commonly used in landscaping, grounds maintenance, and golf course management. These powerful machines increase productivity but also pose significant safety risks if not handled properly. Students will examine the design, capabilities, and safety requirements of each machine and learn the importance of training, vigilance, and preventive maintenance in minimizing hazards.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Sophomore Equipment Use Unit 3 - State Standards

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Delete the transfer goals that do not apply to your unit: **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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. Sophomore Equipment Use Unit 3- Enduring Und…

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. Sophomore Equipment Use Unit 3- Essential Que…

What will students know... Factual information, vocabulary and basic concepts related to each indicator	**What will students be able to do…** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Sophomore Equipment Use Unit 3- Vocab	Sophomore Equipment Use Unit 3- Skills

Stage 2: Evidence of Student Learning

Performance Assessment(s)

Two-Level Rubric for Safely Operating a Lesco PermaGreen Fertilizer

Stage 3: Instructional Design

Chapter 5 Compact Tractors

Learning Target:	**Success Criteria:**
• I can identify the common causes of tractor rollovers and explain how to prevent them. • I can describe the importance of using ROPS and a seatbelt when operating a compact tractor. • I can explain how a tractor's center of gravity, base of stability, and centrifugal force affect its safety. • I can describe the dangers of bypass starting and explain why it must be avoided. • I can demonstrate the proper technique for hitching and securing implements using telescoping links and the drawbar.	• I can list the main causes of tractor rollovers and how to prevent them. • I can demonstrate how to check and properly use ROPS and a seatbelt. • I can explain how ballast improves a tractor's stability. • I can identify the risks of improper hitching and demonstrate correct techniques. • I can describe the function of the SMV emblem and PTO shielding in tractor safety.
Time: 1.5 Days	
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then break into groups to complete the think, pair , share assignment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their assigned elevator speech topic (the essential questions from the chapter) to the class.

Elevator Speech Topics Equipment Use

Sports Turf Magazine Think, Pair, Share 2022may.pdf

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Chapter 5 Assessment

Chapter 6 Skid Steers and Loaders

Time: 1.5 Days

Learning Target:	Success Criteria:
• I can explain how raising a loader's bucket affects its center of gravity and stability. • I can describe why front or rear ballast is necessary when using loaders and backhoes. • I can explain the dangers of allowing riders on equipment. • I can identify the purpose of CBYD and explain its importance. • I can describe what load rollback is and how to prevent it. • I can demonstrate how stabilizers improve the safety and performance of backhoes and loaders.	• I can explain how an elevated bucket shifts the center of gravity and increases tipping risk. • I can describe how ballast improves machine stability. • I can explain why riders on equipment are a serious safety hazard. • I can outline the steps for contacting CBYD before excavation. • I can identify safety measures to prevent load rollback. • I can demonstrate the proper use of stabilizers for loaders and backhoes.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then watch the Youtube safety video and complete the related assessment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their assigned elevator speech topic (the essential questions from the chapter) to the class.

Youtube Safety Video Assessment: Permagreen Triumph Ride-On Spreader Sprayer
Elevator Speech Topics Equipment Use

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Chapter 6 Assessment

Shop Skill of the Week- Sharpening Blades

Time: 1 Day

Learning Target:	Success Criteria:
Knowledge and Understanding: • Students will explain the importance of maintaining sharp mower blades for turf health and equipment efficiency. • Students will identify the signs that indicate a mower blade needs sharpening. • Students will understand the safety protocols required when handling and sharpening mower blades. **Skills and Application:** • Students will demonstrate the correct procedure for safely removing mower blades from the mower. • Students will accurately sharpen a mower blade using the appropriate tools and techniques. • Students will reinstall and balance the sharpened blade on the mower, ensuring proper alignment and function.	**Knowledge and Understanding:** • Students can clearly articulate why sharp mower blades are crucial for turf maintenance and mower longevity. • Students can identify dull blades and explain the potential consequences of using them on turfgrass. • Students demonstrate an understanding of all safety measures required during the sharpening process. **Skills and Application:** • Students successfully and safely remove mower blades, following all safety protocols. • Students sharpen the mower blades to a precise edge, using correct sharpening tools and techniques. • Students reinstall the blade, ensuring it is properly balanced and functions effectively when reattached to the mower.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will go into the shop with the assigned shop skill worksheet. The students will go over the worksheet with the aid of the instructor in an interactive way that involves working with the actual machinery and performing the appropriate skills. The students will apply their newly acquired shop skills when they are involved in the hands-on machine use sections.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Safe Machinery Operation Worksheet- Removing, Sharpening, and Reinstalling a Rotary Mo…

Resources
Any materials and resources related to Stage 3 learning activities.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Fertilizing

