

Student Achievement Meeting

Friday, November 21, 2008 2:00 PM

BOE - Room 32, 129 Church Street, Bristol, CT 06010

1. **Approval of October 14, 2008 Minutes**

2. **High School: Business Management Curriculum Revision (Semester Class - 1/2 Credit)** **Presenter:** Rich Gagliardi

3. **High School: 2 New Technology Classes - Video Production Techniques (Semester Class - 1/2 Credit) - TV Production (Semester Class - 1/2 Credit)** **Presenter:** Rich Gagliardi

4. **School Calendar Recommendations** **Presenter:** Tony Malavenda

5. **Policy 6145 - discussion of middle school co-curricular activities - band and chorus**

6. **Follow-up discussion on how high school teachers implement the attendance guidelines** **Presenter:** high school principals

7. **Update on the middle school program**

**BRISTOL BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE MEETING
October 14, 2008**

DRAFT of Minutes

Present: Barbara Doyle, Jane Anastasio, Ellen Benham, Marty Semmel, Denise Carabetta, Sue Moreau, Everett Lyons, Chris Wilson

Excused: Julie Luczkow

One parent was present.

Meeting began at 1:30 p.m.

1. Approval of the minutes of the September 19, 2008 Student Achievement Committee minutes.

On a motion by Commissioner Wilson and seconded by Commissioner Anastasio, it was unanimously

VOTED: to approve the minutes of the September 19, 2008 meeting.

2. Gymnastics

This is a follow-up to last month's discussion. Mrs. Benham reviewed budgets. Costs include the coach's salary, rental of facility, transportation for practice and meets, equipment/uniforms, and officials.

- Farmington Valley - \$11,146.33
- Family Center – \$12,722.33
- Gymnastics Unlimited - \$11,521.89
- New England Gymnastics Express – waiting for rental cost

Mrs. Benham discussed the co-option but there are no teams able to coop at this time. This is not an option at this time.

Per the CIAC, the girls could go to Farmington High School; transportation would have to be provided out-of-town; there would have to have an adult on the bus and this cannot be a volunteer coach; the girls would be coached by Farmington Coach and train with Farmington students. So, the cost would include transportation, a coach, rental, equipment/uniforms.

There are four girls from BEHS wanting to form a gymnastics team.

There was discussion about the cost of adding a gymnastic team. One student has been competing as a team of one. Four is the number that requires a team, so four girls cannot be a team of one. At this time, we do not have any extra funds to add a sport.

3. Coordination of handbook language regarding attendance

There was discussion about co-curricular activity participation. Both high schools have the same language in the handbooks. BCHS has an additional statement for student athletes.

There was discussion about class cuts. Currently, the teacher's syllabus describes the consequences of class cuts. Commissioner Anastasio stated that final grades should not be affected by discipline for tardiness. There are high school teachers who deduct points from grades for unexcused absences and tardies. Commissioner Anastasio feels that points should not be deducted from grades for tardiness to class. Commissioner Wilson asked if doing this would affect class management. Marty Semmel discussed the tardiness policy put in place by the Governance Council at BCHS; so far, it has been working, however, all teachers need to buy in to this. Everett Lyons stated that he is not wedded to the point deduction system. Sue Moreau asked if Marty Semmel could collect some data on how this new system is working. Commissioner Wilson asked if Everett Lyons and Marty Semmel would collect information at the end of the first marking period, (1) how many teachers deduct points from the final grade, (2) what is the range of points deducted from the grade, and (3) how many students were impacted by a deduction of points from the grade. Data will need to be shared at the November Student Achievement committee meeting.

4. Policy and Regulation 5113.2: Students - Truancy

This will be on a later agenda after the above described data is collected and reported.

5. Policy 6130 – Organization Plan

The policy was reviewed.

On a motion by Commissioner Anastasio and seconded by Commissioner Wilson, it was unanimously

VOTED: to send this policy to the full Board with a recommendation to eliminate this policy.

6. Policy and Regulation 5131.91: Students – Hazing – Bullying

There was discussion about the new legislation and the need for this policy. By February 1, the school district has to submit a revised policy incorporating the new legislative requirements. This has to be in policy by January 1.

On a motion by Commissioner Anastasio and seconded by Commissioner Wilson, it was unanimously

VOTED: to send this policy to the full Board for a first reading at the November meeting with reservation and need for further discussion.

Commissioner Anastasio asked that the following items be placed on the next agenda.

- Policy 6145 - Invite the middle school principals and JoAnn Thomas regarding co-curricular eligibility
- Middle School update

On a motion by Commissioner Anastasio and seconded by Commissioner Wilson, it was unanimously

VOTED: to adjourn at 2:50 p.m.

