

Regular BoE Meeting
Wednesday, September 15, 2021 7:00 PM

Board of Education Auditorium
129 Church Street
Bristol, CT 06010

Agenda

- I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE
- II. STAFF and STUDENT RECOGNITION
- III. APPROVAL OF MINUTES - July 14, 2021 - Regular Meeting, August 5, 2021 - Special Board of Education Workshop and August 18, 2021 - Regular Meeting
- IV. COMMITTEE REPORTS
- V. CHAIR REPORT
- VI. SUPERINTENDENT REPORT
- VII. CONSENT AGENDA
 - A. PERSONNEL
 - 1. Administrator Hire - Effective August 18, 2021
 - 2. Teacher Retirement - Effective September 1, 2021
 - 3. Teacher Resignations
 - 4. New Teacher Hire - Effective August 24, 2021
 - 5. A-1 Resignation - Effective June 14, 2021
 - 6. A-1 Hire - Effective August 30, 2021
 - 7. A-2 Resignations - Effective June 14, 2021
 - 8. A-2 Hires - Effective August 30, 2021
 - 9. A-3 Resignation - Effective June 14, 2021
 - 10. A-3 Hire - Effective August 30, 2021
 - 11. Sixth Year Salary Credit - Effective September 1, 2021
- VIII. PUBLIC COMMENT
- IX. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS
 - A. Accept Stafford School Roof and Photovoltaic Project as Complete
 - B. Sidewalk Deferral Request - 263-2 Minor Street
 - C. Verizon Wireless Cell Antenna at 532 Stevens Street
 - D. Consider surplus funds to cover the over expenditure on the SSS HVAC Project
 - E. Request Board of Finance to Transfer FY 21 General Funds and request a set aside of funds Board of Education General Fund.
 - F. Certification of authorized signers of the CSDE Bureau of Health/Nutrition, Family Services and Adult Education (Form ED-099) Agreement for Child Nutrition Program.
 - G. 2021-2022 School Year Calendar
 - H. New Teacher Hiring Overview for 2021-2022
 - I. Innovate and Elevate Continuation Plan Review - Health and Safety Protocols
 - J. Office of Teaching and Learning Leadership Team Report
 - K. Special Services Leadership Team Report
Presenter: Kim Culkin
- X. CURRICULUM REVISION
 - A. AP Biology Curriculum Revision (Second Reading)

- B. Anatomy and Physiology Curriculum Revision (Second Reading)
- C. Biotechnology and Forensics Curriculum Revision (Second Reading)
- D. ECE Biology Curriculum Revision (Second Reading)
- E. Physics - Academic and Accelerated Curriculum Revision (Second Reading)
- F. Health, Grade 11 (Second Reading)

Presenter: Sara Hale

- G. K-2 Social Studies Curriculum (Second Reading)

XI. POLICY REVISIONS

- A. New – Bylaw 9271 ~ Code of Ethics
- B. Revision – Bylaw 9272 ~ Code of Conduct
- C. Revision – Bylaw 9273 ~ Civility Code

XII. NEW BUSINESS

XIII. BUILDING REPORTS

Presenter: Dr. Dietter

XIV. INFORMATION/LIAISON REPORTS

Presenter: Commissioners

XV. ADJOURNMENT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
July 14, 2021 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, July 14, 2021, at 7:00 p.m. in person at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O’Brien, Shelby Pons (virtual), John Sklenka, Karen Vibert, Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, and Peter Kelley, Council Liaison (virtual)

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Jennifer Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Anne Maggipinto (Graham) a Special Education/Reading Resource Teacher from 1959 to 1961 and from 1980 to 1999.

MEETING NORMS

Chair Dube read the meeting norms.

Chair Dube read into the record items that were not on the paper copy of this evening's agenda but did appear on the Boardbook meeting agenda on the website, as well as what commissioners were able to view prior to and during this evening's meeting.

- Under the Superintendent's Report #2. Update Re-Imagining BPS 2023,
- Under Consent Agenda - Item 7.A.9. TEAM Mentors and;
- Under Deliberated Items – 9.B. Request City Council to Form a Building Committee for the NEMS School Project has been added.

STAFF & STUDENT RECOGNITION

The Board recognized the following staff and students:

CT Seal of Biliteracy Student Recognition - Leszek Ward

Leszek Ward, Supervisory of Secondary Humanities shared that students from both high schools have received the CT Seal of Biliteracy. The Seal is given to students who have studied and attained proficiency in two or more languages by high school graduation. It recognizes the value of students’ academic efforts and the tangible benefits of being bilingual and bi-literate. It prepares students to be 21st-century global citizens in a multicultural, multilingual world. The Seal acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. It also provides recognition to English learners for the great value of developing English and maintaining their primary language. The following is a list of students recognized:

Bristol Central

- Ashlee Crumine
- Ethan Crumine
- Jillian Floyd
- Beckett Hennessey
- Martina Jagielski
- Angel Jimenez
- Leighton Joshua Phillips
- Sebastian Kostrzewski
- Isaac Sanzone
- Yatzil Torres Valentin
- Madison Velazquez
- Belinda Lagunes

Bristol Eastern

- Makayla Cervantes
- Trisha Mohan
- Jennifer Tompkins
- Sophia Andrade
- Kathryn Bardeck
- Noelle Bruce
- Brianna Champagne
- Monique Dubay
- Rosalyn Gonzalez Morales
- Sydney Greenlaw
- Kaitlyn Lombardi
- Hailey Madramootoo
- Olivia Pelkey
- Audrey Perry

APPROVAL OF MINUTES

June 2, 2021– Regular Meeting Minutes

Following a motion by Eric Carlson and a second by John Sklenka.