Time: 6 Days

Learning Target:	Success Criteria:
Knowledge and Understanding: • Students will explain the purpose and benefits of using a fertilizer spreader in turfgrass management. • Students will identify the different types of fertilizer spreaders (e.g., broadcast, drop, handheld) and their specific uses. • Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates. **Skills and Application:** • Students will demonstrate the correct procedure for calibrating a fertilizer spreader based on specific application requirements. • Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area. • Students will safely and effectively clean and maintain the fertilizer spreader after use.	**Knowledge and Understanding:** • Students can clearly describe why using a fertilizer spreader is crucial for consistent turfgrass nutrition. • Students can identify the appropriate type of spreader for different turfgrass areas and fertilizer types. • Students demonstrate an understanding of the importance of spreader calibration and its impact on fertilizer application. **Skills and Application:** • Students accurately calibrate a fertilizer spreader according to specific instructions or guidelines, ensuring the correct application rate. • Students operate the spreader efficiently, covering the designated turf area evenly without missing sections or overlapping too much. • Students clean and maintain the fertilizer spreader after use, ensuring it is ready for future applications.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Safe Machinery Operation Worksheet Lesco Permagreen
Out of the Gate in Eight- Blank

Assessment

Two-Level Rubric for Safely Operating a Lesco PermaGreen Fertilizer

SHS- Agricultural Science Department

Course: Equipment & Power Systems

Grade: 10

Credits: 1.0

Length: Half Year (meets daily)

Unit 1- Personal Safety

This unit introduces students to the foundational concepts of workplace safety within the landscaping, grounds care, and golf course industries. Drawing from *Safety Management for Landscapers, Grounds-Care Businesses, and Golf Courses* by John Deere and Company, the unit emphasizes the importance of proactive safety practices and understanding how human behavior influences risk on the job.

Skills Learned:

- **Students will understand safety practices used in operating tractors and loaders**
- **Students will recognize tractor and loader parts**
- **Students will develop driving and operating skills**
- **Students will perform routine fluid maintenance on machinery**

Unit 1 Activities

Students drive tractors and learn to operate the track loader.







Students learn to checks fluids and perform basic maintenance tasks.

Unit 2- Machine and Shop Safety

This unit explores two key areas in workplace safety: understanding the machines used in the landscaping industry and creating a safe environment in the maintenance shop. Students will learn how machine design, condition, and operation practices impact safety, and how proper shop protocols help prevent accidents and injuries. The unit emphasizes awareness, personal responsibility, and proactive behavior when working with or around equipment and tools.

Skills Learned:

- **Students will understand safety practices used in mowing equipment**
- **Students will demonstrate the ability to properly set up the mower in preparation of field maintenance**
- **Students will correctly mow a section of turfgrass using the appropriate techniques and equipment.**
- **Students will understand the Importance of greasing, location of grease points and how to apply grease correctly**

Unit 2 Activities

Students learn the importance of keeping the equipment greased.









We supplement the contract mowers weekly mowing with additional cuts to keep the ballfields at a shorter length.

Unit 3- Tractor and Loader Safety

This unit explores the foundational principles of operating **compact tractors**, **loaders**, **backhoes**, and **skid steer loaders**—equipment commonly used in landscaping, grounds maintenance, and golf course management. These powerful machines increase productivity but also pose significant safety risks if not handled properly. Students will examine the design, capabilities, and safety requirements of each machine and learn the importance of training, vigilance, and preventive maintenance in minimizing hazards.

Skills Learned:

- **Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates.**
- **Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area.**
- **Students will understand the safety protocols required when handling and sharpening mower blades.**
- **Students will demonstrate the correct procedure for safely removing and reinstalling mower blades from the mower.**
- **Students will accurately sharpen a mower blade using the appropriate tools and techniques.**

Unit 3 Activities

Students fertilize the ball fields at SHS twice a year. Students learn to use the walk behind and the ride-on spreader.





Students learn to safely remove and sharpen mower blades.



Unit 4- Tractor Attachment and Mower Safety

This unit focuses on two critical areas of equipment operation in landscaping and grounds maintenance: the safe use of **compact tractor attachments** and the operation of **rotary mowers and cutters**. Students will explore how these tools expand the functionality of tractors and equipment, as well as the unique safety concerns that come with their use. Through this unit, students will gain the knowledge and habits needed to use these machines efficiently while minimizing risk.

Skills Learned:

- **Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil.**
- **Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements.**
- **Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.**
- **Students will describe and demonstrate safe fueling procedures for outdoor power equipment.**
- **Students will differentiate between diesel, gasoline, and mixed gas and explain their uses.**
- **Students will properly measure and mix fuel for a 2-stroke engine using the correct gas-to-oil ratio.**

Unit 4 Activities

Students help keep the baseball and softball infields groomed and remove the build of materials on the edge of the field.





Students learn the different fuel types and how to safely fill the machines.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 26, 2025

Decision Requested _____ **Agenda Code** 10 i.