Respectfully submitted:

Denise D. Carabetta
Denise D. Carabetta



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Business

COURSE: Business Management

COURSE DESCRIPTION:

Are you a people person? A leader? Can you work with others to solve problems and get things done? Then business management may be for you. Managers are needed in a wide cross-section of businesses, from large industrial companies, government and non-profit organizations to small service-oriented franchises as well as the self-employed. You will learn how to plan, organize, lead, coordinate and control all or part of a business operation: human resources, production, strategic planning, marketing, financial and information technology (MIS). Communication, presentation and computer skills will be emphasized.

DEPARTMENT PHILOSOPHY:

The Business Department curriculum enables students to acquire and strengthen literacy, numeracy, decision-making and computer skills through a series of three coordinated course pathways: Accounting, Computer Information Systems and Business Management. Students will actively use technology as a tool to gather, analyze and communicate information, solve problems and make responsible, ethical decisions. Our focus will be to assist and encourage each student to use education to develop leadership, interpersonal and technological skills necessary for post-secondary, professional and personal success in a competitive global marketplace.

DEPARTMENT GOALS:

- Develop students' literacy and numeracy skills
- Encourage students to pursue advanced study in business and computer technology
- Employ instructional methods and interdisciplinary activities that stimulate student interest in business and computer technology
- Provide experiences for students to develop and demonstrate business-related knowledge and skills
- Engage students in real-world problem solving experiences
- Emphasize ethical business practices

STUDENT GOALS:

- Utilize literacy and numeracy skills in practical applications
- Develop an appreciation for lifelong learning and further education
- Exhibit effective communication, computation, critical thinking and decision-making skills
- Demonstrate knowledge and mastery of skills in business and computer technology
- Apply and adapt skills learned to different career and life situations
- Understand the legal and ethical aspects of business

SUBJECT Business Management		
TOPIC: Introduction to Business and Management		
Career and Technical Education Content Standard (CATE):		
<p>A. Business Management: Utilize human resources and economic theories and understand laws affecting personal and business financial decisions in the global marketplace.</p>		
Career and Technical Education Performance Standard (CATE):		
<p>A.14. Illustrate how the functions of management are implemented and their importance.</p>		
Unwrapped Performance Standards		
<p>Skills: Be able to: Illustrate</p>	<p>Concepts: Need to know about: functions of management and their relative importance</p>	
<p>Big Ideas <i>Student's statements of enduring ideas</i></p> <ul style="list-style-type: none"> • Consumers make purchase decisions based upon their needs and wants. • Supply and demand affects the price of goods and services. • A variety of ideas, theories and experiences in business has led to current ideas about modern business management. 		
<p>Essential Questions <i>Teacher's guiding questions</i></p> <ul style="list-style-type: none"> • How do people decide what to buy? • How does a marketplace influence the price of goods and services? • Why is it helpful to understand the evolution of management in order to run a business today? 		
LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
<p>Investigate steps in the consumer decision making process</p>	<ul style="list-style-type: none"> ○ Lead classroom discussion ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response to teacher developed questions ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects

**Bristol Public Schools
Business
Business Management**

<p>Illustrate fundamentals of supply and demand</p>	<ul style="list-style-type: none"> ○ Direct instruction with notes and examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects
<p>Examine the development of modern business management</p>	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects

SUBJECT Business Management		
TOPIC: Business Organization		
Career and Technical Education Content Standard (CATE):		
<p>A. Business Management: Utilize human resources and economic theories and understand laws affecting personal and business financial decisions in the global marketplace.</p>		
Career and Technical Education Performance Standards (CATE):		
<p>A.12. Identify forms of business ownership. A.15. Compare and contrast the basic tenets of management theories and explain why they are important.</p>		
Unwrapped Performance Standards		
<p>Skills: Be able to: Identify Compare and contrast Explain</p>	<p>Concepts: Need to know about: Forms of business ownership Management theories Importance of management theories</p>	
Big Ideas <i>Student's statements of enduring ideas</i>		
<ul style="list-style-type: none"> • Businesses are based on four main types of ownership, Sole Prop, Partnership, C-Corp and S-Corp. • There are many ways a business can be organized and structured. • A number of important theories about management have influenced modern practice. 		
Essential Questions <i>Teacher's guiding questions</i>		
<ul style="list-style-type: none"> • What are the major types of business ownership? • How are businesses organized? • What is the value of studying theories of management? 		
LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
<p>Explain the major forms of business ownership</p>	<ul style="list-style-type: none"> ○ Lead classroom discussion ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects

**Bristol Public Schools
Business
Business Management**

	<ul style="list-style-type: none"> ○ Activities and/or projects 	
<p>Compare organizational structures of businesses</p>	<ul style="list-style-type: none"> ○ Direct instruction with notes and examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects
<p>Examine the major theories of business management</p>	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects

SUBJECT Business Management	
TOPIC: Ethics, Social and Legal Responsibility	
Career and Technical Education Content Standard (CATE):	
<p>A. Business Management: Utilize human resources and economic theories and understand laws affecting personal and business financial decisions in the global marketplace.</p>	
Career and Technical Education Performance Standards (CATE):	
<p>A.2. Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces. A.17. Apply the code of ethics to various issues confronted by businesses.</p>	
Unwrapped Performance Standards	
<p>Skills: Be able to:</p> <p>Analyze Analyze Apply</p>	<p>Concepts: Need to know about:</p> <p>Agency law Employment law in relation to national and international markets Code of ethics in relation to business issues</p>
Big Ideas <i>Student's statements of enduring ideas</i>	
<ul style="list-style-type: none"> • Businesses develop a code of ethics to help them determine how to behave. • Diversity brings new ideas and global knowledge to a business or corporation. • Laws have been enacted that govern business operations and protect and provide benefits to employees. • Managers must comply with laws that protect workers and provide benefits to employees. 	
Essential Questions <i>Teacher's guiding questions</i>	
<ul style="list-style-type: none"> • Why is a code of ethics important in business? • How is diversity in the workplace an asset? • How can the government enforce its regulations against business? • What laws protect employees? 	

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
Describe laws that regulate business	<ul style="list-style-type: none"> ○ Lead classroom discussion ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects
Examine employment law and diversity in the workplace	<ul style="list-style-type: none"> ○ Direct instruction with notes and examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects
Explain why ethics are important in business	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects

**Bristol Public Schools
Business
Business Management**

<p>Discuss the social responsibility of businesses</p>	<ul style="list-style-type: none">○ Demonstrate, including with examples○ Assign research assignments including on the Internet○ Assign reading from text and other resources○ Engage students with practical application of learning using a business management simulation○ Use case studies to create context for instruction○ Activities and/or projects	<ul style="list-style-type: none">○ Written response○ Test and/or quiz○ Teacher observation of student understanding○ Use of rubrics (analytic and/or holistic) to assess activities and projects
--	---	--

SUBJECT Business Management		
TOPIC: Overview of Management Functions		
Career and Technical Education Content Standard (CATE):		
<p>A. Business Management: Utilize human resources and economic theories and understand laws affecting personal and business financial decisions in the global marketplace.</p>		
Career and Technical Education Performance Standard (CATE):		
<p>A.14. Illustrate how the functions of management are implemented and their importance.</p>		
Unwrapped Performance Standards		
<p>Skills: Be able to: Illustrate</p>	<p>Concepts: Need to know about: Implementation and importance of management functions</p>	
Big Ideas <i>Student's statements of enduring ideas</i>		
<ul style="list-style-type: none"> Businesses use people with specialized skills to perform processes common to most businesses, including accounting, finance, marketing, operations management, human resources management, and MIS. 		
Essential Questions <i>Teacher's guiding questions</i>		
<ul style="list-style-type: none"> What are the various functions of management? 		
LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
<p>Compare and categorize the major functions of management, including:</p> <ul style="list-style-type: none"> Accounting Finance Operations Management HRM Marketing MIS 	<ul style="list-style-type: none"> Lead classroom discussion Demonstrate, including with examples Assign research assignments including on the Internet Assign reading from text and other resources Engage students with practical application of learning using a business management simulation Activities and/or projects 	<ul style="list-style-type: none"> Written response Test and/or quiz Teacher observation of student understanding Use of rubrics (analytic and/or holistic) to assess activities and projects Presentation of assigned topic

SUBJECT Business Management		
TOPIC: Management Skills		
Career and Technical Education Content Standard (CATE):		
C. Communications: Apply principles of communications that are prerequisites to success.		
Career and Technical Education Performance Standards (CATE):		
C.58. Apply communication skills both written and oral. C.64. Communicate in a clear, courteous, concise and correct manner on personal and professional levels.		
Unwrapped Performance Standards		
Skills: Be able to: Apply Communicate	Concepts: Need to know about: Written and oral communication skills In clear, courteous, concise and correct manners	
Big Ideas <i>Student's statements of enduring ideas</i>		
<ul style="list-style-type: none"> • Social, political, legal and economic factors affect managerial decisions. • There are five different types of management styles that managers use to make decisions. • Communicating effectively is an important management skill that is used to successfully lead employees. • Business managers need to be able to communicate both in writing and verbally. • Conflict and stress reduce productivity in the workplace 		
Essential Questions <i>Teacher's guiding questions</i>		
<ul style="list-style-type: none"> • What elements should be considered in managerial decisions? • What are the different types of management styles? • Why is communication important in the business world? • How do managers communicate? • How do conflict and stress influence productivity? 		
LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
Discuss and apply effective decision making	<ul style="list-style-type: none"> ○ Lead classroom discussion ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess

**Bristol Public Schools
Business
Business Management**

	<p>other resources</p> <ul style="list-style-type: none"> ○ Engage students with practical application of learning using a business management simulation ○ Invite guest speaker(s) to enhance learning ○ Use case studies to create context for instruction ○ Activities and/or projects 	<p>activities and projects</p>
<p>Debate the pro's and con's of different management styles</p>	<ul style="list-style-type: none"> ○ Direct instruction with notes and examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Invite guest speaker(s) to enhance learning ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects ○ Presentation of assigned topic
<p>Recognize and utilize effective communication skills</p>	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Use case studies to create context for instruction ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects
<p>Analyze conflict and stress in the workplace</p>	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic

**Bristol Public Schools
Business
Business Management**

	<p>other resources</p> <ul style="list-style-type: none">○ Engage students with practical application of learning using a business management simulation○ Invite guest speaker(s) to enhance learning○ Use case studies to create context for instruction○ Activities and/or projects	<p>and/or holistic) to assess activities and projects</p> <ul style="list-style-type: none">○ Presentation of assigned topic
--	--	--

SUBJECT Business Management	
TOPIC: Motivation, Incentives and Leadership	
Career and Technical Education Content Standard (CATE):	
<p>A. Business Management: Utilize human resources and economic theories and understand laws affecting personal and business financial decisions in the global marketplace.</p> <p>C. Communications: Apply principles of communications that are prerequisites to success.</p>	
Career and Technical Education Performance Standards (CATE):	
<p>A.15. Compare and contrast the basic tenets of management theories and explain why they are important.</p> <p>C.58. Apply communication skills both written and oral.</p> <p>C.64. Communicate in a clear, courteous, concise and correct manner on personal and professional levels.</p>	
Unwrapped Performance Standards	
<p>Skills: Be able to: Compare and contrast Explain Apply Communicate</p>	<p>Concepts: Need to know about: Management theories Importance of management theories Career resources and information Written and oral communication skills In clear, courteous, concise and correct manners</p>
Big Ideas	
<i>Student's statements of enduring ideas</i>	
<ul style="list-style-type: none"> • Managers need to understand how to motivate employees and delegate authority to be more successful. • Good managers cannot and should not make all decisions themselves. • Managers must know how work groups and teams affect employee productivity. • Employers must assess how well employees are meeting goals and employees must understand the company's expectations. 	
Essential Questions	
<i>Teacher's guiding questions</i>	
<ul style="list-style-type: none"> • How does motivation and delegation of authority affect managers? • Why do good managers delegate responsibilities? • How do work groups and teams affect production? • Why is it important to provide feedback to employees? 	

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
Explain how businesses work with employees effectively, including meeting employment needs	<ul style="list-style-type: none"> ○ Lead classroom discussion ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Invite guest speaker(s) to enhance learning ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects ○ Presentation of assigned topic
Compare and contrast the use of formal and informal work groups including the use and delegation of authority	<ul style="list-style-type: none"> ○ Direct instruction with notes and examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Invite guest speaker(s) to enhance learning ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects ○ Presentation of assigned topic
Examine employee evaluation and incentives	<ul style="list-style-type: none"> ○ Demonstrate, including with examples ○ Assign research assignments including on the Internet ○ Assign reading from text and other resources ○ Engage students with practical application of learning using a business management simulation ○ Invite guest speaker(s) to enhance learning ○ Activities and/or projects 	<ul style="list-style-type: none"> ○ Written response ○ Test and/or quiz ○ Teacher observation of student understanding ○ Use of rubrics (analytic and/or holistic) to assess activities and projects ○ Presentation of assigned topic

