

Regular Board template

Wednesday, September 12, 2012 7:00 PM

Board of Education Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, Pledge of Allegiance, Moment of Silence**

2. **Approval of Minutes - August 15, 2012 Regular Meeting**

3. **Committee Reports**

4. **Superintendent Report**

5. **Consent Agenda**

5.1. Personnel

5.1.a. Teacher Resignations

5.1.b. New Teacher Hires - Effective - August 27, 2012

5.1.c. A-1 Teacher Appointments - Effective - August 27, 2012

5.1.d. A-2 Resignations - Effective - August 27, 2012

5.1.e. A-2 Teacher Appointments - Effective - August 27, 2012

5.1.f. A-3 Teacher Appointments - Effective - August 27, 2012

5.1.g. Teacher Request for an Unpaid Leave of Absence

5.1.h. Teachers Recalled from Layoffs

5.2. GRANTS

5.2.a. Open Choice Grant - July 1, 2012-June 30, 2012

5.2.b. American Library Association/Pitney Bowes Foundation Grant

6. **Public Comment**

7. **Curriculum Revisions**

7.1. ELL World History and ELL Citizenship Curriculum - Second Reading

7.2. School Counseling Curriculum - Grades 6-12 - Second Reading

8. **Old Business**

9. **New Business**

10. **Building Committee Reports**

11. **Information**

12. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing:**

13. **Reconvene Into Public Session**

14. **Adjournment**

BOARD OF EDUCATION
Bristol, Connecticut
Regular Meeting – August 15, 2012

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, August 15, 2012, at 7:00 p.m., at the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Dennis Bieu, Director of Human Resources and David Mills, City Council Liaison

EXCUSED: Commissioners Karen Bourassa and Thomas O'Brien

CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:01 p.m. and invited the audience to join him in reciting the Pledge of Allegiance.

STUDENT RECOGNITION

Laurie Roberge, Curriculum Coordinator at Bristol Central was present to introduce Brittani Murphy and Robert Jacques. Robert placed first in the state in April on the Future Business Leaders of America (FBLA) Personal Finance Exam and Brittani placed third on the state exam; with the students winning first and third place it made them eligible to compete at the national level. At their own expense, both students and Mrs. Roberge traveled to San Antonio, Texas this summer for nationals. Brittani earned first place in the nation on the Future Business Leaders of America (FBLA) Personal Finance Exam. Both students and their families were present in the audience and stood to be recognized.

APPROVAL OF MINUTES

On motion of Commissioner Dolan, seconded by Commissioner Hintz, it was voted

VOTED: That the minutes of the July 11, 2012 Regular Meeting be approved as written.

Chairman Wilson declared the motion **PASSED** with six commissioners in favor of the motion, and Commissioner Vibert abstaining.

COMMITTEE REPORTS

Student Achievement

Commissioner Amara reported that the committee met on July 23rd and reviewed eight curricula; six of which will appear later on the agenda. The other two will appear at the August meeting for a second reading. The next meeting of the Student Achievement committee will be August 23rd at 6:30 p.m. in Room 36.

Finance

Commissioner Vibert reported that she had Gary put together a draft, which she forwarded to commissioners this afternoon. A meeting was not held this evening because there has been little change. She informed the board that on August 1st, Dr. Solek, Dr. Moreau, Dennis Bieu, Gary Franzi and she met with John Smith and Rich Miecznikowski as they were representatives of the Mayor's task force to save money. It was a very productive meeting; there was discussion of how our bargaining units were working cooperatively with us, combined services such as utilities and possible sharing of maintenance and equipment. Also, a letter was sent last week to the Board of Finance asking if we could use our surplus to fund training for the Munis

upgrade, they agreed. The training will be scheduled, and we will open the training up to a few people at City Hall.

SUPERINTENDENT REPORT

Dr. Solek reported on the status of the new schools, and informed the audience that information regarding open houses, tours and other events has or will be posted on our website as early as tomorrow. Dr. Solek thanked Tim Callahan for conducting the tours that have taken place and all of his work at the new schools as we prepare for the school opening. She discussed the middle school intramural program; this is a new program, the revised program will make it possible for more students to participate. Flyers announcing the program will be distributed on Friday, September 7th; sign up will begin on Monday, September 10th. Sign up will close on September 18th, and the activities will begin on Monday, September 24th and will run for five weeks, meeting two to three times per week, tournaments will be held on Saturday, October 27th from 9-12. Any questions about the program may be directed to Dr. Solek or Ellen Benham. Finally, the State of Connecticut's is conducting a revision to the accountability system we are currently using. Changes include revamping the ranking system; school performance scores will be reflecting using new indicators and there will be differentiated performance targets for schools, districts and subgroups.

Commissioner Vibert wanted to know about tours at the new schools. Dr. Moreau indicated that tours for the public can be arranged; anyone interested in a tour can call the Deputy Superintendent's Office or Tim Callahan. Commissioner Vibert requested that supply lists go out earlier in the summer, so parents have the opportunity to participate in some of the school supplies sales.

CONSENT AGENDA

On motion of Commissioner Hintz, seconded by Commissioner Vibert it was unanimously

VOTED: That Items 6.2.2 - 6.2.4 under Grants be held out for further discussion.

Personnel

Teacher Resignations

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education accept the following Teacher Resignations:

Taffie Clark – STAF – Grade 4 – Effective July 31, 2012

Kimberly-Ann Coyle – NEMS – Technology Education - Effective July 5, 2012

Monica Humphrey – City Wide – .5 Art

Julie Lamontagne – BEHS – English – Effective July 10, 2012

John Ryan – CHMS – Gifted Teacher – Effective July 31, 2012

Erika Urcinas – BEHS – Math – Effective July 13, 2012

New Teacher Hires

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the following New Teacher Hires:

Claudia Chokshi – WB/GH – Spanish Teacher

Kerilyn Machol (Mynarski) – BCHS – Guidance

Shawn Mirmina – BCHS – Guidance

Martha Saleski – BEHS – Math Teacher

Kelly Lynne Thibodeau – BEHS – French Teacher

Kathleen Wininger – BEHS – Special Education Teacher

Teacher Request for an Unpaid Leave of Absence

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: *That the Board of Education approve the following Teacher Request for an Unpaid Leave of Absence:*

Amanda Robustelli-Price – BCHS – French Teacher – Effective November 19, 2012 through June 30, 2012.

A-1 Teacher Appointments

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: *That the Board of Education approve the following A-1 Teacher Appointments:*

BRISTOL EASTERN HIGH SCHOOL

Special Education Department Head

Jonathan Maule

CHIPPENS HILL MIDDLE SCHOOL

Silver Team Leader, Grade 7

Georgina Rivera

GREENE-HILLS K-8 SCHOOL

Team Leaders

Grade 6

Rebecca Earl

Grade 7

Margaret De Vito

Grade 8

Steven Tillinghast

WEST BRISTOL K-8 SCHOOL

Team Leaders

Grade 6

Lynn Hanson

Grade 7

Lynn Kelley

Grade 8

Susan Martel

Appointment of Personnel under the A-2 Schedule for the 2012-2013 School Year

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: *That the Board of Education approve the following Appointment of Personnel under the A-2 Schedule for the 2012-2013 School Year:*

BRISTOL CENTRAL HIGH SCHOOL

NAME

Band Auxiliary Unit Advisor - Flags & Majorettes

Theresa Nodine

Band Auxiliary Unit Advisor – Dance

Vacant

Class Advisor, Freshman

Connie Harkey

Class Co-Advisor, Sophomore

Vacant

Class Co-Advisor, Sophomore

Joanne Ceglarski

Class Co-Advisor, Junior	Kathleen Archibald
Class Co-Advisor, Junior	Anya Rochester
Class Co-Advisor, Senior	Michelle Collins
Class Co-Advisor, Senior	David Greenleaf
Drama Advisor - Head	Lindsey DiPietro
Drama Advisor - Co-Assistant	Gina Gallo-Reinhard
Drama Advisor - Co-Assistant	Lea McCabe
F.B.L.A. Advisor (Vocational Club)	Laurie Roberge
F.C.C.L.A. Advisor (Vocational Club)	Vacant
Instructional Technology Coordinator	Gerard Plourde
Instrumental: Band Director	John Abucewicz
Jazz Band Director	John Abucewicz
Percussion Director	Curtis Edward Shank
Math League Co-Advisor	Kelly McCabe
Math League Co-Advisor	Benjamin Oksanen
Musical Director (2 nd semester only)	Meric Martin
National Honor Society Advisor	Lawrence Covino
Newspaper Advisor - <i>Rampage</i>	Nancy Petrokansky
Performing Groups Advisor – Madrigals	David Nelson
Bell City	David Nelson
<i>Signatures</i> Advisor (magazine)	G. Gale Dickau
Student Council Advisor	Sarah Hertzler
Yearbook Advisor - Circulation	Kathleen Archibald
Yearbook Advisor - Editorial	Connie Harkey

BRISTOL EASTERN HIGH SCHOOL

	<u>NAME</u>
Band Auxiliary Unit Advisor - Flags & Majorettes	Sheryl Elliott
Band Auxiliary Unit Advisor – Dance	Rebecca McElwee
Class Co-Advisor, Freshman	Savva Savvides
Class Co-Advisor, Freshman	Vacant
Class Co-Advisor, Sophomore	Wendy Miller
Class Co-Advisor, Sophomore	Vacant
Class Co-Advisor, Junior	Creighton Paquette-Claman
Class Co-Advisor, Junior	Marc Zimmerman
Class Co-Advisor, Senior	Kimberly Hazelton
Class Co-Advisor, Senior	Vacant
Drama Advisor - Head	Allen Grunerud
Drama Advisor - Assistant	Wendy Miller
F.C.C.L.A. (Vocational Club)	Vacant

Instructional Technology Coordinator
 Instrumental: Band Director
 Jazz Band Director
 Percussion Co-Director
 Percussion Co-Director
 Math League Co-Advisor
 Math League Co-Advisor
 Musical Director (2nd semester only)
 National Honor Society Co-Advisor
 National Honor Society Co-Advisor
 Newspaper Co-Advisor
 Newspaper Co-Advisor
 Performing Groups Advisor – Madrigals
 Strawberry Fields
 Student Council
Voices Co-Advisor (magazine)
Voices Co-Advisor (magazine)
 Yearbook Advisor - Circulation
 Yearbook Advisor - Editorial

Janet Birsch-Kenney
 David Jackman
 David Jackman
 Peter Marseglia
 Thomas Skovran
 Laurie Gammons
 Patrick Hickey
 Robert Tomasula
 David Bittel
 Laurie Gammons
 Marc Zimmerman
 Vacant
 Michael Coderre
 Michael Coderre
 Creighton Paquette-Claman
 Rebecca McElwee
 Joanne Peluso
 John Harris
 Marc Zimmerman

CHIPPENS HILL MIDDLE SCHOOL

NAME

Instructional Technology Coordinator
 Performing Groups – Choral
 Instrumental

Michael Dibb
 Angela Lomaglio
 Lisa LaDone

NORTHEAST MIDDLE SCHOOL

Instructional Technology Coordinator
 Performing Groups – Choral
 Instrumental

Vacant
 Roberta Verbyla
 Sharn Vocke

GREENE-HILLS K-8

Instructional Technology Coordinator
 Performing Groups – Choral
 Instrumental

Jeffrey Simons
 Vacant
 Vacant

WEST BRISTOL K-8

Sixth Year Salary Credit - Effective September 1, 2012

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the following Sixth Year Salary credit – Effective September 1, 2012.

Name	Assignment
Archangelo, Michael	BEHS - Physical Education
Burns, Michelle	BEHS - Math
Cruz, Paula	BEHS - Spanish
Infante, Lucia	BEHS - Italian
Jacques, Sharon	BEHS - Business
Komanetsky, Kevin	GH/NEMS - Math Intervention
Lessard, Barbara	BEHS - Art
Mancini, Pellegrino	ID - Special Education
Morfis, John	BEHS - Art
Paquette-Claman, Creighton	BEHS - Family & Consumer Science

Coaching Resignations

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education accept the following Coaching Resignations:
John Hannon – Assistant Football Coach – BEHS, effective July 11, 2012
Kara Macharelli – Assistant Girls Swimming Coach – BEHS, effective July 24, 2012
Kathleen Meehan – Assistant Volleyball Coach – BEHS, effective July 24, 2012
Scott Redman – Assistant Softball Coach – BEHS, effective July 26, 2012

Coaching Appointments

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the following Coaching Appointments:
John Hannon- Assistant Football Coach- BEHS, effective July 11, 2012
Kara Macharelli- Assistant Girls Swimming Coach- BEHS, effective July 24, 2012
Kathleen Meehan- Assistant Volleyball Coach- BEHS, effective July 24, 2012
Scott Redman- Assistant Softball Coach- BEHS, effective July 26, 2012
Nicole Shook- Head Girls Softball Coach- BCHS, effective 8/1/12
Andrea Gallo- Assistant Girls Softball Coach, effective 8/15/12

Grants

Adult Education Grant

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Adult Education Grant.

Alliance District Grant

Dr. Moreau gave a brief description of the Alliance District Grant. Bristol is one of 30 districts invited into the Commissioner Pryor's network of schools. The intent of these funds is to improve student performance and close the subgroup achievement gap. An executive summary of our grant application is attached. We

have submitted our application for \$1,390,182 to fund preschool and literacy teachers, professional development and other literacy related materials. This grant will fund 9.8 teaching positions, 1.5 paraprofessionals and 1 administrator.

On motion of Commissioner Vibert, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the Alliance District Grant.

South Side School Family Resource Center

Dr. Moreau gave a brief description of the South Side School Family Resource Center Grant. This grant for the Family Resource Center at South Side School will permit the FRC to continue services to families and students. West Bristol FRC will implement seven components of service including preschool Play & Learn Groups, school age care, Parents As Teachers home visiting program, home daycare provider training and support, adult education support, positive youth development and resource & referral services. This is year two of a two year grant, and covers the South Side FRC for July 1 2012 to June 30, 2013. The budget is \$110,000.00.

On motion of Commissioner Vibert, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the South Side School Family Resource Center Grant.

West Bristol School Family Resource Center

Dr. Moreau gave a brief description of the West Bristol School Family Resource Center Grant. The relocation request to move the FRC at O'Connell School to West Bristol School has been approved by State Department of Education. The grant for the Family Resource Center at West Bristol School will permit the FRC to continue services to families and students. West Bristol FRC will implement seven components of service including preschool Play & Learn Groups, school age care, Parents As Teachers home visiting program, home daycare provider training and support, adult education support, positive youth development and resource & referral services. This is year two of a two year grant, and covers the West Bristol FRC for July 1 2012 to June 30, 2013. The budget is \$110,000.00.

We have applied for a third resource center, but we have not heard if we would be given that grant. If approved, the center will be based at the Greene Hills School.

On motion of Commissioner Vibert, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the West Bristol School Family Resource Center Grant.

Public Comment

Ronald Anderson – 45 Melinda Lane, addressed the Board regarding his son Samuel who attends Bristol Central High School. Chairman Wilson suggested that his topic be held over for a private meeting with administration; he will be contacted to set up that meeting.

Deliberated Items

Return Schools to the City

Two of our oldest schools are retiring. John J. Jennings served the citizens of Bristol for 91 years and Memorial Boulevard for 90 years. With the opening of two new K-8 schools this fall, we are returning these schools to the City.

On motion of Commissioner Morgan, seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education return Jennings and Memorial Boulevard School to the City of Bristol effective September 1, 2012 and refer to the City Council for further action.