AGENDA REPORTING FORM

Agenda Topic: SHS – Equipment and Power Systems – Unit 4: Equipment Use – Tractor Attachment and Mower Safety - Revised - First Reading.

Summary of Issue: SHS – Equipment and Power Systems – Unit 4: Equipment Use – Tractor Attachment and Mower Safety - Revised - First 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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Equipment and Power Systems – Unit 4: Equipment Use – Tractor Attachment and Mower Safety - Revised – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 4: Equipment Use-Tractor Attachment and Mower Safety
Teacher:	O'Keefe
Grade Level/Course:	Grade 10 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on two critical areas of equipment operation in landscaping and grounds maintenance: the safe use of **compact tractor attachments** and the operation of **rotary mowers and cutters**. Students will explore how these tools expand the functionality of tractors and equipment, as well as the unique safety concerns that come with their use. Through this unit, students will gain the knowledge and habits needed to use these machines efficiently while minimizing risk.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

Sophomore Equipment Use Unit 4- State Standards

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. Sophomore Equipment Use Unit 4- Enduring Understandings

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. Sophomore Equipment Use Unit 4- Essential Questions

What will students know... Factual information, vocabulary and basic concepts related to each indicator	**What will students be able to do…** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Sophomore Equipment Use Unit 4- Vocab	Sophomore Equipment Use Unit 4- Skills

Stage 2: Evidence of Student Learning

Performance Tasks

Two-Level Rubric for Safely Operating an Infield Conditioner

Stage 3: Instructional Design

Chapter 7 Common Attachments for Tractors

Learning Target:	**Success Criteria:**
• I can identify potential hazards related to compact tractor attachments. • I can explain how to safely hitch and operate attachments. • I can describe the role of a selective control valve in managing hydraulic attachments. • I can demonstrate proper three-point hitch procedures. • I can explain how slopes affect tractor stability and how to operate safely on inclines. • I can describe how a shear pin functions and why it is important. • I can list ways to prevent injuries from thrown objects.	• I can explain the risks of crushing incidents, collisions, and hitching mishaps. • I can describe how to use a selective control valve safely. • I can demonstrate correct three-point hitch attachment and detachment procedures. • I can identify the risks of operating attachments on slopes and how to mitigate them. • I can explain how a shear pin prevents equipment damage and operator injury. • I can outline safety measures to reduce the risk of thrown objects from attachments.
Time: 1.5 Days	
Learning Activities	

What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then break into groups to complete the think, pair , share assignment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their elevator speech topic (the essential questions from the chapter) to the class.

Elevator Speech Topics Equipment Use
Sports Turf Magazine Think, Pair, Share 2019jul.pdf

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Chapter 7 Assessment

Chapter 8 Rotary Mowers

Time: 1.5 Days

Learning Target:	Success Criteria:
• I can identify different types of rotary mowers and their specific safety concerns. • I can explain how safety interlock systems and operator presence systems prevent injuries. • I can describe the function and importance of the discharge chute. • I can identify best practices to prevent loss of control injuries. • I can explain why refueling a hot engine is dangerous and how to do it safely.	• I can describe the differences between walk-behind, riding, and commercial front-mounted mowers. • I can explain the role of safety interlock and operator presence systems in mower operation. • I can demonstrate proper safety procedures when operating a rotary mower. • I can list precautions to avoid loss of control injuries. • I can explain the correct procedure for refueling a mower safely.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will be given time to look over the chapter and work on the assigned assessment related to that chapter. Students will then watch the Youtube safety video and complete the related assessment. Students then will come back together as a class to review the chapter assessment. This section will end by the students presenting their assigned elevator speech topic (the essential questions from the chapter) to the class.

Youtube Safety Video Assessment Golf Equipment Safety Assessment
Elevator Speech Topics Equipment Use

Assessment
List any formative or summative assessments that should be administered within this learning sequence.

Chapter 8 Assessment

Shop Skill of the Week- Refueling

Time: 1 Day

Learning Target:	Success Criteria:
• I can describe and demonstrate safe fueling procedures for outdoor power equipment. • I can differentiate between diesel, gasoline, and mixed gas and explain their uses. • I can properly measure and mix fuel for a 2-stroke engine using the correct gas-to-oil ratio.	• I can identify fuel storage containers by color and label. • I can explain the dangers of improper fueling and refueling practices. • I can correctly mix fuel for a 2-stroke engine at common ratios such as 50:1. • I can perform a supervised refueling procedure while following safety guidelines.