SUBJECT Business Management		
TOPIC: Management Careers		
Career and Technical Education Content Standard (CATE):		
B. Career Development: Identify concepts related to career exploration.		
Career and Technical Education Performance Standards (CATE):		
B.1. Assess personal strengths and weaknesses as they relate to career exploration development leading to lifelong learning.		
B.2. Utilize career resources to develop and information base that includes global occupational opportunities.		
Unwrapped Performance Standards		
Skills: Be able to: Assess Utilize	Concepts: Need to know about: Personal strengths and weakness as they relate to career exploration Career resources and information	
Big Ideas <i>Student's statements of enduring ideas</i>		
<ul style="list-style-type: none"> The decision-making process requires one to examine the pros and cons and evaluate the outcomes of a variety of possible career paths. 		
Essential Questions <i>Teacher's guiding questions</i>		
<ul style="list-style-type: none"> What essential elements are important in making quality career decisions? 		
LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>The teacher may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
Explore career opportunities	<ul style="list-style-type: none"> Demonstrate, including with examples Assign research assignments including on the Internet Assign reading from text and other resources Invite guest speaker(s) to enhance learning Activities and/or projects 	<ul style="list-style-type: none"> Written response Test and/or quiz Teacher observation of student understanding Use of rubrics (analytic and/or holistic) to assess activities and projects Presentation of assigned topic
Investigate educational requirements and other qualifications	<ul style="list-style-type: none"> Direct instruction with notes and examples Assign research assignments 	<ul style="list-style-type: none"> Written response Test and/or quiz Teacher observation of

**Bristol Public Schools
Business
Business Management**

	including on the Internet <ul style="list-style-type: none">○ Assign reading from text and other resources○ Activities and/or projects	student understanding <ul style="list-style-type: none">○ Use of rubrics (analytic and/or holistic) to assess activities and projects
--	---	---

<p>Compare and contrast salary and benefits of various careers.</p>	<ul style="list-style-type: none">○ Demonstrate, including with examples○ Assign research assignments including on the Internet○ Assign reading from text and other resources○ Invite guest speaker(s) to enhance learning○ Activities and/or projects	<ul style="list-style-type: none">○ Written response○ Test and/or quiz○ Teacher observation of student understanding○ Use of rubrics (analytic and/or holistic) to assess activities and projects
---	--	--

Richard Gagliardi - Fw: Account 45 Days Past Due

From: DAVID MORGAN <david-morgan@sbcglobal.net>
To: <cathymartel@ci.bristol.ct.us>
Date: 11/14/2008 7:47 PM
Subject: Fw: Account 45 Days Past Due

cathy,
remember when I told you I had gotten an email like this? we assumed it was resolved, maybe not. I believe this is readinga-z.com...
Amy

----- Forwarded Message -----

From: "LAZCollections@voyagerlearning.com" <LAZCollections@voyagerlearning.com>
To: david-morgan@sbcglobal.net
Sent: Friday, November 14, 2008 5:52:40 PM
Subject: Account 45 Days Past Due

Thank you for being a member of Learning A-Z. Our records indicate that the following invoice is past due:

PO Number: 29002950-00

Bill ID: 2239777
Balance Due: \$84.95

As a courtesy, we wanted to provide one last opportunity to send payment before the account is suspended and the user(s) lose access. We value you as a customer and your account is important to us. To avoid interruption of your service, please remit the amount due immediately.

Send payment to:

Learning A-Z
23939 Network Place
Chicago IL, 60673-1239

If you have a question regarding your invoice, or if you have paid your invoice and believe that you received this notice in error, please call Customer Service at 1-889-3729, option 5.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Engineering & Technology

COURSE: Video Production Techniques

COURSE DESCRIPTION:

Video Production Techniques introduces students to basic video and television pre-production experiences. Hands-on learning activities within teams are utilized throughout the course of the semester. Possible video projects may include news and information documentaries, how-to projects, advertisements, or dramas. Audio technologies will also be explored and used to accompany student produced film/video.

DEPARTMENT PHILOSOPHY:

Engineering & Technology Education in the Bristol Public Schools prepares students to employ technology to solve problems and appreciate the overall contribution to our society. Recognizing that students learn in different ways, technology teachers will utilize a variety of instructional methods to facilitate student learning.

Engineering & Technology Education will provide students with opportunities to explore a variety of technologies, work independently and cooperatively toward a common goal, and to view technology from personal, societal, and career perspectives. Hands-on learning will occur in laboratory settings that employ methods of research, design, engineering, problem-solving, experimentation, and material science.

DEPARTMENT GOALS:

- Encourage students to pursue advanced technical study;
- Provide experiences for students to develop and demonstrate technological skills and knowledge;
- Employ instructional methods and interdisciplinary activities that stimulate student interest in technology;
- Emphasize the ethical and safe use of tools and technology;
- Engage students with real-world problem solving experiences;

- Prepare students to be responsible, technologically literate citizens and consumers;
- Prepare students to work cooperatively as a team member toward a common goal;
- Prepare students to explore, understand and evaluate different aspects of technology; and,
- Prepare students to competently use a variety of technologies, tools, materials and technical processes.