Commissioner Dolan questioned if the furnishings in any of the buildings will be available to other groups in town, such as the Historical Society. Dr. Moreau stated that it would depend on what the items were, some things will be disposed of because it is worth more as scrap. In the past some things have been donated to the history room at the library or the historical society. If the group provides a list items that they would like, they may be able to purchase them, once we receive clearance from the purchasing department.

On motion of Commissioner Amara, seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education authorize an agency agreement between the Board of Education and the City of Bristol regarding rental agreements at Memorial Boulevard school.

Curriculum Revision

Social Studies Curriculum, Grades K-6 - Second Presentation

On motion of Commissioner Vibert, seconded by Commissioner Amara it was unanimously

VOTED: That the Board of Education approve the Social Studies Curriculum, Grades K-6.

Grade 8 U.S. History Revision - Second Presentation

Commissioner Amara wanted to clarify that extensive presentations were given at the Student Achievement Committee meeting, on the curriculum being presented. The Board is not just “rubber stamping” these revisions; they are good curricula, and the teachers have worked very hard on them.

On motion of Commissioner Amara, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the Grade 8 U.S. History Revision.

French I Curriculum - Second Presentation

On motion of Commissioner Amara, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the French I Curriculum Revision.

Spanish 2 Revision - Second Presentation

On motion of Commissioner Amara, seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education approve the Spanish 2 Revision.

English Curriculum, Grades 6-9 - Second Presentation

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the English Curriculum, Grades 6-9.

Science Curriculum, Grades 6-8 - Second Presentation

On motion of Commissioner Amara, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Science Curriculum, Grades 6-8.

Wellness Curriculum, Grades 6-8 - Second Presentation

On motion of Commissioner Morgan, seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education approve the Wellness Curriculum, Grades 6-8.

Band and Chorus Curriculum Grades 6-8 - Second Presentation

On motion of Commissioner Vibert, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve Band and Chorus Curriculum Grades 6-8.

Textbook Adoption

A.P. Microeconomics Textbook - First Presentation

Rich Gagliardi presented the A.P. Microeconomics Textbook. Advanced Placement Microeconomics was approved last month by the Board of Education as a new course offering at Bristol Central and Bristol Eastern high schools. To support this course, a committee of social studies teachers from both high schools selected a textbook and makes the following recommendation:

- *Krugman's Microeconomics for AP* by Margaret Ray, David Anderson, Paul Krugman and Robin Wells

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education waive the second reading of the A.P. Microeconomics Textbook.

Mrs. Brisson wanted to remind commissioners that the all to the textbooks presented are available in the Office of Teaching and Learning for their review.

On motion of Commissioner Dolan, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the A.P. Microeconomics Textbook titled Krugman's Microeconomics for AP.

Grade 4 Social Studies Textbook - First Presentation

Pam Brisson presented the Grade 4 Social Studies Textbook. The Grade 4 Social Studies curriculum was revised to focus on state history, geography, government, economy, resources, and culture. Teachers need a textbook to support that curriculum, and committee of teachers selected the following:

Connecticut by Zachary Kent, published by Scholastic, Inc. in 2008.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education waive the second reading of the Grade 4 Social Studies Textbook.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Grade 4 Social Studies Textbook titled Connecticut.

Commissioner Vibert questioned the change in curriculum, since the new textbook will now focus exclusively on Connecticut.

French Textbook - First Presentation

Pam Brisson presented the French Textbook. The French 1 curriculum was revised to reflect greater rigor. Teachers need a textbook to support the new curriculum. A committee of teachers and students selected the following:

D'Accord by Jose Blanco and published by Vista Higher Learning.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education waive the second reading of the French Textbook.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the French Textbook titled D'Accord.

Spanish 2 Textbook - First Presentation

Pam Brisson presented the Spanish 2 Textbook. The Spanish 2 curriculum was revised to reflect greater rigor. Teachers need a textbook to support the new curriculum. A committee of teachers selected the following:

Aventura 2 by Vargas Bonilla and published by EMC.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education waive the second reading of the Spanish 2 Textbook.

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Spanish 2 Textbook titled Aventura 2.

OLD BUSINESS

Commissioner Fitzgerald addressed the Board regarding establishing a policy for responding to the general public and ensuring a timely response to letters, inquiries or requests. Chairman Wilson indicated that there is procedure in place which the Board empowered the Superintendent to respond to the public when they contact the Board of Education with questions or concerns.

NEW BUSINESS

There was no New Business to come before the board.

BUILDING COMMITTEE REPORTS

West Bristol and Greene Hills

Dr. Moreau reported that she attended the Joint Boards meeting earlier this evening to give them an update on the new schools and to thank them for building these two new beautiful schools for the city. West Bristol received their temporary certificate of occupancy last week; they started moving into the building this week. She was informed this afternoon that all of the inspections have been done at Greene Hills and we should have the temporary certificate of occupancy either tomorrow or Friday and that staff will be in on Monday; students will not be in the building until the 27th; a final cleaning is going on, and there is a lot of exterior work still being done there. Demolition of the original building is not completed, and the site work will not be done until the end of November/beginning of December. This presents us with significant parking issues at Greene Hills. We will have additional crossing guards and security guards available to cross students whose parents chose to park in the shopping plaza instead of coming into the school site and getting stuck in a long line of traffic. There will be no parking on Hayden Street because that is the bus exit. We have had bus drills at both schools so that the drivers can learn the patterns; some adjustments will have to be made. All bus routes are complete, and will be posted next week; in the paper and online. We will need patience from parents at Greene Hills. At West Bristol all of the roadways have been complete, it is remarkable, the building is 99.9 % complete. Dr. Moreau invited Commissioners' to join us on opening day – August 30th at any of our schools.

Commissioner Vibert wanted to pass along a suggestion; she wondered if the new youth officer for middle schools could park her cruiser with lights flashing on Pine Street at the crossing section to make it more noticeable for drivers for the first week or so. Dr. Moreau reported they are looking to get police support. The new traffic light at Lincoln and Pine will not be operational when school opens; there will be a stop sign in front of the school.

Commissioner Dolan wanted to know what the West Bristol School will be called; Dr. Moreau stated that the building committee voted to name the school West Bristol. He also asked about dedication ceremonies for the new schools. Dr. Moreau reported that there will likely be a dedication in October for West Bristol; while the Greene Hills ceremony will not take place until the site work is complete; so it will not take place until early December. Anyone who would like to visit is more than welcome too, if they contact the building principals to get a walk-through. Both schools have scheduled open houses for families. Chairman Wilson suggested that a walk-through be set up for the public.

Chairman Wilson thanked Dr. Moreau for her work with the new buildings, and continuing to carry her own workload for the past 36 months. She has looked at every detail from an educator's point of view. She met with each department, builders, architects, designers, etc. her attention to details, brought well to bear with these schools. We are lucky to have had her, for all that she has done. We appreciate your work in these schools and the district.

Information

Commissioner Hintz shared her experience at the recent CABA leadership conference which she attended with Commissioners Wilson and Dolan.

Commissioner Dolan shared that he found the leadership conference interesting and met interesting people.

Chairman Wilson shared some of the discussion topics from the leadership conference. He also reminded commissioners of the CABA Convention in November. If we get together and decide who is going, Susan can put together one registration. We have money to pay for registration; however we cannot pay for an

overnight stay. There is a block of rooms, so commissioners should call now to get a room. It is a worthwhile event.

Last month, Chairman Wilson attended the honor guard at Jennings. That Pack will be moving up to West Bristol. This was the 85th Anniversary at Jennings; he was presented with a plaque that he presented to Dr. Solek. There have been 40 Eagle Scouts that have come out of Jennings, and if you look through the program you might find some community names that you recognize.

Commissioner Wilson had the opportunity to attend the AVID training held in Philadelphia. He found it beneficial as a board member to see the program, the program changes how are students learn, and teachers teach. AVID is worth the money; it is probably some of the best professional development dollars spent.

He called commissioners attention to an article written in CT Mirror regarding the lawsuit that was brought by six districts across the state regarding making districts pay for preschool education. A Judge has ruled that State statues do not require it; State law is that we begin educating student at age 5. We no longer have to pay Preschool magnet costs. Commissioners should read the article to hear get more information regarding this significant decision.

Dr. Solek reminded Commissioners that for the last few Tuesdays she has set aside time to meet with them to discuss for open discussion. She is available anytime late Tuesday afternoons or early evenings. She anticipates that after the start of school she will be extended that time to include parents and community members to give them the opportunity to discussion concerns, issues or questions regarding the schools. She will get those meeting times posted when they are established.

Vote To Convene Into Executive Session for the purpose of discussing:

On motion of Commissioner Vibert, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education Vote To Convene Into Executive Session for the purpose of discussing the Aide to the Principal position. (8:17 p.m.)

EXECUTIVE SESSION

Executive Session was called to order at 8:27 p.m.

Aide to the Principal

Commissioners were provided a job description and background for the position.

Reconvene Into Public Session

On motion of Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education Reconvene Into Public Session.

ADJOURNMENT:

There being no further business to come before the Board and

On motion of Commissioner Dolan, seconded by Commissioner Fitzgerald it was unanimously

VOTED: That the Board of Education meeting be adjourned. (8:46 p.m.)

Respectfully Submitted:

Susan P. Everett

Susan P. Everett
Executive Secretary
Bristol Board of Education

DRAFT



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

DEPARTMENT: Social Studies

COURSE: ELL Citizenship

COURSE DESCRIPTION:

ELL Citizenship is a course designed primarily for English Language Learners to increase and enhance listening/speaking, reading and writing skills as they specifically relate to civics education. This course is designed to be of interest and relevancy to the students as language learners, as members of a learning community and as participants in American society. In addition, the content of the course is directly related to INS Citizenship Exam questions which reinforce and improve comprehension of American US History and government. The course framework consists of six categories (1) the government system of U.S., (2) the U.S. Constitution, (3) History of U.S., (4) the civic values of American constitutional democracy, (5) the roles, rights, and responsibilities of US citizenship, and (6) the procedural information and naturalization process.

ELLS and SHELTERED INSTRUCTION

Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

An English Language Learner may not have grown up with the English language or with US culture as part of their primary experience; their educational needs differ greatly from those of native English speakers. An ELL needs to learn the syntactic

structures and organizational pattern of both written and spoken English. They also need to learn about US culture while they receive instruction that validates their primary language and culture. Other ELLs may have lived most of their lives in this country and are familiar with multicultural America but still need additional language instruction – especially in the areas of academic reading and writing.

On the continuum of a developing linguistic system, different aspects of the language may develop at different rates (ie syntax vs pronunciation). The crucial key to improve the development of a linguistic system is auditory feedback and guided language development.

Acquiring language required for academic settings is far more challenging than conversation. ELLs are at a disadvantage because they must **acquire** and **use** English at the same time they are trying to learn academic subjects.

To teach language and content effectively, the key components of our sheltered instruction content area courses consist of:

- (1) Identifying and communicating content and language objectives – simplifying language while focusing on key content vocabulary and language form and function;
- (2) Building background knowledge – activate prior knowledge, build background, make connections & set a purpose for the lesson;
- (3) Provide comprehensible input – speak appropriately to accommodate students’ language proficiency level and use visuals and graphics, model language & repeat when necessary;
- (4) Enable language production – structure opportunities for oral practice with language and content; increase interaction between students in a risk-free environment;
- (5) Assess for content and language understanding – monitor progress and provide reteaching and intervention – increase wait time and extra time for use of bilingual dictionaries and oral responses to test questions.

Sheltered instruction extends the time in which students participate in instruction that provides language support as well as standards-based content instruction.

Critical to effective sheltered instruction is the preparation of learning objectives for every lesson. These include content and language objectives. Content objectives are aligned with state and local content area standards, and language objectives are aligned with CT ELL Frameworks and National TESOL standards.

Each lesson integrates listening & speaking, reading & writing skills. Principal objectives are to assist students in valuing their own prior knowledge and cultural experiences and relating this knowledge to academic learning in a new language and culture; learning the content knowledge and the language skills that are the most important for their future academic success; developing language awareness and critical literacy; selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes; developing abilities to work successfully with others in a social context; learning through hands-on, inquiry based and cooperative learning tasks; increasing motivation for academic learning and confidence in their ability to be successful in school; and evaluating their own learning and planning how to become more effective and independent learners.

Sheltered Instruction courses are an alternative provided to our ELLs as they acquire the academic vocabulary and linguistic structures of the English language. Any ELL may opt to participate in mainstream high school courses when their English proficiency has increased to fluent and/or they have participated in TESOL services for at least two years. Educational background and fluency in the native language should also be considered.

DEPARTMENT PHILOSOPHY:

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

We recognize that there are many differences among our students not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety and scope that we may find and serve these widely divergent needs and interests. The desired end: to draw our students out into the world community, providing them with the capacity to live successful personal and public lives.

DEPARTMENT GOALS:

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the State Standards for Social Studies education. Students should be able to demonstrate skills and knowledge in each of the following standards:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contributes to the understanding of human behavior.

Prerequisites: None

Principles of Democracy

Connecticut Frameworks Content Standard:

- 5. United States Constitution and Government.** Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.
- 7. Political Systems.** Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Connecticut Frameworks Performance Standards (CSDE):

- 5.4 Explain how the design of the U.S. Constitution is intended to balance and check the power of the branches of government
- 7.4 Describe how constitutions may limit government in order to protect individual rights and promote the common good

Essential Questions

- What are the basic democratic principles contained in the US constitution?
- What documents support the basic principles of democracy?

Big Ideas

- A democracy must have free competitive elections, protection of minority rights, civic duty, and basic freedoms.
- The constitution is the guiding document behind our system of government

Learning Objectives

The Student will:

Level 1

- Identify major political documents (Constitution, Bill of Rights, Declaration of independence)
- Identify the 3 parts of the US Constitution

Language Objectives

The Student will:

Level 1

- Given the key term, student identifies and verbally repeats term.

Principles of Democracy

Level 2-3

- Level 1 Objectives plus
- Identify the freedoms in the 1st amendment

Level 4-5

- Level 1 and 2 objectives plus
- Explain the basic principles of democracy (voting, freedoms, competitive elections, minority rights, civic responsibility)
- Discuss impact of democracy on citizens

Level 2-3

- Verbally state in a complete sentence the 5 freedoms of the 1st amendment

Level 4-5

- Write a paragraph defining the principles of democracy using proper vocabulary and grammar.

Key Words

Level 1

1. Constitution, Bill of Rights, Declaration, Independence
2. Preamble, Article, Amendment

Level 2

1. Speech, protest, persecution, assemble, petition

Level 3

1. Competitive elections, minority rights, civic, jury duty, draft, secret ballot
2. Civic group, interest group, liberty

Sentence Starters

Level 1

1. The _____ is the supreme law of the land
2. The Bill of rights is made up of the first 10 _____ to the Constitution.

Principles of Democracy

Level 2

1. The freedom to _____ allows you to join any organization you want.

Level 3

1. At age 18, all men have to register for the _____.
2. If you want to get involved with your community, you can always join a _____.

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Introduce vocabulary • Use visuals of the documents 	<ul style="list-style-type: none"> • Read 1st amendment and define the 5 freedoms • Provide examples of each freedom 	<ul style="list-style-type: none"> • Administer pre-test on naturalization exam • Discuss examples of democracy, provide real world examples (community service, voting booths)

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Matching quiz of documents and proper names 	<ul style="list-style-type: none"> • Fill in the blank with word bank for the 5 freedoms of 1st amendment • Oral vocabulary 	<ul style="list-style-type: none"> • Paragraph explanation of the principles of democracy • Vocab quiz.