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will go into the shop with the assigned shop skill worksheet. The students will go over the worksheet with the aid of the instructor in an interactive way that involves working with the actual machinery and performing the appropriate skills. The students will apply their newly acquired shop skills when they are involved in the hands-on machine use sections.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Safe Machinery Operation Worksheet Safe Refueling

Resources
Any materials and resources related to Stage 3 learning activities.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Infield Conditioner

Time: 6 Days

Learning Target:	Success Criteria:

Knowledge and Understanding: • Students will explain the purpose and benefits of using an infield conditioner in maintaining baseball and softball field surfaces. • Students will identify the different types of infield conditioners and their specific properties (e.g., moisture retention, dust control, firmness). • Students will understand the proper conditions under which to apply an infield conditioner to achieve optimal field performance and safety. **Skills and Application:** • Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil. • Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements. • Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.	**Knowledge and Understanding:** • Students can articulate why infield conditioners are essential for maintaining safe and playable field surfaces. • Students can differentiate between various types of infield conditioners and select the appropriate one based on specific field needs. • Students understand the timing and conditions necessary for effective application of an infield conditioner. **Skills and Application:** • Students apply an infield conditioner using the correct techniques, ensuring even distribution across the field. • Students adjust the quantity of conditioner based on field assessments, ensuring that the application meets the needs of the playing surface. • Students effectively incorporate the infield conditioner into the soil, ensuring it is well integrated and enhances field performance.

Learning Activities

What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Out of the Gate in Eight- Blank

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Two-Level Rubric for Safely Operating an Infield Conditioner

SHS- Agricultural Science Department

Course: Equipment & Power Systems

Grade: 10

Credits: 1.0

Length: Half Year (meets daily)

Unit 1- Personal Safety

This unit introduces students to the foundational concepts of workplace safety within the landscaping, grounds care, and golf course industries. Drawing from *Safety Management for Landscapers, Grounds-Care Businesses, and Golf Courses* by John Deere and Company, the unit emphasizes the importance of proactive safety practices and understanding how human behavior influences risk on the job.

Skills Learned:

- **Students will understand safety practices used in operating tractors and loaders**
- **Students will recognize tractor and loader parts**
- **Students will develop driving and operating skills**
- **Students will perform routine fluid maintenance on machinery**

Unit 1 Activities

Students drive tractors and learn to operate the track loader.







Students learn to checks fluids and perform basic maintenance tasks.

Unit 2- Machine and Shop Safety

This unit explores two key areas in workplace safety: understanding the machines used in the landscaping industry and creating a safe environment in the maintenance shop. Students will learn how machine design, condition, and operation practices impact safety, and how proper shop protocols help prevent accidents and injuries. The unit emphasizes awareness, personal responsibility, and proactive behavior when working with or around equipment and tools.

Skills Learned:

- **Students will understand safety practices used in mowing equipment**
- **Students will demonstrate the ability to properly set up the mower in preparation of field maintenance**
- **Students will correctly mow a section of turfgrass using the appropriate techniques and equipment.**
- **Students will understand the Importance of greasing, location of grease points and how to apply grease correctly**

Unit 2 Activities

Students learn the importance of keeping the equipment greased.









We supplement the contract mowers weekly mowing with additional cuts to keep the ballfields at a shorter length.

Unit 3- Tractor and Loader Safety

This unit explores the foundational principles of operating **compact tractors**, **loaders**, **backhoes**, and **skid steer loaders**—equipment commonly used in landscaping, grounds maintenance, and golf course management. These powerful machines increase productivity but also pose significant safety risks if not handled properly. Students will examine the design, capabilities, and safety requirements of each machine and learn the importance of training, vigilance, and preventive maintenance in minimizing hazards.

Skills Learned:

- **Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates.**
- **Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area.**
- **Students will understand the safety protocols required when handling and sharpening mower blades.**
- **Students will demonstrate the correct procedure for safely removing and reinstalling mower blades from the mower.**
- **Students will accurately sharpen a mower blade using the appropriate tools and techniques.**

Unit 3 Activities

Students fertilize the ball fields at SHS twice a year. Students learn to use the walk behind and the ride-on spreader.





Students learn to safely remove and sharpen mower blades.



Unit 4- Tractor Attachment and Mower Safety

This unit focuses on two critical areas of equipment operation in landscaping and grounds maintenance: the safe use of **compact tractor attachments** and the operation of **rotary mowers and cutters**. Students will explore how these tools expand the functionality of tractors and equipment, as well as the unique safety concerns that come with their use. Through this unit, students will gain the knowledge and habits needed to use these machines efficiently while minimizing risk.

Skills Learned:

- **Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil.**
- **Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements.**
- **Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.**
- **Students will describe and demonstrate safe fueling procedures for outdoor power equipment.**
- **Students will differentiate between diesel, gasoline, and mixed gas and explain their uses.**
- **Students will properly measure and mix fuel for a 2-stroke engine using the correct gas-to-oil ratio.**

Unit 4 Activities

Students help keep the baseball and softball infields groomed and remove the build of materials on the edge of the field.





Students learn the different fuel types and how to safely fill the machines.