UNIT SEQUENCE

1. Historical Aspects of Filmmaking and Television
2. Video System Components
3. Storyboarding & Scripting
4. Editing & Production
5. Video Projects & Production Applications

SUBJECT: Video Production Techniques	
UNIT TOPIC: Historical Aspects of Filmmaking and Television	
Connecticut Career & Technical Education Content Standards (CSDE):	
<ul style="list-style-type: none"> • <i>Understand the impact that technology has on the social, cultural and environmental aspects of life</i> • <i>Use evidence from the text to draw and/or support a conclusion</i> 	
Connecticut Career & Technical Education Performance Standards (CSDE):	
<ul style="list-style-type: none"> • C-14: Students will forecast technological trends in communication technologies and project their potential impacts. • R-8: Use evidence from the text to draw and/or support a conclusion. 	
Unwrapped Performance Standards	
Concepts: (Need to know about) <ul style="list-style-type: none"> - Impacts of communications technology - Trends in communications technology - Support a conclusion. 	Skills: (Be able to do) <ul style="list-style-type: none"> - Project - Forecast - Use evidence from text
Big Ideas <i>Student's statements of enduring ideas</i>	
<ol style="list-style-type: none"> 1. Technological developments are mostly evolutionary 2. Technology often reshapes the social, cultural, political, and economic landscape 	
Essential Questions <i>Teacher's guiding questions</i>	
<ol style="list-style-type: none"> 1. In what ways has audio and video technology evolved? 2. How does film and television influence our society? 	

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>Teachers may:</i>	ASSESSMENTS <i>Formative & summative assessments could include:</i>
<ul style="list-style-type: none"> ○ Describe the development of various audio/video equipment ○ Describe the development of the film & television industry ○ Investigate and prepare a written report on the evolution of audio/video equipment, or some aspect of the film & television industry 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead classroom discussion on historical developments ○ Assign research projects about the evolution of audio and video technology ○ Invite Guest Speaker from film/television industry to speak with students ○ Ask students to present the results of their research projects to their classmates 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Holistic rubric for research activity

SUBJECT: Video Production Techniques	
UNIT TOPIC: Scripts and Storyboarding	
Connecticut Career & Technical Education Content Standards (CSDE):	
<ul style="list-style-type: none"> • <i>Understand video production as a communication tool and the equipment and skills required to properly communicate a message</i> • <i>Become aware of the world of work and its function in social diversity, expectations, trends and requirements; identify and develop leadership attributes and apply them in team situations</i> • <i>Use evidence from the text to draw and/or support a conclusion</i> 	
Connecticut Career & Technical Education Performance Standards (CSDE):	
<ul style="list-style-type: none"> • R-8: Students communicate with others to create interpretations of written, oral and visual texts. • A-2: Design a message that is appropriate for a specific audience • A-3: Develop scripts and storyboards during the pre-production process • D-23: Apply organizational and time management skills to classroom and laboratory activities • D-24: Present information in a clear, concise and appropriate manner. 	
Unwrapped Performance Standards	
<p>Concepts: (Need to know about)</p> <ul style="list-style-type: none"> - Interpretations of written, oral, and visual texts - Messages for a specific audience - Scripts and Storyboards for pre-production - Organization and Time Management skills - Clear, concise, & appropriate information 	<p>Skills: (Be able to do)</p> <ul style="list-style-type: none"> - Communicate & Create - Design - Develop - Apply to Lab Activities - Present

SUBJECT:
Video Production Techniques

TOPIC:
Scripts and Storyboarding

Big Ideas

Student's statements of enduring ideas

1. Pre-production is the key to success (Fail to plan, plan to fail)
2. Scripts and Storyboards tell the story

Essential Questions

Teacher's guiding questions

1. What is the process of pre-production?
2. What is the importance of storyboards and scripts?

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>Teachers may:</i>	ASSESSMENTS <i>Formative and summative assessments could include:</i>
<ul style="list-style-type: none"> ○ Brainstorm in small groups to create project ideas 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead class discussion ○ Demonstrate brainstorming techniques ○ Assemble student learning teams ○ Facilitate small group learning & interaction ○ Require student teams to document and report project ideas to the class 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Teacher observation of student understanding ○ Written response to teacher developed questions ○ Holistic rubric for teamwork
<ul style="list-style-type: none"> ○ Write a script 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead class discussion ○ Demonstrate scriptwriting techniques ○ Distribute exemplars of high quality scripts ○ Facilitate small group learning & interaction ○ Require student teams to document script ideas 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Teacher observation of student understanding ○ Holistic rubric for scriptwriting