Systems of Government

Connecticut Frameworks Content Standards:

- 5) **United States Constitution and Government.** Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.
- 6) **Rights and Responsibilities of Citizens.** Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
- 7) **Political Systems.** Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.
- 8) **International Relations.** Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Connecticut Frameworks Performance Standards (CSDE):

- 8.4 Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy.
- 7.4 Describe how constitutions may limit government in order to protect individual rights and promote the common good.
- 5.1 Analyze historical and contemporary conflicts through the respective roles of local, state and national governments.
- 6.3 Monitor and influence the formation and implementation of policy through various forms of participation.
- 5.2 Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.

Essential Questions

- What are the 3 branches of government?
- What is the checks and balance system in our society as defined by the US Constitution?
- How do federal, state and local governments work together?
- What are the ways individuals can influence our public policy?
- What are the roles of political parties in the US?

Systems of Government

Big Ideas

- Our government is made up of the Judicial, Legislative, and Executive branch.
- Our Constitution prevents one branch from overpowering another.
- Power is shared as well as divided amongst the different levels of government.
- Through political participation individuals can influence public policy.
- Political parties allow groups to work together for a common cause.

Learning Objectives

The Student will:

Level 1

- Identify the buildings associated with the 3 branches of government (White House, Congress, and the Supreme Court)
- Identify the roles each branch plays in our government
- Identify the symbols and colors of both parties
- Identify state and city leaders

Level 2-3

- Level 1 plus
- Explain specific powers of each of the branches of the government
- Explain one key difference between each of the political parties.
- Explain 1 powers given to each of the levels

Level 4-5

- Objectives above plus
- Provide 1 example of how each branch checks another
- Identify main individuals in each of the branches

Language Objectives

The Student will:

Level 1

- Given key terms, students will identify and repeat vocabulary.
- Through graphical representation students will identify the different powers associated with each branch.

Level 2-3

- Verbally identify and provide a explanation of the role of each branch of government.
- Verbally state a key difference between the political parties
- Using a graphic organizer list the specific powers of each of the branches of government.

Level 4-5

- Respond to the following prompt: How does each branch the other?
- Students will create a presentation on the three

Systems of Government

(Speaker, President, Chief Justice)

- Describe key differences between federal, state, local government

branches including key people in each branch.

- Using graphic organizer define key differences between federal, state, and local government

Key Words

Level 1

1. White House, Congress, Supreme Court building
2. Executive, Judicial, Legislative
3. Republican, Democrat
4. Governor, Lieutenant Governor, mayor, city council, councilmen

Level 2-3

1. Commander-in-Chief, treaties, negotiate, appoint
2. Welfare, immigration, foreign policy
3. Zoning, interstate, intrastate, commerce

Level 4-5

1. Unconstitutional, impeach
2. Speaker of the House, Chief Justice
3. Federalism, state rights

Sentence Starters

Level 1

1. The building where the President lives is called _____.
2. The branch that makes the laws is called _____.
3. The _____ party is the political party of the President.
4. The head of our city government is called the _____.

Level 2-3

Systems of Government

1. As _____, the President can order troops in to combat.
2. Democrats usually support _____ programs which help people who do not have a lot of money.
3. The _____ board is responsible for how land is used within the city.

Level 4-5

1. Congress can _____ the President if they feel he has broken the law.
2. _____ is the current Speaker of the House.
3. The sharing powers between a national and state government is called _____.

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Provide visuals of key buildings, symbol, people in the unit • Word wall. 	<ul style="list-style-type: none"> • Use graphic organizers to identify specific branches of the government, levels of government and political parties. • Review a news article on a current government issue and identify the branch involved. • Create a checks and balance chart. 	<ul style="list-style-type: none"> • Provide articles on each branch of government • Respond to the prompt: Why did the framers of the Constitution develop 3 branches? • Oral presentation of the role of each of the three branches.

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.

Teachers will assess and provide feedback to students about the following:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Students match vocabulary to 	<ul style="list-style-type: none"> • Complete graphic organizer 	<ul style="list-style-type: none"> • Presentation of the role of each of

Systems of Government

pictures

demonstrating different roles of each of the branches.

- Vocab Quiz
- Fill in the blank quiz with a word bank, on the responsibilities of each level of government.

the 3 branches.

- Reading comprehension questions based upon articles.
- Vocab Quiz.

Rights and Responsibilities of Being an American Citizen

Connecticut Frameworks Content Standard:

- 6) International Relations.** Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Connecticut Frameworks Performance Standards (CSDE):

- 6.1 Identify and explain characteristics needed for effective participation in public life.
6.3 Monitor and influence the formation and implementation of policy through various forms of participation.
6.4 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good.
6.5 Establish, explain and apply criteria to evaluate rules and laws.

Essential Questions

- How does the constitution guarantee the civil rights and liberties of all citizens?
- What are the requirements for becoming a United States Citizen?
- What are the responsibilities associated with becoming a United States Citizen?

Big Ideas

- The Amendments guarantee equal protection under the law.
- Obtaining citizenship involves a variety of steps and accomplishments
- Becoming a citizen involves a great deal of responsibility.

Learning Objectives

The Student will:

Level 1

- Identify the four amendments from the Constitution that describe who can vote.
- Identify the two ways that Americans can participate in their democracy.

Language Objectives

The Student will:

Level 1

- Given key terms, students will identify and repeat vocabulary.
- Use pictorial representation of participation and rights.

Rights and Responsibilities of Being an American Citizen

Level 2-3

- Level 1 plus
- Explain the difference between the rights and liberties that Americans have once they gain their citizenship
- Explain the specific requirements needed to become a United States Citizen.
- Explain circumstance would a person no longer be eligible for citizenship
- Explain why all male citizens must register for Selective Service.
- Explain the significance of the federal income tax program.

Level 4-5

- Level 1 and 2 objectives plus:
- Distinguish between those rights reserved only for American citizenship and those rights that apply to everyone regardless of citizenship
- Successfully complete the United States Nationalization Exam.
- Analyze the differences between being a citizen and not.

Level 2-3

- Verbally identify and provide a explanation of the role of each branch of government.
- Verbally state a key difference between the political parties
- Using a graphic organizer to compare citizens and non-citizens
- Debate the need for selective service and/or exclusion of females from the requirement.

Level 4-5

- Respond to the following prompt: What are the obligations of all US Citizens?
- Administer Version of US Nationalization exam.
- Write a persuasive essay on the need for selective service or income tax.

Key Words

Level 1

1. Voting Age

Rights and Responsibilities of Being an American Citizen

2. Campaign, editorial

Level 2-3

1. Income tax, social security, selective service
2. Naturalization, natural born citizen
3. Treason, loyalty, dual-citizenship
4. Selective Service

Level 4-5

1. Suffrage
2. Draft

Sentence Starters

Level 1

1. The _____ in the United States is 18.
2. You can write an _____ in the local paper to explain how you feel about an issue.

Level 2

1. Everyone in the United States has to pay _____.
2. _____ is the process for becoming a United States Citizen
3. Going against your own country or _____ is a reason you could lose your citizenship.
4. The registration for _____ is required for men, but not for women.

Level 4-5

1. The right to vote or _____, was denied to women until 1920
2. The _____ has not been used since the 1970s.

Rights and Responsibilities of Being an American Citizen

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Provide graphic representation of rights and responsibilities • Word wall 	<ul style="list-style-type: none"> • Use graphic organizers to generate discussion of rights and responsibilities of citizenship • Review current event articles relating to rights and responsibilities of citizens. • Debate selective service or income tax. 	<ul style="list-style-type: none"> • Respond to the prompt: What are the obligations of all US Citizens.? • Use of the US Naturalization exam • Use of Naturalization flash cards

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.

Teachers will assess and provide feedback to students about the following:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Students match vocabulary to pictures 	<ul style="list-style-type: none"> • Complete graphic organizer illustrating rights and responsibilities of citizens • Develop of arguments and verbal presentation for formal debate • Fill in the blank quiz with a word bank, on the rights and responsibilities of citizens. • Summary of current event articles 	<ul style="list-style-type: none"> • Persuasive essay on debate topic. • US Naturalization exam • Vocab Quiz.

US History and Geography

Connecticut Frameworks Content Standard:

- 3) Historical Themes.** Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
- 9) Places and Regions.** Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.
- 12) Human and Environmental Interaction.** Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Connecticut Frameworks Performance Standards (CSDE):

- 3.5 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.10 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.
- 9.5 Explain that regions are interconnected and may also overlap.
- 12.1 Use maps, globes, charts and databases to suggest solutions to real-world problems.
- 3.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

Essential Questions

- How has historical events impacted the development of the United States
- What impact does the geography of our nation and its symbols have on the citizens of the United States?

Big Ideas

- Historical events have shaped, laws, rights, and the overall nature of the United States.
- The geography of our nation and its symbols influences people's lives daily.

US History and Geography

Learning Objectives

The Student will:

Level 1

- Identify the reasons why early explorers came to America.
- Identify major historical documents
- Identify the Founding Fathers
- Identify major geographical features of the United States
- Identify the geographic borders for the United States.
- Identify the Capital of the United States and explain its origin

Level 2-3

- Level 1 plus
- Describe the introduction of slavery into the colonies.
- Identify the impact early colonists had on the Native American population.
- Explain the events that led to the American Revolution
- Identify the Capital of the United States and explain its origin.
- Describe the significance of the American Flag including the meaning behind the stars and stripes.
- Explain the origin of the Star-Spangled Banner and the meaning behind the words.
- Identify the meanings behind our National Holidays.

Language Objectives

The Student will:

Level 1

- Given key terms, students will identify and repeat vocabulary.
- Uses of basic map skill vocabulary.

Level 2-3

- Verbally identify and provide an explanation of the role of each of the founding fathers.
- Verbal and written explanations of national holidays and symbols.
- Visual representation of slavery in the US.

US History and Geography

Level 4-5

- Level 1 and 2 objectives plus:
- Analyze the impact of documents such as the Declaration of Independence, Constitution, Bill of Rights and the Emancipation Proclamation had on the formation of this nation.
- Identify the major political, social and economic events from the 1800's 1900's and 2000's.
- Explain how the geography of this nation developed including events such as the Louisiana Purchase, Mexican Cession and the concept of Manifest Destiny.

Level 4-5

- Use of historical vocabulary bank
- Creation/Use of pictorial timeline of key US eras
- Graphic organizers for each of the major historical documents.

Key Words

Level 1

1. Exploration, natives
2. Mayflower Compact
3. Founding Fathers
4. Appalachian Mountains, New England, Mid-Atlantic, Rocky Mountains, Mississippi River, plains, desert
5. Potomac River

Level 2-3

1. Slave Trade, cash crop, colonies
2. Wampanoag, Pequot, Cherokee, cultural exchange
3. Self-government, quartering
4. Thanksgiving, Labor Day, Memorial Day

Level 4-5

1. Emancipation
2. Civil War, Cession, Manifest Destiny, recession

US History and Geography

Sentence Starters

Level 1

1. During the Age of _____, European sailors went looking for new land and resources.
2. The _____ is the first example of a written constitution in America.
3. The states of CT, RI, MA, NH, VT, and ME all make up the region known as _____
4. Washington DC was set up along the _____ river.

Level 2

1. European nations needed their _____ to get natural resources.
2. The _____ nation was amongst the first groups the Pilgrims met in the New World.
3. The British soldiers use to _____ their soldiers in the homes of the colonists.
4. To honor the Pilgrims surviving in the New World we celebrate _____ every year in November.

Level 4-5

1. Abraham Lincoln granted _____ to the slaves in the southern states.
2. The idea of _____ is that America should be from the Atlantic Ocean to the Pacific Ocean.

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none"> • Use of topographical and political maps • Word wall • Graphic organizers/map for explorers 	<ul style="list-style-type: none"> • Teach pledge of allegiance and proper handling of US Flag. • Graphic organizer of national holidays • Readings on early American settlement, slavery, and Native Americans. 	<ul style="list-style-type: none"> • Creation annotated timeline of key American events and eras • Graphic organizer outlining major historical documents

US History and Geography

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Level 1	Level 2-3	Level 4-5
<ul style="list-style-type: none">• Completion of US map with key geographical features, historical land acquisitions, and borders.• Demonstration of proper handling of the American Flag.	<ul style="list-style-type: none">• Complete graphic organizer for national holidays.• Successful recitation of the pledge of allegiance and explanation of proper handling of the flag.• Fill in the blank quiz with a word bank, US History and Geography• Completion of comprehension questions on historical articles.	<ul style="list-style-type: none">• Vocab quiz• Creation of Timeline• Oral presentation on impact on the settlement of the US (Could include, reasons for exploration, slavery, or native Americans)



BRISTOL PUBLIC SCHOOLS

English Language Learners Program

Sheltered Instruction

ELL World History and ELL Citizenship

Overview



By the end of this presentation, you will be able to:

- **Define** Sheltered Instruction and its key components and importance for ELLs at the high school level,
- **Be familiar with** the sequence of high school ELL sheltered instruction courses, and
- **Endorse** the ELL World History & ELL Citizenship curriculums that are being submitted for review.

What is Sheltered Instruction?



- Sheltered English instruction is an instructional approach that engages ELLs in developing grade-level content-area knowledge, academic skills, while improving and increasing English proficiency.
- Emphasis in all four domains of subject area and language acquisition – listening/speaking, reading/writing

Key Components



When possible, both content area teachers and/or TESOL staff are working together.

- Clear content and language objectives
- Extensive development of background knowledge
- Comprehensible input
- Enable language production
- Continuous content & language assessment

Key Staff Components



- All ELL content area staff work collaboratively.
- Thematic units – across disciplines allow for stronger reinforcement of language & concepts
- Development of hands-on inquiry-based & cooperative learning tasks
- Increased student-teacher connection – better motivated students & independent learners

ELL Cycle of Courses



2010-2011	2011-2012	2012-2013	2013-2014
ELL English	ELL English	ELL English	ELL English
ELL Math (BC only)	ELL Math (BC only)	ELL Math (BC only)	ELL Math (BC only)
ELL Algebra	ELL Geometry	ELL Algebra	ELL Geometry
Physical Science	Biology/Anatomy	Physical Science	Biology/Anatomy
.5 Modern US History .5 Citizenship	.5 – World History .5 - Civics	.5 Early US History .5 Law & Justice	.5 Modern US History .5 Citizenship

ELL World History & Citizenship



- Adheres to high school social studies content standards, CT ELL Frameworks, & national TESOL standards
- Outlines expectations for language and content standards, key vocabulary, cloze/sentence starters for each unit
- Separates instructional strategies & assessments based on levels of English proficiency (1-5)

BEHS & BCBS ELL Science Trip





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

DEPARTMENT: Social Studies

COURSE: ELL World History

COURSE DESCRIPTION

This course will provide extensive vocabulary and skills development to identified English language learners. Units presented include: (1) Exploration, (2) Imperialism and Nationalism, (3) Industrial Revolution, (4) World War 1, (5) World War 2, and (6) Latin America since 1945. Utilizing effective ELL teaching strategies and Sheltered Instruction principles, the ELL World History course is designed to address the specific learning needs of the English language learner (ELL).

ELLS and SHELTERED ENGLISH INSTRUCTION

Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

An English Language Learner may not have grown up with the English language or with US culture as part of their primary experience; their educational needs differ greatly from those of native English speakers. An ELL needs to learn the syntactic structures and organizational pattern of both written and spoken English. They also need to learn about US culture while they receive instruction that validates their primary language and culture. Other ELLs may have lived most of their lives in this country

and are familiar with multicultural America but still need additional language instruction – especially in the areas of academic reading and writing.

On the continuum of a developing linguistic system, different aspects of the language may develop at different rates (ie syntax vs pronunciation). The crucial key to improve the development of a linguistic system is auditory feedback and guided language development.

Acquiring language required for academic settings is far more challenging than conversation. ELLs are at a disadvantage because they must **acquire** and **use** English at the same time they are trying to learn academic subjects.

To teach language and content effectively, the key components of our sheltered instruction content area courses consist of:

- (1) Identifying and communicating content and language objectives – simplifying language while focusing on key content vocabulary and language form and function;
- (2) Building background knowledge – activate prior knowledge, build background, make connections & set a purpose for the lesson;
- (3) Provide comprehensible input – speak appropriately to accommodate students’ language proficiency level and use visuals and graphics, model language & repeat when necessary;
- (4) Enable language production – structure opportunities for oral practice with language and content; increase interaction between students in a risk-free environment;
- (5) Assess for content and language understanding – monitor progress and provide reteaching and intervention – increase wait time and extra time for use of bilingual dictionaries and oral responses to test questions.

Sheltered instruction extends the time in which students participate in instruction that provides language support as well as standards-based content instruction.

Critical to effective sheltered instruction is the preparation of learning objectives for every lesson. These include content and language objectives. Content objectives are aligned with state and local content area standards, and language objectives are aligned with CT ELL Frameworks and National TESOL standards.

Each lesson integrates listening & speaking, reading & writing skills. Principal objectives are to assist students in valuing their own prior knowledge and cultural experiences and relating this knowledge to academic learning in a new language and culture; learning

the content knowledge and the language skills that are the most important for their future academic success; developing language awareness and critical literacy; selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes; developing abilities to work successfully with others in a social context; learning through hands-on, inquiry based and cooperative learning tasks; increasing motivation for academic learning and confidence in their ability to be successful in school; and evaluating their own learning and planning how to become more effective and independent learners.

Sheltered Instruction courses are an alternative provided to our ELLs as they acquire the academic vocabulary and linguistic structures of the English language. Any ELL may opt to participate in mainstream high school courses when their English proficiency has increased to fluent and/or they have participated in TESOL services for at least two years. Educational background and fluency in the native language should also be considered.

DEPARTMENT PHILOSOPHY:

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

We recognize that there are many differences among our students not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety and scope that we may find and serve these widely divergent needs and interests. The desired end: to draw our students out into the world community, providing them with the capacity to live successful personal and public lives.

DEPARTMENT GOALS:

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the State Standards for Social Studies education. Students should be able to demonstrate skills and knowledge in each of the following standards:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contributes to the understanding of human behavior.

Students will study the history of the world's people from the earliest times to the present. The origins of different societies are examined including the rise and growth of democracy. Through this course students will use a variety of techniques to develop a better understanding of people who live in different societies and cultures. Students enrolled in this course must take the common midterm and final assessment for World History.

Prerequisites: None

World History: Exploration

Connecticut Frameworks Content Standard:

1) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

- 1.3.21 Analyze conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Israel-Palestine, Kosovo, Afghanistan, Cote d'Ivoire, Middle East, North Africa).
- 1.10.51 Analyze how a government's resources can be used to influence economic decisions.
- 1.5.32 Analyze how a specific environment has influenced historical developments in a region/nation of the world.
- 1.5.33 Analyze globalization's impact on peoples around the world.

Essential Questions

- What was the Age of Exploration?
- Why did explorers from Spain, Portugal, and the rest of Europe begin new colonies? (Why leave home?)
- What was life like in the new colonies?
- What was the economic impact of exploration?

Big Ideas

- The nations of Europe were looking to expand based upon the idea of "Gold, God, and Glory"
- The European nations wanted to increase both their political and economic power.
- Life in the colonies was different depending on where they settled, but overall life was more rugged than it was in Europe.
- Exploration allowed for trading of new resources and the start of globalization.

World History: Exploration

Learning Objectives

The Student will:

Language Objectives

The Student will:

Level 1

- Identify on a map major nations involved in early exploration.
- Identify by picture the significant participants of exploration.
- Locate on a map the routes explorers took to reach their destinations.

Level 2-3

- Level 1 Objectives plus
- Identify the impact that exploration had on the people and the countries they sailed from.
- Identify the new technologies used to assist early explorers.

Level 4-5

- Level 1 and 2 objectives plus
- Explain the reasons why many Europeans were willing to leave their homes and travel into the unknown.
- Discuss results of exploration on both Europe and the New World.

Level 1

- Given the key terms, student identifies and verbally repeats term.

Level 2-3

- Verbally state in a complete sentence the main idea behind the reasons for Exploration.

Level 4-5

- Write a paragraph defining the major ideas behind exploration and why people decided to explore.

World History: Exploration

Key Terms

Level 1

- Conquistador, Missionary, Barter, Maps

Level 2-3

- Astrolabe, Compass, Stock, Shareholder, Profit

Level 4-5

- Enlightenment, Representation, Petition of Right, Glorious Revolution

Sentences Starters

Level 1

1. A _____ was an early Spanish explorer who traveled to the New World looking for wealth.
2. Religious _____ often traveled with early explorers to bring Christianity to natives.
3. An exchange of goods or services that did not involve money but were _____ for.
4. Early explorers used _____ to navigate the globe.

Level 2-3

1. An _____ helped early explorers find their way across open waters.
2. In order to know in which direction they were sailing sea captains used a _____.
3. To raise the necessary funds needed to explore, _____ was sold.
4. A _____ held stock in an exploration.
5. The profit made from these voyages was considered _____.

Level 4-5

1. A time in European history when thinkers solved problems was known as the Age of _____.
2. Sending one of more people to speak for a group is _____.
3. The _____ was an early English document that brought about more democracy.
4. The _____ was a period in England that marked the overthrow of King James.

World History: Exploration

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Introduce vocabulary Henry the Navigator, Christopher Columbus, Ferdinand Magellan, Sir Francis Drake, Henry Hudson
- On a map identify the routes that each explore took.

Level 2-3

- Compare the different routes traveled by explorers and why.
- Provide examples of the new technologies used by explorers.

Level 4-5

- Discuss the various reasons why people were willing to leave their homes and travel in to new and unexplored lands.
- Explain the impact that exploration had on native civilizations.

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1

- Matching the explorer to their route.

Level 2-3

- Complete a matrix of explorers their home country and the places explored.
- Draw and label a map showing the routes traveled and places explored.

Level 4-5

- Write a persuasive essay that describes the reasons why people explored and left home.
- Written vocabulary quiz

World History: Imperialism and Nationalism

Connecticut Frameworks Content Standard:

2) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

- 1.3.20 Assess the causes and impacts of imperialism (eg. Colonial rule, revolution, dictatorships, Cold War, independence movements, etc.)
- 1.3.23 Analyze nationalism's impact on world events
- 1.5.32 Analyze how a specific environment has influenced historical developments in a region/nation of the world.

Essential Questions

1. What is Imperialism?
2. What was the impact of imperialism on the world?
3. What is Nationalism?

Big Ideas

1. Imperialism is when one nation takes control of another for power and resources.
2. Imperialism resulted in the colonization of new nations for racial, military and economic superiority.
3. Nationalism is pride in one's nations.

Learning Objectives

The Student will:

Language Objectives

The Student will:

Level 1

- Identify the imperializing nations and their colonies on a map.

Level 1

- Given the key terms, student identifies and verbally repeats term.

World History: Imperialism and Nationalism

Level 2-3

- Level 1 Objectives plus
- Identify the reason why European nations looked to colonize other parts of the world.
- Define nationalism and provide a modern day example.

Level 4-5

- Level 1 and 2 objectives plus
- Explain the impact of imperialism on the world.
- Explain how pride in one's nation could lead to conflict.

Level 2-3

- Verbally state in a complete sentence the impact of Imperialism and Nationalism.

Level 4-5

- Respond to the following prompt: How did the European colonization of others impact their social and economic development?

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Introduce vocabulary Social Darwinism, imperialism, nationalism, and mercantilism.
- Use visuals demonstrating European Imperialism of Africa, and the America's.

Level 2-3

- Use graphic organizers to demonstrate the impact of Imperialism on the world
- Provide examples of nations that were impacted by Imperialism and nationalism.
- On a map identify examples of modern day Imperialism and nationalism.

Level 4-5

- Compare the social, political and economic impacts of Imperialism on the world.
- Create a visual presentation that outlines the expansion of traditional colonial powers into new regions of the world.
- Analyze the impact of imperialism on the world today.

World History: Imperialism and Nationalism

Key Terms:

Level 1

Territory, Colonies, nationalism, exploration, rebellion, economic

Level 2-3

Mercantilism, agriculture, interference,

Level 4-5

Open Door Policy, Patriotism, Superiority, Civil Disobedience

Sentence Starters:

Level 1

1. Explorers looked for new _____ in order to expand their markets.
2. New _____ were created in Africa.
3. The love of one's nation is known as _____.
4. _____ of the African continent resulted in new colonies.
5. Early explorers often faced _____ when settling new territories.
6. The _____ gain from imperialism was worth the trouble.

Level 2-3

1. The economic gain of one country over another is known as _____.
2. The advancement of _____ helped support the growth of new colonies.
3. Outside _____ often resulted in rebellion by native inhabitants.

Level 4-5

1. The _____ allowed America to trade with China.
2. The belief in or love of your country is known as _____.
3. _____ of one race over another can cause problems.
4. The refusal to obey rules is _____.

World History: Imperialism and Nationalism

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1

- Matching vocabulary quiz.
- Create a map identifying colonies and mother countries.

Level 2-3

- Write a speech explaining Nationalism and Imperialism.
- Oral vocabulary

Level 4-5

- Write an essay answering “What was the impact of imperialism on the world?”
- Written vocabulary quiz

World History: Industrial Revolution

Connecticut Frameworks Content Standard:

3) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

- 1.3.27 Analyze the causes and results of political/social revolution (e.g. October Revolution in Russia, Cuban Revolution, Industrial Revolution, French Revolution, 20th century revolutions in Turkey, China, India, Indonesia, Vietnam, Egypt and Iran.)
- 1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual.
- 1.10.51 Analyze how a government's resources can be used to influence economic decisions.
- 1.11.52 Analyze how governments with different economic systems can influence production and distribution.
- 1.3.25 Analyze the impact of technological and scientific change on world civilizations

Essential Questions

- How and why did the Industrial Revolution begin?
- What were factories like? How did factories affect workers?
- What was mass production? What were its effects?
- What was the effect of the Industrial Revolution?

Big Ideas

- Because of the breakthroughs during the Renaissance, new industrial discoveries developed.
- Factories increased production and required a new type of workforce and moved people off the farms and into the cities.
- Mass production allowed products to be produced quickly, standardized and cheaper, providing challenge for the hand produced counter parts.

Learning Objectives

The Student will:

Language Objectives

The Student will:

World History: Industrial Revolution

Level 1

- Identify new inventions and their inventors.
- Discuss the use of these new inventions.

Level 2-3

- Level 1 Objectives plus
- Identify the changes in the workforce and work environment created by the industrial revolution.
- Define the term mass production and provide an example

Level 4-5

- Level 1 and 2 objectives plus
- Explain the causes behind the start of the Industrial Revolution.
- Discuss impact of the Industrial Revolution on Europe and the rest of the World.

Level 1

- Given the key terms, student identifies and verbally repeats term.

Level 2-3

- Verbally state in a complete sentence the main idea behind the Industrial Revolution.

Level 4-5

- Write create a presentation with a visual demonstrating the impact of new technology from the industrial revolution on lives of individuals.

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Introduce vocabulary Factory, Robert Fulton, James Watt, Industrialization, Mass Production, interchangeable parts, assembly line.

Level 2-3

- Identify the new products that were developed by mass production.
- Provide examples of how the industrial

Level 4-5

- Identify natural resources of an area and discuss how those impacted the development of industry.

World History: Industrial Revolution

- Use visuals demonstrating life of a factory worker.

revolution changed how people lived.

- Analyze the impact of a selected technology on the lives of people.

Key Terms:

Level 1

Profit, energy, import, export

Level 2-3

Raw materials, investor, locomotive

Level 4-5

mass production, interchangeable parts, assembly line, natural resources

Sentence Starters:

Level 1

1. The amount of money left over after paying your bills is _____.
2. The power that makes machines work is _____.
3. To bring into the country is _____.
4. To send out of the country is _____.

Level 2

1. _____ are matter in its natural condition.
2. A person who expects to make a profit is an _____.
3. A self-propelled vehicle that runs on rails is a _____.

Level 4-5

1. The making of identical parts in a factory is _____.
2. Parts that are made the same and can be easily replaced are _____.
3. The _____ allowed workers to remain in place while the product moved.
4. Materials that are provided by nature are _____.

Assessments/Common Learning Experiences

World History: Industrial Revolution

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1

- Matching vocabulary quiz.
- Create a visual display of life during the industrial revolution.

Level 2-3

- Create a brochure of a new invention of the industrial revolution.
- Oral vocabulary

Level 4-5

- Write a newspaper article discussing the develop of new technologies and its impact on the lives of people.
- Written vocabulary quiz

World History: World War 1

Connecticut Frameworks Content Standard:

4) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

- 1.3.21 Analyze conflict and cooperation in world affairs (e.g. World Wars I & II, United Nations, Israel-Palestine, Kosovo, Afghanistan, Cote d'Ivoire, Middle East, North Africa)
- 1.3.24 Compare and contrast the rise and fall of prominent civilizations.
- 1.3.26 Analyze nationalism's impact on world events.

Essential Questions

1. Why did World War I start?
2. How was the World War I battlefield different from other wars?
3. What were the effects of World War I?

Big Ideas

- Imperialism, Industrialization, and Nationalism all caused WWI.
- New weapons created more casualties and needed new battle strategies to be successful.
- World War I left Europe economically and politically destroyed.

Learning Objectives

The Student will:

Language Objectives

The Student will:

Level 1

- Identify the countries of both the Allies and Central Powers on a map.

Level 1

- Given the key terms, student identifies and verbally repeats term.

World History: World War 1

Level 2-3

- Level 1 Objectives plus
- Describe one new weapon that used on the battlefield and explain why it was different.
- Identify major battle on a map.

Level 4-5

- Level 1 and 2 objectives plus
- Students will compare advantages and disadvantages of both the central and Allied powers.
- Identify the political changes in Europe because of WWI.

Level 2-3

- While identifying battles on a map, the student will verbally state who was fighting and the name of the battle.
- Write one paragraph explaining 1 new weapon of WWI.

Level 4-5

- Verbally compare advantages and disadvantages of the Central and Allied powers.

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Introduce vocabulary identified above.
- Use visuals to demonstrate the major events of World War I
- Read together firsthand accounts from World War I soldiers

Level 2-3

- Through the use of graphic organizers provide specific examples from the reading on the advantages and disadvantages for the Allied and Central Powers.
- Identify on a map the major battles of World War I and briefly explain the importance of each.

Level 4-5

- Compare advantages and disadvantages between the Allied and Central Powers.
- Provide visual examples of specific battles of World War I
- Analyze the changes that occurred following the allied victory of World War I.

Key Terms:

Level 1

World History: World War 1

Neutral, alliance, conflict, front

Level 2-3

Central Powers, Allied Powers, trench, casualty

Level 4-5

Armistice, Treaty of Versailles,

Sentence Starters:

Level 1

1. Joining neither side in a conflict is _____.
2. A group of nations joined together for some purpose is an _____.
3. Fighting amongst individuals or groups is _____.
4. The _____ is a place where the actual fighting takes place.