Unit 2: Scripts and Storyboarding

<ul style="list-style-type: none"> ○ Produce a storyboard from script ideas and concepts 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead class discussion ○ Demonstrate storyboarding techniques ○ Distribute exemplars of high quality storyboards ○ Assemble student learning teams ○ Facilitate small group learning & interaction ○ Require student teams prepare a storyboard drawing 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Teacher observation of student understanding ○ Holistic rubric for storyboarding
<ul style="list-style-type: none"> ○ Create prop and location lists from the storyboard 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead class discussion ○ Assemble student learning teams ○ Facilitate small group learning & interaction ○ Require student teams prepare prop and location lists 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Teacher observation of student understanding ○ Holistic rubric for production requirements

SUBJECT: Video Production Techniques	
UNIT TOPIC: Video System Components	
Connecticut Career & Technical Education Content Standards (CSDE):	
<ul style="list-style-type: none"> • <i>Understand video production as a communication tool and the equipment and skills required to properly communicate a message</i> • <i>Extend the understanding of numbers to include integers, rational numbers, & real numbers</i> 	
Connecticut Career & Technical Education Performance Standards (CSDE):	
<ul style="list-style-type: none"> • A-1: Describe the production process and industry standard terminology. • A-4: Describe how to properly use production equipment including: Video Camcorders, Tripods, Microphones, Audio Mixers, Lighting and Video Editing Hardware/Software. • M1-B: Select and use an appropriate form of number to solve practical problems involving order, magnitude, measures, labels, locations and scales. 	
Unwrapped Performance Standards	
<p>Concepts: (Need to know about)</p> <ul style="list-style-type: none"> - Production processes using industry standard terminology - Proper use of production equipment. - integers, fractions, decimals, ratios, percents, exponents, scientific notation, & irrational numbers - Practical problems involving order, magnitude, measures, labels, locations and scales. 	<p>Skills: (Be able to do)</p> <ul style="list-style-type: none"> - Describe - Describe - Select and use - Solve

SUBJECT:
Video Production Techniques

UNIT TOPIC:
Video System Components

Big Ideas

Student's statements of enduring ideas

1. Many tools are used to produce videos
2. Video production tools contribute different effects to the message

Essential Questions

Teacher's guiding questions

1. What tools are used in video production?
2. How do the different video production tools influence and enhance the message?

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>Teachers may:</i>	ASSESSMENTS <i>Formative & summative assessments could include:</i>
<ul style="list-style-type: none"> ○ Use video production equipment in a lab setting including: video camcorders, tripods, microphones, audio mixers, lighting and video editing software 	<ul style="list-style-type: none"> ○ Demonstrate operating procedures for video production equipment ○ Review procedures for safety and care of equipment ○ Distribute teacher prepared handouts and equipment manuals ○ Assign learning activities with production equipment 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for equipment operation ○ Testing on equipment nomenclature
<ul style="list-style-type: none"> ○ Select appropriate equipment and media for a given message 	<ul style="list-style-type: none"> ○ Assign video production project 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for equipment operation
<ul style="list-style-type: none"> ○ Describe lumens, decibels, aspect ratio, camera angles, & focal length ○ Perform calculations with lumens, decibels, aspect ratio, camera angles, & focal length 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Lead classroom discussion of production measurements and conventions ○ Assign student research assignment and learning activity 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Testing on video production mathematics

SUBJECT: Video Production Techniques	
UNIT TOPIC: Editing and Production	
Connecticut Career & Technical Education Content Standards (CSDE):	
<ul style="list-style-type: none"> • <i>Understand video production as a communication tool and the equipment and skills required to properly communicate a message</i> • <i>Extend the understanding of number to include integers, rational numbers and real numbers</i> • <i>Evaluate explicit and implicit information and themes within a given work</i> 	
Connecticut Career & Technical Education Performance Standards (CSDE):	
<ul style="list-style-type: none"> • A-5: Identify and describe the steps involved in the “production phase”. • M1-A: Compare, locate, label and order real numbers on number lines, scales, coordinate grids and measurement Tools. • R10-C: Students communicate with others to create interpretations of written, oral and visual texts. 	
Unwrapped Performance Standards	
<p>Concepts: (Need to know about)</p> <ul style="list-style-type: none"> - Steps of the “production phase” - [Using] number lines, scales, coordinate grids and measurement tools - Interpretations of written, oral and visual texts 	<p>Skills: (Be able to do)</p> <ul style="list-style-type: none"> - Identify and describe - Compare, locate, label and order real numbers - Communicate with others

SUBJECT:
Video Production Techniques

UNIT TOPIC:
Editing & Production

Big Ideas

Student's statements of enduring ideas

1. Editing brings together key aspects of the final message
2. Editing software makes it possible to arrange audio and video files
3. Special effects are a technological illusion

Essential Questions

Teacher's guiding questions

1. What contribution does editing make to the production phase?
2. What methods are used to import audio and video information?
3. How are special effects used to enhance a video presentation?

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>Teachers may:</i>	ASSESSMENTS <i>Formative & summative assessments could include:</i>
<ul style="list-style-type: none"> ○ Operate a video editing software program ○ Import files from a variety of media sources including digital tape, DVD, computer files, and other external digital sources 	<ul style="list-style-type: none"> ○ Demonstrate video editing software operating procedures ○ Demonstrate import procedures ○ Observe student editing work and provide individual feedback 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for equipment operation
<ul style="list-style-type: none"> ○ Arrange audio and video files using editing software ○ Monitor and calculate time codes, display rates, and frames/second as they pertain to audio and video files 	<ul style="list-style-type: none"> ○ Demonstrate audio and video editing techniques ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Observe student editing work and provide individual feedback 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for equipment operation
<ul style="list-style-type: none"> ○ Identify and use transitions from scene to scene ○ Prepare and apply appropriate text, titles, & credits to a video production ○ Prepare and apply audio tracks and/or narration to a video production 	<ul style="list-style-type: none"> ○ Demonstrate rules and procedures for creating high quality transitions ○ Show exemplars of high quality transitions ○ Observe student editing work and provide individual feedback 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for transitions

SUBJECT: Video Production Techniques	
UNIT TOPIC: Video Projects & Production Applications	
Connecticut Career & Technical Education Content Standards (CSDE):	
<ul style="list-style-type: none"> • <i>Understand video production as a communication tool and the equipment and skills required to properly communicate a message</i> • <i>Understand the link between technology and the economy</i> 	
Connecticut Career & Technical Education Performance Standards (CSDE):	
<ul style="list-style-type: none"> • A-6: Identify and describe the steps involved in the post-production phase. • B-10: Describe the evolution of technological enterprise and its economy, culture, society and environment. • B-12: Design a simulated enterprise and participate in a variety of roles within that enterprise. 	
Unwrapped Performance Standards	
<p>Concepts: (Need to know about)</p> <ul style="list-style-type: none"> - Steps of post-production - Evolution of technological enterprises - A simulated [video production] enterprise - A variety of roles within the [video production] enterprise 	<p>Skills: (Be able to do)</p> <ul style="list-style-type: none"> - Identify and describe - Describe - Design - Participate [perform]

SUBJECT:

Video Production Techniques

UNIT TOPIC:

Video Projects & Production Applications

Big Ideas

Student's statements of enduring ideas

1. Post production prepares the final product.
2. There are many aspects to the video production business.
3. Video production companies require many different employees.

Essential Questions

Teacher's guiding questions

1. What steps are involved in post production video?
2. What roles do people play in a video production environment?
3. What are the economy, culture, society and environment of a video production enterprise?

LEARNING OBJECTIVES <i>Students will be able to:</i>	INSTRUCTIONAL STRATEGIES <i>Teachers may:</i>	ASSESSMENTS <i>Formative & summative assessments could include:</i>
<ul style="list-style-type: none"> ○ Describe and distinguish steps in the post-production process ○ Finalize editing procedures and export finished video to distribution media 	<ul style="list-style-type: none"> ○ Lead class discussion and outline post production steps ○ Demonstrate post production procedures ○ Demonstrate export procedures to various media ○ Distribute manufacturers materials describing media ○ Observe student post production work and provide feedback 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Analytic rubric for equipment operation ○ Testing knowledge of post production nomenclature and vocabulary
<ul style="list-style-type: none"> ○ Explain roles, responsibilities, and educational requirements for each job on the video production team 	<ul style="list-style-type: none"> ○ Assign readings about production crew duties responsibilities and job requirements ○ Leded discussion of production crew duties ○ Assign production responsibilities to students in video production teams ○ Invite guest speaker from video production businesses to speak with students 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding
<ul style="list-style-type: none"> ○ Describe changes in technology and its potential effect on job requirements ○ Investigate and prepare a written report on favorable job opportunities within the film & television industry 	<ul style="list-style-type: none"> ○ Illustrate how academic skills in reading & mathematics will support student work in this unit ○ Assign readings about economy, culture, society and environment of the Film & Television Industry ○ Invite guest speaker from video production businesses to speak with students 	<ul style="list-style-type: none"> ○ Check for prior learning ○ Written response to teacher developed questions ○ Teacher observation of student understanding ○ Holistic rubric for written research activity