Level 2-3

1. The nations of Germany, Austria-Hungary, and Turkey are the _____.
2. The nations of Great Britain, France, Russia and the United States are the _____.
3. A long ditch dug in the ground to protect soldiers is a _____.
4. A soldier who had been killed or wounded in fighting is a _____.

Level 4-5

1. An _____ was declared that put an end to the fighting.
2. The _____ officially ended World War I.

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

World History: World War 1

Level 1

- Matching vocabulary quiz.
- Create maps identifying the Central and Allied powers

Level 2-3

- Research one new weapon and write a summary of why it was important.
- Create a map showing the location of the major battles of WWI.

Level 4-5

- Students will use a graphic organizer to compare and contrast the Allied and Central Powers.
- Students will create a before and after map of Europe and in an oral presentation explain how Europe has been changed by WWI.

World History: World War 2

Connecticut Frameworks Content Standard:

5) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

- 1.3.21 Analyze conflict and cooperation in world affairs
- 1.3.25 Analyze the impact of technological and scientific change on world civilizations.
- 1.3.28 Evaluate the role and impact of the significant individuals on historical events.
- 1.7.40 Analyze the relationship between national governments and international organizations.
- 1.9.46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.

Essential Questions

4. Why did World War II begin?
5. What were the turning points in the war?
6. What was the Nazi government's "Final Solution"?
7. How did the war end in Europe? In the Pacific?

Big Ideas

- Europe never really recovered from WWI.
- Stalingrad, battle of Midway, and the entry of the US are all turning points in the war.
- The Nazi's attempted to kill anyone who did not agree with them and those who they thought were hurting German.

Learning Objectives

The Student will:

Language Objectives

The Student will:

World History: World War 2

Level 1

- Identify the countries of both the Allies and Central Powers on a map.
- Match the key individuals with their political plans.
- Identify basic causes and results of the war.

Level 2-3

- Level 1 Objectives plus
- Describe one new weapon that used on the battlefield and explain why it was different.
- Identify major battle on a map.

Level 4-5

- Level 1 and 2 objectives plus
- Students will compare advantages and disadvantages of both the central and Allied powers.
- Identify the political changes in Europe because of WWI.
- Explain the systematic destruction of particular groups of people throughout Europe.

Level 1

- Given the key terms, student identifies and verbally repeats term.
- Explain in complete sentences key causes and results of World War Two.

Level 2-3

- While identifying battles on a map, the student will verbally state who was fighting and the name of the battle.
- Write one paragraph explaining 1 new weapon of WWI.

Level 4-5

- Verbally compare advantages and disadvantages of the Central and Allied powers.

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Introduce Western Front, Propaganda, Central Powers, Allied Powers, League of Nations, Trench

Level 2-3

- Provide research guides for the students for new weapons.

Level 4-5

- Provide graphic organizers such as a t-chart.

World History: World War 2

warfare.

- Create maps identifying the Central and Allied powers

- Provide visuals of maps for students to create their own.

- Discuss and provide information on the battles of WWI.

Key Terms:

Level 1

Pact, Organization, Civilian

Level 2-3

Fascist, depression, Axis Powers, Allied Powers, nuclear

Level 4-5

Genocide, Holocaust, Concentration Camps, Anti-Semitism

Sentence Starters:

Level 1

1. An agreement between groups or nations is a _____.
2. A group of people joined together for a common purpose is an _____.
3. A _____ is a person who is not in the military.

Level 2-3

1. A _____ is a person who values the state over the individual.
2. A period of low business activity and high unemployment is known as a _____.
3. The alliance of Germany Italy and Japan during World War 2 was called the _____.
4. The _____ consisted of Great Britain, France, and the United States during World War 2.

Level 4-5

1. An attempt to kill everyone of a certain race or religious group is _____.
2. The _____ was Hitler's attempt to kill as many Jews in Europe as possible.
3. A prison camp for people during World War 2 was called a _____.
4. Those who were prejudiced against Jews during World War 2 were _____.

World History: World War 2

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1

- Matching vocabulary quiz.
- Create maps identifying the Central and Allied powers

Level 2-3

- Research one new weapon and write a summary of why it was important.
- Create a map showing the location of the major battles of WWI.

Level 4-5

- Students will use a graphic organizer to compare and contrast the Allied and Central Powers.
- Students will create a before and after map of Europe and in an oral presentation explain how Europe has been changed by WWI.

World History: Latin America Since 1945

Connecticut Frameworks Content Standard:

6) Content Knowledge. Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Connecticut Frameworks Performance Standards (CSDE):

1.3.21 Analyze conflict and cooperation in world affairs.

1.8.39 Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems.

1.7.40 Analyze the relationship between national governments and international organizations.

1.9.48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.

Essential Questions

1. How did conflicts in Latin America lead to a rise in dictatorships?
2. How did democracy return to Latin America?
3. What were some key social trends in post-World War II Latin America?
4. What is the role of the Catholic Church in Latin America?

Big Ideas

1. A struggle for independence from foreign influence created conflict in many Latin American countries. This struggle led to civil war, military coups and a rise in dictatorships.
2. Democracy returned to Latin America when military leaders were forced to relax restrictions to obtain loans from foreign nations and when pro-democracy groups encouraged political opposition and voted out dictatorships.
3. Two key social trends in Latin America after World War II were a large gap between rich and poor and an increase in urbanization.
4. Catholic missionaries were among the first Europeans to inhabit Latin America and remain one of the groups that address the social inequalities in the region.

Learning Objectives

The Student will:

Language Objectives

The Student will:

World History: Latin America Since 1945

Level 1

- Locate on a map the countries of Latin America.
- Identify the style of government in each country.
- Label major geographical land marks for each Latin American country on a map.

Level 2-3

- Level 1 Objectives plus
- Identify the religious and economic influences in each Latin American country.
- Explain the significant historical events for each Latin American country since World War Two.

Level 4-5

- Level 1 and 2 objectives plus
- Students will compare political and economic systems of each Latin American country.
- Identify the social difference/similarities between each Latin American country.

Level 1

- Given the key terms, student identifies and verbally repeats term.
- Explain using a complete sentence key geographical differences between Latin American nations

Level 2-3

- While identifying Latin American countries on a map, the student will verbally state the political system used to control each nation.
- Write one paragraph explaining the economic system used in a Latin American country.

Level 4-5

- Verbally compare advantages and disadvantages of two Latin American nations
- Explain the changes in Latin American culture following World War Two.

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

Level 1

- Identify the nations of Latin America.

Level 2-3

- Provide charts for organizing various Latin American countries and their

Level 4-5

- Provide graphic organizers such as a t-chart.

World History: Latin America Since 1945

- Introduce political, economic and social characteristics of Latin American nations.
- Introduce vocabulary associated with the region: dictatorship, civil war, and revolution.

political characteristics.

- Provide visuals of maps for students to create their own.

- Discuss and provide information economic and social differences between each Latin American nation.

Key Terms:

Level 1

tariff, refuge, rainforest, Andes Mountains, Amazon

Level 2-3

Environment, Immigration,

Level 4-5

Global Warming, Good Neighbor Policy,

Sentence Starters:

Level 1

1. The _____ is a tropical region located in South America, mostly in Brazil.
2. A tax that countries put on goods they import is a _____.
3. A _____ is shelter or protection from danger.

Level 2-3

1. The _____ is the land, sea and air of our world.
2. The act of coming into a country or region to live there is _____.

Level 4-5

World History: Latin America Since 1945

1. The heating up of Earth from the burning of wood, coal, oil or gasoline creates _____.
2. The _____ said that the United States would not interfere with Latin America affairs.

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.
Teachers will assess and provide feedback to students about the following:

Level 1

- Matching quiz on each nation with its political and economic system.
- Create maps identifying the location of geographical landmarks and location of each Latin American nation.

Level 2-3

- Oral identify the capitol of each Latin American nation.
- Research one Latin American country and create a power point that explains that nations political, social and economic systems.

Level 4-5

- Students will use a graphic organizer to compare and contrast two Latin American countries.
- Students will create a travel brochure which highlights the major attractions of a Latin American country including its geographical, social, cultural and political points of interest.



Bristol Public Schools

SCHOOL COUNCILING CURRICULUM

Grades 6 - 12

Revised August 2012

DRAFT

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS



Bristol Public Schools

DEPARTMENT: School Counseling

COURSE: Comprehensive School Counseling Program

COURSE DESCRIPTION: The comprehensive school counseling program covers academic, career, and personal/social related content areas and is provided to all students grades six through twelve. The curriculum is developmentally appropriate and is presented to students through various instructional methods, including individual, classroom, small group instruction and in collaboration with a variety of stakeholders.

DEPARTMENT GOALS:

Through a planned and developmentally appropriate curriculum, Bristol Public Schools strives to educate each student in conjunction with the Common Core State Standards in Connecticut. The goal of the curriculum is to help all students achieve the desired competencies. Content and skill development are delivered through systematic, structured lessons and activities throughout the year in collaboration with classroom teachers and other related school personnel.

For school counseling, the focus will be on the following domains:

- Academic
- Career
- Personal/Social

Counselors will support students in these domains by assisting them to develop the following skills:

Academic:

- The student will acquire the attitudes, knowledge, aptitudes, and skills that contribute to effective learning in school.
- The student will employ strategies to achieve success in school.
- The student will understand the relationship of academics to the world of work and to life at home and in the community.

Career:

- The student will acquire the skills necessary to investigate the world of work in relation to knowledge of self and to make career choices.
- The student will employ strategies to achieve future career success and satisfaction.
- The student will understand the relationship between personal qualities, education, and training and the world of work.

Personal Social:

- The student will acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.
- The student will make decisions, sets goals, and takes action.
- The student will understand safety and survival skills

DEPARTMENT PHILOSOPHY:

The School Counseling Department philosophy is predicated on the belief that each student is a unique, developing, capable individual who will learn from a variety of experiences, both in and out of the classroom, so as to grow personally, socially and educationally. School counselors will provide a comprehensive school counseling program which assists and supports all students in acquiring the necessary skills, knowledge, and experiences to succeed as productive members of society. In addition to disseminating necessary and important educational and career information, the program seeks to promote each student's desire to maximize his/her potential.

The school counseling program is an integral part of the total education program which implements 21st century learning expectations to promote effective problem solving and life planning skills in an ever changing global society. The school counseling program supports the development of plans that lead to student success.

21st century learning skills requires that educators and students interact with technology. Bristol's school counseling program incorporates technology as a means of providing the most up to date information, resources and links for students and their stakeholders.

PHILOSOPHY OF INSTRUCTION

The school counseling curriculum is delivered through individual, classroom, and small group instruction. Methods of instruction include experiential learning, use of technology, group discussion, individual counseling, skills assessments, interest inventories, personal analysis/reflection, and evening programs.

PHILOSOPHY OF ASSESSMENT

The nature of the school counseling program does not easily lend itself to traditional methods of assessment. Proficiency of student competencies are determined based on a variety of methods.

To determine proficiency of student competencies, *counselors will*:

- Meet with students individually
- Observe students in classroom and/or social settings
- Review academic and test data
- Consulting with stakeholders
- Examine individual student plans for success

Students will demonstrate proficiency in a particular area when they:

- Independently complete assigned tasks
- Attend evening programs and other events offered throughout the school year
- Maintain high academic standards
- Independently demonstrate use of acquired skills

Assessment results from electronic and a variety of other sources are used by the student and school counselor to determine necessary interventions, an appropriate plan of study, and next steps towards a student's future goals.

BACKGROUND AND ACKNOWLEDGEMENTS

The Bristol School Counseling Curriculum (formerly known as the Guidance Curriculum) was last revised in 2005, prior to the adoption and implementation of the state and national school counseling standards (2008 & 2011). Since 2005 Bristol has experienced many programmatic changes including a shift to a developmental guidance curriculum. These changes, combined with a greater emphasis on student data and based on standards in career, academic, and personal/social development to promote and enhance the learning process for all students has necessitated a revision to the curriculum.

The changes in the curriculum were made to reflect the evolving needs of our students, community, and rapidly advancing technological world.

The standards included in this document reflect the state and national standards incorporated in the *CT Comprehensive School Counseling Program Development, CT State Department of Education (2008)* and the American School Counselor Association (ASCA) *National Standards for Students (2011)*. The curriculum is organized beginning with grade six. Grades 7-8, 9-10, and 11-12 have been combined as there is overlap between the grades relative to activities that are required at each level.

The curriculum focuses on key student competencies based on ASCA national standards. The standards shift the focus from a traditional service-provider model to a program model that defines what students “will know and be able to do” as a result of participating in the comprehensive program. The purpose of the school counseling program is to foster academic, personal/social, and career development for students.

The revised curriculum is the result of the efforts of the entire school counseling department as all members worked on some aspect of the document. The follow staff members provided the leadership and the majority of the work in the development of this document.

Writing Committee: Sheri Amara, Daniel Cocchiola, Michelle Kalfayan, Elizabeth Santos, Jennifer Tulacro, Erin Winninger, and Elizabeth Rossier (School Counselor Intern).

SUBJECT Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 1 SKILLS FOR LEARNING (Academic)		
Connecticut Frameworks Performance Standards (CSDE) <i>Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Name and services of school counselor • Support systems (academic/interpersonal issues) • When situations may require help • Components of positive learning environment, ability to work in a group • Effective listening (in school environment) • Self interests, skills and abilities 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Identify • Ask • List • Demonstrate • Explore 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the ability to perform successfully in school, and in the broader community.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What skills, knowledge and attitudes are needed to be an effective learner in the school and across the life span?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • A1.5-6.1 Demonstrate competence and confidence as a learner. • A1.5-6.2 Describe the importance of taking responsibility for a decision • A1.5-6.3 Develop a broad range of interests and abilities. • A1.5-6.4 Use communications skills to know when and how to ask for help when needed. • A1.5-6.5 Identify situations when they need to ask for the help of an adult. • A1.5-6.6 Demonstrate effective listening skills in the learning environment. • A1.5-6.7 Demonstrate the skills for becoming capable individuals. 	<ul style="list-style-type: none"> • Activities to facilitate transition. • Group and individual opportunities for students to identify and locate support systems with the schools. • Providing a list of support services within the school & community. • Participation in role playing based on presenting problem. • Individual, small group and/or classroom activities where students will identify important components that enhance the learning environment. • Instruction on organizational skills and the use of a planner. • A review of active listening strategies and listening road-blocks. 	<ul style="list-style-type: none"> • Have students complete survey. • Directly connect objective to assessment. • Conference with students. • Utilize various writing activities. • Perform classroom observations • Receive individual teacher reports and/or attend team meetings. • Observe active student involvement. • Consult/conference with teachers and review teacher reports. • Begin to develop electronic portfolios with students.

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 2		
SCHOOL SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE)		
<i>Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Steps (decision-making process) • Impact of positive thinking (school learning situation) • Discussion; strategies (meeting challenges) • Impact; pressure; stress (problem solving) • Organization, time management relative to homework • Responsibility for own learning • Interests, skills and abilities 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • List • Analyze • Apply • Participate • Develop 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will prepare myself academically to choose from a range of choices following graduation.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • A2.4.5-6.1 Develop a plan for completing homework assignments. • A2.5-6.2 Analyze the relationship between academic performance to future educational choices. • A2.5-6.3 Understand that decision making involves risks, benefits and consequences. • A2.5-6.4 Examine the impact of pressure and stress on problem solving. • A2.5-6.5 Describe their interests, aptitudes and abilities. • A2.5-6.6 Explore education and work options in relationship to interests and values. • A2.5-6.7 Discuss strategies for meeting the challenges of the middle school environment. 	<ul style="list-style-type: none"> • Reviewing the steps in a decision-making process • Brainstorming choices and discussing consequences • Providing examples of learning objectives • Allowing for practice. • Reviewing Report Cards/Progress Reports and Office/Teacher Referrals. • Individual and small group counseling. • Individual and classroom discussions. 	<ul style="list-style-type: none"> • Follow-up with individual students • Observe and monitor active student involvement/engagement and behavior. • Review Report Cards/Progress Reports. • Survey students and/or request student feedback on a variety of topics

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 3 ACADEMICS TO LIFE SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE) <i>Understand the relationship of academics to the world of work and to life at home and in the community.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Interests (school subjects & careers) • Skills; occupations • Healthy choices • Good decision making 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Explore • Describe • Identify • Develop 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will analyze the influence of academics to my many life roles</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What is the relationship of academics to the world of work and to life at home and in the community?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • A3.5-6.1 Discuss how inappropriate choices can compromise community living. • A3.5-6.2 Explore the relationship between educational goals in elementary school and career planning. • A3.5-6.3 Explore interests as they relate to school subjects. • A3.5-6.4 Identify skills used in school to skills required for jobs in the community. • A3.5-6.5 Describe skills needed in a variety of jobs. • A3.5-6.6 Discuss reasons why employers reject job applicants. • A3.5-6.7 Demonstrate cooperation. • A3.5-6.8 Describe the skills and responsibilities of good citizenship. 	<ul style="list-style-type: none"> • Individual and small group counseling. • Individual and classroom discussions. • Provide small group and classroom visits to administer various personal/career interest inventories. 	<ul style="list-style-type: none"> • Implement electronic portfolio • Have students complete inventories. • Review inventories with students.

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 4 INVESTIGATE CAREERS (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>		
Unwrapped Performance Standards		
Concepts: Need to know:		Skills: Need to be able to:
<ul style="list-style-type: none"> • Career options • Awareness of Career Clusters • Required skills 		<ul style="list-style-type: none"> • Research • List • Demonstrate
Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the skills to make career choices in relation to knowledge of myself and knowledge of the world of work.		
Essential Questions <i>Teacher's guiding questions</i> What skills are needed to investigate the world of work?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • C4.5-6.1 Explore the concept of career clusters and learn about jobs in those clusters. • C4.5-6.2 Assess academic strengths and weaknesses, interests and aptitudes. • C4.5-6.3 Study three jobs within a career cluster to determine needed skills, aptitudes and education background. • C4.5-6.4 List three jobs student would be interested in doing as an adult and indicate why. • C4.5-6.5 Describe skills for specific occupational groups. • C4.5-6.6 Research one career of choice. • C4.5-6.7 Learn about traditional and nontraditional careers. • C4.5-6.8 • Be aware of personal abilities, skills, interests and motivations 	<ul style="list-style-type: none"> • Student participation in group and individual discussions based on interest inventories. • Provision of group and individual discussion. • Provision of resources to identify and define the career clusters. 	<ul style="list-style-type: none"> • Review progress of electronic portfolios with students. • Assist in updating electronic portfolios. • Have individual discussions with students to provide feedback.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 5 CAREER SUCCESS (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Employ strategies to achieve future career success and satisfaction.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Relationship between hobbies, activities, academic abilities and career choices • Interests, abilities, strengths & weaknesses • Career opportunities (awareness) • Value of rules • Goal setting 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Identify • Assess • Develop • Examine 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will apply strategies to achieve future career success and satisfaction.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What skills are needed to achieve future career success and satisfaction?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • C5.5-6.1 Demonstrate awareness of the education and training needed to achieve career goals. • C5.5-6.2 Develop an awareness of career opportunities. • C5.5-6.3 Examine the value of rules in school and in the workplace. • C5.5-6.4 State five personal and academic goals student would like to achieve within five years. • C5.5-6.5 Understand that work is an important and satisfying means of personal expression. • C5.5-6.6 Identify personal preferences and interests that influence career choices and success. • C5.5-6.7 Understand the importance of lifelong learning and acquiring new skills. 	<ul style="list-style-type: none"> • Group and individual opportunities to complete selected interest inventories. • Group and/or individual discussions pertaining to learning objectives. 	<ul style="list-style-type: none"> • Maintain electronic portfolio with students. • Conduct classroom observations. • Have individual discussions with students to exchange feedback.

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 6 RELATIONSHIP BETWEEN SCHOOL AND WORK (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Understand the relationship between personal qualities, education, and training in the world of work.</i>		
Unwrapped Performance Standards		
Concepts: Need to know:		Skills: Need to be able to:
<ul style="list-style-type: none"> • Relationship between information and options • Relationship between interests/values, abilities, and careers • Career resources 		<ul style="list-style-type: none"> • Discuss • Identify • Classify
Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate knowledge of the factors involved in career decision making.		
Essential Questions <i>Teacher's guiding questions</i> What is the relationship between personal qualities, education and training, and the world of work?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • C6.5-6.1 Classify individual interests and abilities as they relate to career goals. • C6.5-6.2 Demonstrate how gaining more information about careers increases options. • C6.5-6.3 Identify personal preferences and interests which influence career choices and success. • C5.5-6.4 Classify interests and abilities as they relate to career goals. • C5.5-6.5 Identify personal values important to career choice. • C6.5-6.6 Gain knowledge of the world of work through career resource information. • C6.5-6.7 Demonstrate knowledge of interests, skills and aptitudes. 	<ul style="list-style-type: none"> • Selected interest/values inventories. • Group and/or individual opportunities for students to discuss inventory results. • Role-play and/or engage in scenario discussion. 	<ul style="list-style-type: none"> • Review results of interest/values inventories. • Have individual discussions with students to provide feedback.

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 7 RESPECT SELF AND OTHERS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) <i>Acquire the knowledge, attitudes and interpersonal skills to help understand and respect self and others.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Conflict resolution process • Interests, likes, dislikes (perception) • Positive ways to respond to negative comments • Factors influencing healthy relationships • Nonverbal forms of communication • Nonverbal expression of feelings • Actions affect others. 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Describe • Assess • Explore and respond • Summarize • Discuss and review • Illustrate 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will acquire the attitudes, knowledge, and interpersonal skills to help me understand and respect myself and others.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What is needed to understand self and respect self and others?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • P/S7.5-6.1 Learn what actions and words communicate about them. • P/S7.5-6.2 Summarize positive ways to respond to negative comments. • P/S7.5-6.3 Express feelings in a socially acceptable manner. • P/S7.5-6.4 Demonstrate effective listening skills. • P/S7.5-6.5 Illustrate three forms of nonverbal communication. • P/S7.5-6.6 Demonstrate how people's actions and behavior affect others. • P/S7.5-6.7 Learn the conflict resolution process. • P/S7.5-6.8 Identify values, attitudes and beliefs. • P/S7.5-6.9 Recognize personal boundaries and privacy rights. 	<ul style="list-style-type: none"> • Individual and small group counseling. • Classroom activities. • Mediation as needed. 	<ul style="list-style-type: none"> • Monitor through classroom and teacher observations • Conference with teachers on their observations • Follow up to review student practice and provide feedback. • Observe students' interactions with others.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 8 GOAL SETTING/GOAL ATTAINMENT SKILLS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) <i>Make decisions, set goals, and take necessary action to achieve goals.</i>		
Unwrapped Performance Standards		
Concepts: Need to know:		Skills: Need to be able to:
<ul style="list-style-type: none"> • Relevance of school tasks & present and future goals • Personal/interpersonal decisions (peer pressure) • The decision making/problem solving process • Coping skills 		<ul style="list-style-type: none"> • Recognize • Apply • Evaluate • Develop
Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the ability to make decisions, set goals, and to take necessary action to achieve the goals.		
Essential Questions <i>Teacher's guiding questions</i> What are the necessary steps for decision making and goal attainment?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • P/S8.5-6.1 Demonstrate an understanding of the steps in the decision making process. • P/S8.5-6.2 Identify an academic/personal goal and steps in the decision-making process to achieve it. • P/S8.5-6.3 Analyze when peer pressure is influencing a decision. • P/S8.5-6.4 Develop effective coping skills for dealing with problems. • P/S8.5-6.5 Increase the capacity to generate alternatives for problem solving. • P/S8.5-6.6 Analyze ability to use the decision making process. • P/S8.5-6.7 Evaluate some personal decisions they have made. 	<ul style="list-style-type: none"> • Classroom activities. • Implementation of goal setting strategies. • Individual and small group counseling. 	<ul style="list-style-type: none"> • Review progress reports and report cards. • Conference with teachers. • Have discussion with students regarding progress towards goals.

SUBJECT		
Grade 6 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 9 SURVIVAL AND SAFETY SKILLS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE): <i>Understand safety and survival skills.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Appropriate & inappropriate methods of expressing emotions • Assertiveness vs. aggressiveness • Harassment (definition/consequences) and conflict resolution strategies • Impact of peer pressure • Risks of substance use/abuse. • School and community resources 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Differentiate • Understand • Examine • Identify • Utilize 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the proper application of safety and survival skills to my personal and physical well-being.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What are safety and survival skills for students?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • P/S9.5-6.1 Demonstrate effective communication. • P/S9.5-6.2 Apply components of assertiveness training. • P/S9.5-6.3 Identify school and community resources for assistance with personal concerns. • P/S9.5-6.4 Demonstrate effective ways to deal with peer pressure. • P/S9.5-6.5 Demonstrate knowledge of the emotional and physical dangers of substance use and abuse. • P/S9.5-6.6 Describe harassment and how it is addressed in school settings. • P/S9.5-6.7 Demonstrate how to apply conflict resolution skills. • P/S9.5-6.8 Learn difference between assertiveness and aggressiveness. 	<ul style="list-style-type: none"> • Individual and small group counseling. • Mediation (as needed). • Classroom activities. • Referrals to outside resources (as needed). 	<ul style="list-style-type: none"> • Observe students interacting with others. • Review discipline referrals. • Conduct school climate surveys. • Consult with classroom teachers.

SUBJECT		
<i>Grade 7/8 School Counseling Curriculum</i>		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 1		
<i>SKILLS FOR LEARNING (Academic)</i>		
Connecticut Frameworks Performance Standards (CSDE)		
Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Organization, homework, test-taking skills • Time/task management skills/techniques • Positive behavior and motivation • Ability to work cooperatively • Dependability, productivity, and initiative • Understanding of personal strengths and weaknesses 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Implement • Apply • Demonstrate 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the ability to perform successfully in school and in the broader community.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?</p>		
<p>Learning Objectives The students will be able to:</p>	<p>Instructional Strategies School counselors will instruct through:</p>	<p>Assessments/Common Learning Experiences School Counselors will:</p>
<ul style="list-style-type: none"> • A1.7-8.1 Implement effective organizational study and test-taking skills. • A1.7-8.2 Use time management skills in addressing school responsibilities • A1. 7-8.3 Demonstrate how effort and persistence positively affect learning. • A1. 7-8.4 Demonstrate the ability to work cooperatively in a group. • A1.7-8.5 List behaviors that lead to successful learning in school. • A1.7-8.6 Demonstrate understanding of their strengths and weaknesses in planning a high school plan of study. 	<ul style="list-style-type: none"> • Supporting students on an individual basis (e.g., peer tutoring, motivational reinforcements, and conferencing). • Collaborating with teachers to meet the needs of students. • Individual counseling. • Classroom activities. • Parent consultation. 	<ul style="list-style-type: none"> • Review progress reports and report cards • Review teacher reports • Conference with students, teachers, and families. • Continue developing electronic portfolio.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 2		
SCHOOL SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE)		
<i>Complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> Relationship: academics to future Decision-making skills Cooperative learning skills Courses that reflect abilities, goals, and grade reports Independence managing school responsibilities High school expectations and requirements 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> Be aware Apply Demonstrate Review Select 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will prepare myself academically to choose from a range of choices following graduation.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> A2.4.7-8.1 Describe personal attitudes and beliefs. A2.7-8.2 Identify ways decisions about education and work relate to other major life decisions. A2.7-8.3 Describe how stereotypes and discrimination behaviors may limit opportunities in certain occupations. A2.7-8.4 Apply critical thinking and decision making skills in academic situations. A2.7-8.5 Explore short- and long-term goal setting and attainment plan. A2.7-8.6 Demonstrate independence in managing school responsibilities. A2.7-8.7 Select high school courses that reflect abilities, goals and graduation requirements. 	<ul style="list-style-type: none"> Individual counseling. Classroom activities. Transition activities. 	<ul style="list-style-type: none"> Monitor students' academic performance. Conference with students on the relationship between their decisions and their grades. Review report cards. Monitor cooperative learning skills in the classroom. Conference with teachers on observations. Assist with 9th grade course selection.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 3 ACADEMICS TO LIFE SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE) <i>Understand the relationship of academics to the world of work and to life at home and in the community.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Connections between educational performance and career options. • Personal attributes to realistic educational goals • School and community activities (matching goals and future interests) 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Understand • Relate • Select 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will analyze the influence of academics to my many life roles.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What is the relationship of academics to the world of work and to life at home and in the community?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • A3.7-8.1 Elect to participate in school and community activities that match goals and future interests. • A3.7-8.2 Describe the benefits of completing high school and education beyond graduation. • A3.7-8.3 Relate personal attributes to realistic educational goals • A3.7-8.4 Explain the relationship between learning in school and future goals. • A3.7-8.5 Understand how work relates to the needs of the individual and society. • A3.7-8.6 Identify community workers and their roles. • A3.7-8.7 Determine the benefits of volunteering inside and outside the school. 	<ul style="list-style-type: none"> • Individual and group counseling. • Classroom activities. • Service learning opportunities. 	<ul style="list-style-type: none"> • Conference with students. • Review teacher reports.

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 4 INVESTIGATE CAREERS (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Acquire the skills to investigate the world of work in relation to knowledge of self and to make informal career decisions.</i>		
Unwrapped Performance Standards		
Concepts: Need to know:		Skills: Need to be able to:
<ul style="list-style-type: none"> • Career options and postsecondary requirements • Interest inventories • Awareness of job classifications • Sex role stereotyping in career planning • Relationship between careers and high school subjects 		<ul style="list-style-type: none"> • Investigate • Complete • Demonstrate • Explore
Big Ideas <i>Student's statements of enduring ideas</i>		
I will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.		
Essential Questions <i>Teacher's guiding questions</i>		
What skills are needed to investigate the world of work?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • C4.7-8.1 Take a career interest inventory. • C4.7-8.2 Demonstrate knowledge of how careers/jobs are classified. • C4.7-8.3 Research a number of career options based on a career interest survey. • C4.7-8.4 Investigate the implications of sex role stereotyping in career planning. • C4.7-8.5 Investigate a career option by interviewing a worker in the selected career field. • C4.7-8.6 Study postsecondary education requirements of a selected number of career fields. • C4.7-8.7 Describe the relationship between career interests, high school course selection and postsecondary education option 	<ul style="list-style-type: none"> • Classroom activities/discussion. • Guided use of library resources. • Review of career clusters/job classifications. • Individual planning. • Use of digital tools for planning and exploration. 	<ul style="list-style-type: none"> • Review career interest inventories with students. • Consult with students on their career interests. • Continue developing electronic portfolios with students.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 5 CAREER SUCCESS (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Employ strategies to achieve future career success and satisfaction.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Interest-driven success plan • Knowledge of high school academic and vocational programs • Resources for investigating careers • Skills and personal qualities 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Develop • Investigative • Demonstrate • Utilize • Assess 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will apply strategies to achieve future career success and satisfaction.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What skills are needed to achieve future career success and satisfaction?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • C5.7-8.1 Explore high school opportunities for future career preparation. • C5.7-8.2 Demonstrate knowledge of academic and vocational programs offered in the high school. • C5.7-8.3 Demonstrate knowledge of resources for investigating career interests. • C5.7-8.4 Identify personal skills, interests and abilities and relate them to current career choices. • C5.7-8.5 Choose secondary courses that support their interests, abilities and future goals for education, training or work. • C5.7-8.6 Demonstrate awareness of the education and training needed to achieve career goals. 	<ul style="list-style-type: none"> • Classroom/computer lab activities. • Individual planning. • Role playing. 	<ul style="list-style-type: none"> • Continue to develop electronic portfolios with students. • Meet with students to provide opportunities for feedback.

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 6 RELATIONSHIP BETWEEN SCHOOL AND WORK (Career)		
Connecticut Frameworks Performance Standards (CSDE) <i>Understand the relationship between personal qualities, education and training and the world of work.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Student responsibilities • Educational planning • Self-assessment • Career pathways • Relationship between education, work, and life decisions • Relationship between career planning/life choice 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Understand • Implement • Identify • Explore 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate knowledge of the factors involved in career decision making.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What is the relationship between personal qualities, education and training, and the world of work?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • C 6.7-8.1 Describe how continued learning enhances the ability to achieve goals. • C 6.7-8.2 Describe how interests and skills relate to the selection of high school courses. • C6.7-8.3 Match personal interests and abilities to career pathways. • C6.7-8.4 Demonstrate an understanding of the importance of personal skills and attitudes to job success. • C6.7-8.5 Identify career information resources. • C6.7-8.6 Demonstrate skills in using school and community resources and the Internet to learn about careers. • C6.7-8.7 Gain knowledge of skills, personal qualities and education to achieve goals. 	<ul style="list-style-type: none"> • Classroom activities. • Group and individual discussion. • Career assessments/inventories. 	<ul style="list-style-type: none"> • Continue to review students' electronic portfolios. • Meet with students to review progress.

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 7 RESPECT SELF AND OTHERS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) <i>Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Qualities of healthy relationships • Respect for others • Effective communication • Relationship between personal beliefs and behavior • Importance of community involvement 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Develop • Identify • Investigate • Understand 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will acquire the attitudes knowledge and interpersonal skills to help me understand and respect myself and others.</p> <p>Essential Questions <i>Teacher's guiding questions</i> What is needed to understand self and respect self and others?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will:</i>
<ul style="list-style-type: none"> • P/S7.7-8.1 Summarize the factors influencing positive friendships. • P/S7.7-8.2 Demonstrate an awareness of the negative aspects of cliques. • P/S7.7-8.3 Demonstrate skills for effectively interacting with others. • P/S7.7-8.4 Personal attitudes and beliefs that influence behavior. • P/S7.7-8.5 Investigate ways to volunteer and/or help others in school or the community. • P/S7.7-8.6 Demonstrate cooperative behavior in groups. • P/S7.7-8.7 Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization. 	<ul style="list-style-type: none"> • Role playing. • Classroom activities. • Individual and small group counseling. • By providing students with a list of school/community resources. 	<ul style="list-style-type: none"> • Observe active student involvement. • Consult/conference with teachers. • Monitor office referrals. • Have students complete self-evaluations. • Conference with students.

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 8 GOAL SETTING & ATTAINMENT (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) <i>Make decisions, set goals and take necessary action to achieve goals.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Knowledge of self (e.g., values, beliefs) as applied to goal setting and decision making • Criteria for decision making • Available resources for decision making • Importance of goal setting 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Recognize • Analyze • Apply/Use • Demonstrate • Understand 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the ability to make decisions, set goals, and to take necessary action to achieve my goals.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What are the necessary steps for decision making and goal attainment?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • P/S8.7-8.1 Set a short- and long-term goal. • P/S8.7-8.2 Develop an increased sense of self as a basis for decision making. • P/S8.7-8.3 Demonstrate the ability to seek relevant information for effective decision making. • P/S8.7-8.4 Apply criteria to information to judge its usefulness in decision making. • P/S8.7-8.5 Locate sources of information for decision making in school and community. • P/S8.7-8.6 Demonstrate independence in decision making and problem solving. • P/S8.7-8.7 Evaluate progress of personal and social growth during middle school. 	<ul style="list-style-type: none"> • Classroom activities. • Individual and small group counseling. • Use of digital tools for goal setting and tracking. 	<ul style="list-style-type: none"> • Consult/conference with individual students as needed. • Review students' electronic portfolios.

SUBJECT		
Grade 7/8 School Counseling Curriculum		
TOPIC: Connecticut Frameworks Content Standard: (CSDE) 9 SURVIVAL AND SAFETY SKILLS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) <i>Understand safety and survival skills.</i>		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Conflict resolution strategies • Coping skills • Importance of being responsible members of a group (school & community) • Responsible behavior in school community • Referral resources 	<p>Skills: Need to be able to:</p> <ul style="list-style-type: none"> • Demonstrate • Discuss • Recognize • Understand • Identify 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will demonstrate the proper application of safety and survival skills to my personal and physical well-being.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What are safety and survival skills for students?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will:</i></p>
<ul style="list-style-type: none"> • P/S9.7-8.1 Understand the need for self-control and practice it. • P/S9.7-8.2 Use conflict resolution skills to resolve issues. • P/S9.7-8.3 Identify referral options for self and others in need. • P/S9.7-8.4 Demonstrate responsible behavior in the school community. • P/S9.7-8.5 Identify what triggers anger. • P/S9.7-8.6 Demonstrate appropriate ways to respond to anger. • P/S9.7-8.7 Describe rationale for acceptable and unacceptable school rules. • P/S9.7-8.8 Develop a greater understanding of their personality and temperament. 	<ul style="list-style-type: none"> • Individual and group counseling. • Provision of resources (school-wide literature, student handbook, brochures, etc.) • Mediation as needed. • Collaboration with school and community resources (e.g., SRO, truant officer, behavior interventionist, etc.) • Transition activities. 	<ul style="list-style-type: none"> • Monitor office referrals. • Observe/monitor student involvement/engagement. • Consult/conference with teachers to monitor students' use of safety and survival skills. • Follow up with individual students and families as needed.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 1 SKILLS FOR LEARNING (Academic)		
Connecticut Frameworks Performance Standards (CSDE)		
Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.		
Unwrapped Performance Standards		
<p style="text-align: center;">Concepts: Need to know:</p> <ul style="list-style-type: none"> • Goal Setting • Help (from counselor) • Reasons (having and meet deadlines) • Positive behavior and motivation • Responsibility for school success 	<p style="text-align: center;">Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Develop • Seek • Understand • Identify • Will be aware 	
Big Ideas		
<i>Student's statements of enduring ideas</i>		
We, as learners, will prepare ourselves academically to choose from a range of choices following graduation.		
Essential Questions		
<i>Teacher's guiding questions</i>		
What kind of academic preparation is essential to choose from a wide range of substantial post-secondary options, including college?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • A1.9-10- Demonstrate organizational and study skills needed for high school success. • A1.9-10.2 Investigate resources to help improve academic performance. • A1.9-10.3 Identify attitudes and behaviors that contribute to successful academic performance. • A1.9-10.4 Analyze their academic strengths and weaknesses. • A1.9-10.5 Set academic, career and personal goals and develop a four-year plan. • A1.9-10.6 List reasons for having and meeting deadlines. • A1.9-10.7 Apply techniques for reducing test anxiety. 	<ul style="list-style-type: none"> • Classroom presentation. • Grade 9 orientation. • Grade 9 assembly. • Individual meetings with students. • Grade 9 team meetings 	<ul style="list-style-type: none"> • Observe students following correct procedures. • Review grade 9 comprehensive guidance survey. • Consult/conference with teachers regarding students' work habits. • Review report card comments. • Monitor timely return of course selection cards by students.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 2		
SCHOOL SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE)		
Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Course availability/options • Network of support • Post-secondary options • Self-understanding & development • Education planning and choices • Consequences 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Develop • Understand • Research • Identify 	
Big Ideas		
<i>Student's statements of enduring ideas</i>		
As a learner, I will prepare myself academically to choose from a range of choices following graduation.		
Essential Questions		
<i>Teacher's guiding questions</i>		
What kind of academic preparation is essential to choose from a wide range of substantial post-secondary options including college?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • A2.9-10.1 Describe differences in middle and high school expectations and environments. • A2.9-10.2 Apply study skills necessary for academic success. • A2.9-10.3 Understand the concept of locus of control. • A2.9-10.4 Seek help from faculty and family that positively influences academic achievement. • A2.9-10.5 Use assessment results in educational planning. • A2.9-10.6 Develop a program of studies that maximizes academic achievement and ability. • A2.9-10.7 Identify postsecondary options consistent with goals, abilities and achievements. 	<ul style="list-style-type: none"> • Individual meetings with students. • Grade 9 assembly. • Grade 9 team meetings. • Grade 9 orientation. • Review of student handbook. • Review of program of studies. • Classroom based workshops. 	<ul style="list-style-type: none"> • Conference with students. • Review grade 9 comprehensive guidance survey. • Review electronic portfolio.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 3 ACADEMICS TO LIFE SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE) Understand the relationship of academics to the world of work and to life at home and in the community.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> Academic assignments Extra-curricular activities Family life/ Leisure time activities Successful transitioning through life stages Making connections between educational performance and career options 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> Balance Participate Research Demonstrate responsibility 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> Learners will analyze the influence of academics to their many life roles.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How does school help me lead a healthy and productive life?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> A3.9-10.1 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life. A3.9-10.2 Seek and undertake experiences within school and community that enhance coursework and support personal goals. A3.9-10.3 Understand the correlation between school success and the positive transition to community, postsecondary education and career path. A3.9-10.4 Identify personal responsibilities for planning future goals. A3.9-10.5 Demonstrate personal responsibility for researching postsecondary schools and careers. 	<ul style="list-style-type: none"> Individual meetings with students. Grade 9 orientation. Grade 9 assembly. Grade 9 team meetings. 	<ul style="list-style-type: none"> Communicate/consult with staff, parents and students. Monitor student eligibility for extracurricular activities. Monitor academic success.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 4		
INVESTIGATE CAREERS (Career)		
Connecticut Frameworks Performance Standards (CSDE)		
Identify what skills are needed to investigate the world of work		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Career/Community resources • Goal setting • Career readiness • Global workplace 		<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Be aware and use • Assess • Understand • Research
Big Ideas		
<i>Student's statements of enduring ideas</i>		
There are many skills I can use to investigate the world of work and how it effects me and my career choices.		
Essential Questions		
<i>Teacher's guiding questions</i>		
How will knowledge of self help me to make informed career choices?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • C4.9-10.1 Develop skills to locate, evaluate, and interpret career information. • C4.9-10.2 Apply decision-making skills to goal setting. • C4.9-10.3 Learn the importance of early academic planning to prepare for further education and career goals. • C4.9-10.4 Develop a plan of goals and strategies to implement them. • C4.9-10.5 Demonstrate knowledge of career resources in the school community. • C4.9-10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices. • C4.9-10.7 Pursue hobbies and extracurricular interest. • C4.9-10.8 Complete an interest inventory and analyze results. 	<ul style="list-style-type: none"> • Individual meetings with students. • Grade 9 orientation. • Grade 9 assembly. • Grade 9 team meetings. • Classroom workshops. 	<ul style="list-style-type: none"> • Conduct individual planning with students. • Monitor student participation in career assessments. • Review career assessment. • Review course selection with students. • Participate in informational interviews with students. • Review electronic portfolio. • Use technology based assessments.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 5		
CAREER SUCCESS (Career)		
Connecticut Frameworks Performance Standards (CSDE)		
Determine what skills are needed to achieve future career success and satisfaction.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> Usefulness of standardized testing and other assessments (in personal planning) Knowledge of career clusters Course options within the school Graduation plan/portfolio Career preparation Skills and personal qualities Interest driven success plan 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> Review Recognize Demonstrate Identify Develop Assessment 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I can use many strategies to bring about career success and satisfaction.</p> <p>Essential Questions <i>Teacher's guiding questions</i> How will school help me achieve career success?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> C5.9-10-1 Develop a four-year education/career planning portfolio. C5.9-10.2 Recognize the usefulness of standardized testing and other assessments in personal planning. C5.9-10.3 Review and modify the planning portfolio to reflect changing interests and goals. C5.9-10.4 Assess and modify academic programming in order to support career goals. C5.9-10.5 Pursue experiences with in the school to help the career decision-making process. C5.9-10.6 Identify possible outcomes of education and career choices. C5.9-10.7 Describe how the expectations of others affect career planning. 	<ul style="list-style-type: none"> Individual meetings with students. Classroom workshops. Team meetings. 	<ul style="list-style-type: none"> Conduct individual planning with students. Review electronic portfolio Monitor student participation in career assessments. Review career assessment. Review course selection with students. Participate in informational interviews with students. Collaborate with teachers.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 6 RELATIONSHIP BETWEEN SCHOOL AND WORK (Career)		
Connecticut Frameworks Performance Standards (CSDE) Identify the relationship between personal qualities education and training and the world of work.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Individual Career Goals • Job seeking skills • Post-secondary options/requirements • Student responsibilities • Educational planning • Self-assessment • Career Pathways 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Review • Enroll in • Develop • Identify • Understand 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> Learners will demonstrate knowledge of the factors involved in career decision making.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What is the relationship between personal qualities education and training and the world of work?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • C6.9-10.1 Enroll in subjects that support career aspirations. • C6.9-10.2 Describe personal strengths and weaknesses in relationship to postsecondary education and training requirements. • C6.9-10.3 Investigate educational and vocational options in relationship to interests, abilities, achievement and future goals • C6.9-10.4 Demonstrate skills and attitudes essential for a job interview. • C6.9-10.5 Demonstrate skills to complete a job application. • C6.9-10.6 Identify the requirements for postsecondary education programs of interest. 	<ul style="list-style-type: none"> • Individual meetings with students. • Technology based instruction/inventories. • Discussion of program of studies with student. 	<ul style="list-style-type: none"> • Review completion of course selection. • Review electronic portfolio. • Monitor completion of course selection. • Review Interest/inventory career choices.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 7 RESPECT SELF AND OTHERS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) What is needed to understand self and others		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Transition • Changing family roles • Team work/collaboration • Positive relationships • Respect for others • Effective communication 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Recognize • Be aware • Relay • Participate 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will learn to understand and respect myself and others.</p> <p>Essential Questions <i>Teacher's guiding questions</i> Why is it important to respect self and others? How does attitude effect relationships?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • P/S7.9-10.1 Recognize the impact of change and transition on their personal development. • P/S7.9-10.2 Analyze the impact of individual similarities and differences on interpersonal relationships. • P/S7.9-10.3 Understand the impact of cooperative effort. • P/S7.9-10.4 Demonstrate respect for cultural traditions and heritage. • P/S7.9-10.5 Demonstrate the use of the three basic components of communication. • P/S7.9-10.6 Identify changing personal and social roles. • P/S7.9-10.7 Identify and recognize changing family roles. • P/S7.9-10.8 Identify personal strengths 	<ul style="list-style-type: none"> • Grade 9 orientation. • Grade 9 assembly. • Grade 9 team meetings. • Grade 9 Parent Night. • Parent conferences. • Classroom workshops. • Individual meetings with students. 	<ul style="list-style-type: none"> • Conference with students. • Consult with students, parents and teachers. • Monitor student behaviors and interactions.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 8		
GOAL SETTING AND ATTAINMENT (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE)		
What are the necessary steps for decision and goal attainment		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Goal setting • Healthy choices • Time management • Self-awareness • Criteria for decision making • Outside influences on setting priorities 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Develop • Understand • Implement 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> As a learner, I will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> What are the necessary steps for decision making and goal attainment</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • P/S8.9-10.1 Practice personal responsibility for the consequences of choices made. • P/S8.9-10.2 Formulate challenging academic goals and plans to achieve them. • P/S8.9-10.3 Demonstrate the importance of setting priorities to goal achievement. • P/S8.9-10.4 Demonstrate effective time management skills. • P/S8.9-10.5 Describe how their attitudes and behaviors can positively or negatively affect goal setting and accomplishment. • P/S8.9-10.6 List several goals set during a given time and demonstrate the steps that led to the outcomes. 	<ul style="list-style-type: none"> • Individual and group meetings with students. • Faculty/parent/student collaboration. • Classroom workshops. 	<ul style="list-style-type: none"> • Observe students demonstrating an understanding of healthy alternate solutions to problems. • Conference with students. • Review electronic portfolio. • Monitor completion/success of goal setting.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 9 SURVIVAL AND SAFETY SKILLS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) Determine safety and survival skills for students		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Knowledge (community/school resources necessary for personal survival) • Influence of peer pressure • Communication and conflict resolution skills • Anger management • Self awareness 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Demonstrate • Identify • Research • Practice 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> Safety and survival skills are important.</p> <p>Essential Questions <i>Teacher's guiding questions</i> How do I stay safe in my community?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • P/S.9-10.1 Demonstrate responsible social skills including anger management. • P/S9-10.2 Be aware of referral options at the high school for self and others in need. • P/S9.9-10.3 Differentiate between situations requiring peer support and those requiring adult professional help. • P/S9.9-10.4 Recognize and deal effectively with peer pressure. • P/S9.9-10.5 Know school procedures for responding to harassment. • P/S9.9-10.6 Apply effective problem solving and decision making skills to make safe and healthy choices. • P/S9.9-10.7 Learn about and apply locus of control to stressful situations. 	<ul style="list-style-type: none"> • Faculty/parent/student collaboration. • Individual & group meetings with students. 	<ul style="list-style-type: none"> • Conduct grade 9 comprehensive guidance survey. • Observe students' daily interactions demonstrating responsible social skills including anger management.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 1 SKILLS FOR LEARNING (Academic)		
Connecticut Frameworks Performance Standards (CSDE) Determine what skills are needed to achieve future career success and satisfaction.		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Graduation requirements • Goal attainment • Test-taking strategies • Student achievement • Independently/cooperatively • Positive behavior and motivation • Responsibility for school success 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Understand • Communicate • Apply • Demonstrate 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> There are many attitudes and skills that can be used to effectively function in school.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How can I succeed in school?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • A1.11-12.1 Demonstrate responsibility for academic achievement. • A1.11-12.2 Apply test-taking strategies for standardized tests. • A1.11-12.3 Take responsibility for their actions. • A1.11-12.4 Take pride in work and in achievement. • A1.11-12.5 Use communications skills to know when and how to ask for help when needed. • A1.11-12.6 Meet graduation requirements. • A1.11-12.7 Apply strategies to fulfill education and career goals outlined in their individual learning plan. • A1.11-12.8 Identify attitudes and beliefs that lead to successful learning and living. 	<ul style="list-style-type: none"> • Classroom workshops. • Individual meetings with students. • SAT preparation opportunities. • Opportunities for work-based/community experiences. 	<ul style="list-style-type: none"> • Observe students following correct procedures. • Consult/conference with teachers regarding students' work habits. • Review report card comments. • Monitor timely return of course selection cards by students. • Review electronic portfolio.

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 2		
SCHOOL SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE)		
Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Graduation requirements • Appropriate courses • Correlation between classroom performance and success • Self understanding and development • Educational planning and choices • Consequences 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Review • Select • Identification • Problem solve/Decision make • Understand • Learn 	
Big Ideas		
<i>Student's statements of enduring ideas</i>		
As a learner, I will prepare myself academically to choose from a range of choices following graduation.		
Essential Questions		
<i>Teacher's guiding questions</i>		
What kind of academic preparation is essential to choose from a wide range of substantial post-secondary options, including college?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • A2.11-12.1 Implement strategies to achieve postsecondary goals. • A2.11-12.2 Explore the many options to pursue following graduation. • A2.11-12.3 Identify and access resources to pursue postsecondary goals. • A2.11-12.4 Use problem solving skills to assess progress toward educational goals. • A2.11-12.5 Demonstrate an understanding of what influences the decision-making process. • A2.11-12.6 Demonstrate the motivation to achieve individual potential. • A2.11-12.7 Meet graduation requirements. • A2.11-12.8 Become self-directed, independent learners. 	<ul style="list-style-type: none"> • Classroom workshops. • Individual meetings with students. • Opportunities for work-based/community experiences. 	<ul style="list-style-type: none"> • Review grades and teacher comments. • Observe students demonstrating effective listening and communication skills. • Review community site supervisor evaluation form. • Review student discipline record.

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 3 ACADEMICS TO LIFE SUCCESS (Academic)		
Connecticut Frameworks Performance Standards (CSDE) Understand the relationship of academics to the world of work and to life at home and in the community.		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Graduation requirements • Appropriate courses • Progress to goals • Post-secondary options • Successful transitioning through life stages • Making connections between educational performance and career options 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Review • Select • Identify • Problem solve/Decision make • Understand • Learn 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> There are many strategies I can use to be successful in school.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How can I succeed in school?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • A3.11-12.1 Understand how school success and academic achievement enhance future career and vocational opportunities. • A3.11-12.2 Understand that school success is the preparation to make the transition from student to community member. • A3.11-12.3 Demonstrate an understanding of the value of lifelong learning. • A3.11-12.4 Be aware of the characteristics of a college environment especially as it differs from high school. • A3.11-12.5 Understand the similarities and differences of school environment and the world of work. 	<ul style="list-style-type: none"> • Individual meetings with student. • Classroom workshops. • Available technology. • Meetings with post-secondary representatives. • Post-secondary parent meeting/booklet and communications. • Available technology to perform career and college searches. 	<ul style="list-style-type: none"> • Monitor course selection by students. • Review junior post-secondary workshop survey. • Review transcripts and eligibility with students. • Review Standardized test results. • Monitor academic performance. • Review program of studies booklet.

SUBJECT		
Grade Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 4 INVESTIGATE CAREERS (Career)		
Connecticut Frameworks Performance Standards (CSDE) Identify what skills are needed to investigate the world of work		
Unwrapped Performance Standards		
<p>Concepts: Need to know:</p> <ul style="list-style-type: none"> • Personal Abilities, Skills, Interests • Values (as they relate to career options) • Career readiness • Career resources • Global workplace • Time management 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Be aware and use • Become aware • Locating and evaluating • Understanding • Utilize 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will learn how to investigate the world of work in relationship to self and career choices.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How will self-knowledge help me to make post-secondary plans?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • C4.11-12.1 Assess strengths and weaknesses based on high school performance. • C4.11-12.2 Review four-year plan of goals and strategies. • C4.11-12.3 Acquire employability skills such as working on a team, problem solving and organizational skills. • C4.11-12.4 Apply job readiness skills to seeking employment opportunities. • C4.11-12.5 Demonstrate knowledge of the changing workplace. • C4.11-12.6 Learn how to write a resume. • C4.11-12.7 Develop a positive attitude toward work and learning. • C4.11-12.8 Use time and task management skills. 	<ul style="list-style-type: none"> • Post-secondary planning meetings. • Classroom workshops. • Course selection activities. • Opportunities for work-based/community experiences. • Individual & group meetings. 	<ul style="list-style-type: none"> • Monitor course selection by students. • Review post-secondary workshop survey. • Review of post-secondary plan with student. • Review resume completion with student. • Review electronic portfolio. • Review standardized test results with student.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 5 CAREER SUCCESS(Career)		
Connecticut Frameworks Performance Standards (CSDE) Determine what skills are needed to achieve future career success and satisfaction.		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Academic programming • Career preparation • Personal skills and personal qualities • Interest driven success plan 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Develop • Assess • Modify 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> Students will be employ strategies to achieve further career success and satisfaction.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How will school help me achieve career success?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • C5.11-12.1 Review and modify the planning portfolio. • C5.11-12.2 Assess and modify academic programming in order to support career plans. • C5.11-12.3 Reevaluate personal skills, interests, abilities and achievement • C5.11-12.4 Identify advantages and disadvantages of various post-secondary programs for attainment of career goals. • C5.11-12.5 Identify requirements for postsecondary programs. • C5.11-12.6 Demonstrate skills to locate interpret and use information about job opportunities. • C5.11-12.7 Complete required steps toward transition from high school to entry into postsecondary education, training programs or work. 	<ul style="list-style-type: none"> • Informational interviews. • Job shadowing. • Service learning. • Post-secondary planning. • Individual meetings with students. • Classroom workshops. 	<ul style="list-style-type: none"> • Monitor course selection by students. • Review electronic portfolio. • Review post-secondary workshop survey. • Monitor student participation in: <ul style="list-style-type: none"> ✓ Informational interviews ✓ Job shadowing ✓ Service learning

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 6 RELATIONSHIP BETWEEN SCHOOL AND WORK (Career)		
Connecticut Frameworks Performance Standards (CSDE) Identify the relationship between personal qualities education and training and the world of work.		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Awareness of (need for) deadlines • Course selections • Post-secondary aspirations • Student responsibilities • Educational planning • Self assessment • Career pathways 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Investigate • Demonstrate • Identify] • Support 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I will understand that my personal qualities and educational training will affect the world of work.</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> How will my personality qualities affect my future career choices?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • C6.11-12.1 Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview. • C6.11-12.2 Complete a personal data inventory to develop and/or modify a resume. • C6.11-12.3 Demonstrate the ability to convey positive qualities and assets during interviews. • C6.11-12.4 List postsecondary school choices and majors. • C6.11-12.5 Become familiar with college financial aid programs. • C6.11-12.6 Understand how to apply for college financial aid. • C6.11-12.7 Apply academic skills in work-based learning situations, such as internships, shadowing, etc. 	<ul style="list-style-type: none"> • Off-campus course alternatives. • Job shadowing. • Informational interviews. • Post-secondary seminars. • SAT registration information. • College Career Pathways registration. • Work/service learning registration. • Course selection. • Assisting students to participate in alternative course options. 	<ul style="list-style-type: none"> • Monitor course selection • Review post-secondary workshop survey. • Collaborate with parents and teachers. • Monitor student participation in: <ul style="list-style-type: none"> ✓ Informational interviews ✓ Job shadowing ✓ Service learning • Monitor student participation in post-secondary seminar topics. • Monitor students meeting deadlines for standardized test administration. • Review transcripts with student. • Review standardized test results with students. • Review technology-based assessments with students.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 7 RESPECT SELF AND OTHERS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) Determine what is needed to understand self and others		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Cooperation (with others) in workplace • Positive relationships • Respect for others • Effective communication • Individual/cultural differences & similarities • Changing family roles • Team work/collaboration • Responsibilities (as a high school student) • Communication 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Be aware • Analyze • Develop • Identify • Understand • Practice 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I can learn to understand and respect myself and others</p>		
<p>Essential Questions <i>Teacher's guiding questions</i> Why is it important to respect self and others?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • P/S7.11-12.1 Recognize that everyone has rights and responsibilities. • P/S7.11-12.2 Demonstrate a positive attitude toward self as a unique and worthy person. • P/S7.11-12.3 Demonstrate respect for alternative points of view. • P/S7.11-12.4 Recognize, accept and appreciate individual differences. • P/S7.11-12.5 Recognize, accept and appreciate ethnic and cultural diversity. • P/S7.11-12.6 Demonstrate that effective communication involves speaking, listening and nonverbal behavior. • P/S7.11-12.7 Demonstrate self-control in the classroom, school and community. 	<ul style="list-style-type: none"> • Classroom workshops. • Individual meetings with students. • Discussions about work experiences. • Job shadowing opportunities. • Service Learning projects. 	<ul style="list-style-type: none"> • Conference with students • Monitor successful completion of programs. • Consult with parents and teachers. • Monitor student behaviors and interactions.

SUBJECT		
Grade 9/10 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 8		
GOAL SETTING AND ATTAINMENT (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE)		
Identify the necessary steps for decision and goal attainment		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Long-term, short-term, educational, career goals • Goal setting • Criteria for decision making • Outside influence on setting priorities 	<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Identify • Develop • Understanding 	
<p>Big Ideas <i>Student's statements of enduring ideas</i> I can make decisions, set goals, and take actions.</p> <p>Essential Questions <i>Teacher's guiding questions</i> How do I solve problems in a healthy, positive way? How do I cope with stress?</p>		
<p>Learning Objectives <i>The students will be able to:</i></p>	<p>Instructional Strategies <i>School counselors will instruct through:</i></p>	<p>Assessments/Common Learning Experiences <i>School Counselors will :</i></p>
<ul style="list-style-type: none"> • P/S.11-12.1 Analyze their four-year education/career plan and make necessary modifications. • P/S8.11-12.2 List the steps necessary to implement and accomplish their postsecondary goals. • P/S8.11-12.3 Prepare a timeline to complete the required steps toward transition from high school into postsecondary education, training or work. • P/S8.11-12.4 Identify resources to support transition from high school to postsecondary plan. • P/S8.11-12.5 Describe how personal, social, education and career goals are interrelated. 	<ul style="list-style-type: none"> • Post-secondary seminars. • Assistance with course selections. • Individual & group meetings. 	<ul style="list-style-type: none"> • Review post-secondary workshop surveys with students. • Monitor course selections. • Review students' graduation plans. • Review career interest inventories with students.

Bristol Public Schools
School Counseling Curriculum
BOLD PRINT INDICATES POWERED STANDARDS

SUBJECT		
Grade 11/12 Guidance Curriculum		
TOPIC: Connecticut Frameworks Content Standards (CSDE): 9 SURVIVAL AND SAFETY SKILLS (Personal/Social)		
Connecticut Frameworks Performance Standards (CSDE) Determine safety and survival skills for students		
Unwrapped Performance Standards		
<p>Concepts: Need to know about:</p> <ul style="list-style-type: none"> • Influence of peer pressure • Communication and conflict resolution skills • Anger management 		<p>Skills: Need to be able to do:</p> <ul style="list-style-type: none"> • Demonstrate • Practice • Understand • Utilize
<p>Big Ideas <i>Student's statements of enduring ideas</i> Safety and survival skills are important.</p> <p>Essential Questions <i>Teacher's guiding questions</i> How do I stay safe in my community?</p>		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>School counselors will instruct through:</i>	Assessments/Common Learning Experiences <i>School Counselors will :</i>
<ul style="list-style-type: none"> • P/S9.11-12.1 Analyze the influence of others on their decisions. • P/S9.11-12.2 Analyze their skills for making decisions. • P/S9.11-12.3 Describe ways to resist peer pressure to use drugs and alcohol. • P/S9.11-12.4 Analyze their strengths and limitations in functioning in a group. • P/S9.11-12.5 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation. • P/S9.11-12.6 Demonstrate an understanding of the components of communication skills, attending, listening, responding. • P/S9.11-12.7 Apply communication skills to conflict situations. 	<ul style="list-style-type: none"> • Individual & group meetings with students. • Classroom workshops. 	<ul style="list-style-type: none"> • Conference with students • Monitor completion of workshop surveys with students. • Observe students seeking resource support in the school and the community. • Consult with parents, staff and administration as needed.