Approval of the **June 2, 2021 – Regular Meeting Minutes PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

COMMITTEE REPORTS

Finance – Commissioner Vibert reported that the committee met earlier this evening, a brief summary of the current status of the budget was given. We will have a considerable surplus in the amount of \$3,451,104 due in large part to transport and operational costs. We expect to have a year-end number when all revenues have been received and final invoices from vendors have been paid. Currently we do expect to exceed the 2% surplus. Commissioner Vibert has asked the administration to go to the City to ask if the Board of Education can set aside the 2% for next year. She has also asked the administration to identify one-time expenditures; which will be identified once we know the final surplus figures. There is a cafeteria deficit right now of just under \$250,000, we still have one remaining payroll to process which will add to that deficit. Just a reminder, monies allocated to the district through ESSR II funding may be used to offset the cafeteria deficit. Commissioner Vibert thanked the food services staff for their yearlong monitoring and daily logging to minimize the operations deficit.

Operations – Commissioner Carlson reported that the committee met on June 23, 2021 at Hubbell Elementary in a third grade class room. The committee had the opportunity to discuss elementary school needs and improvements. The committee heard public comment regarding turf fields usage, rental and fee structure. The committee discussed the Northeast Middle School building project next steps and discussed the ESSR/ARP subcommittee suggestions for possible usage of the funds.

Personnel – Commissioner O'Brien reported the committee has had multiple negotiation sessions with 2267 (custodial/maintenance) and 3551(secretarial). We have narrowed the area of disagreement down to insurance. They hope to have one final meeting with each unit, if they are unsuccessful they will move on to mediation.

Student Achievement - Commissioner Wilson reported that they met on June 16, 2021. The committee approved four curriculums and heard a presentation on a new program that will be presented to the Board this evening for a first reading. The first curriculum was a Revision of Visual Art, K-5: Dr. Samantha Sarli, Supervisor of Fine Arts presented the revision of the Visual Art, K-5 Curriculum. The committee recommended approval to move it forward for Board approval. The second curriculum was Revision of Instrumental Music (Band) for Grades 6-8: Dr. Sarli presented the Instrumental Music (Band) for Grades 6-8 curriculum. Students in 6th through 8th grade have the opportunity to choose to be in band. The committee recommended approval to move it forward for Board approval. The third curriculum was a revision to the Grade 7 Social Studies Curriculum: Leszek Ward, Secondary Humanities Supervisor presented the Grade 7 Social Studies curriculum. This course continues the global study of physical and human geography students began in 6th grade. The new course was presented by Sara Hale, it is Grade 11 Health Course. The committee recommended to move the course to the full board for a first reading. The other information heard by the committee were the CT Seal of Biliteracy and a MBIAMS Programming Update from Mrs. Fortin.

SUPERINTENDENT REPORT – Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone's update included information regarding district priorities, district reopening plan, and Reimagining BPS 2023. The Innovate and Elevate Continuation Plan was shared with parents in a recent communication. No changes were made to social distancing and mask protocols that were in place at the end of the 20-21 school year pending further guidance. The draft plan was posted in June in order to fulfill a separate requirement within the federal guidance

SUPERINTENDENT REPORT – con't

related to ESSR ARP monies, which in our case is in excess of 18 million dollars. In some of the inquiries we have received, families are under the impression that each district gets to determine their own safety protocols and even more specifically the use of masks. This is inaccurate. Upon the release of the specific guidance for CT public schools from the CSDE and CT DPH we will update and amend our plan. The totality of the Innovate and elevate plan includes information outlined in both a continuation of operations plan and the required elements outlines in the SDE reopening plan. The Innovate and Elevate Continuation Plan on the district website. We will amend the plan throughout the fall and will publish the plan in its entirety every six months which satisfies a requirement for our ESSR/ARP funding. The Bristol Public Schools will receive 18,229,153.00 in ESSR/ARP funds. The purpose of the ARP ESSER funds is to support sustained access to full in-person instruction and address the academic, social, emotional, and mental health needs of our scholars during the 2021-2022 and 2022-2023 school years. ARP ESSER funds must be used to support: Learning Acceleration, Academic Renewal, and Student Enrichment; Family and Community Connections; Social, Emotional, and Mental Health of Students and School Staff; Strategic Use of Technology, Staff Development, and the Digital Divide; and Building Safe and Healthy Schools. Using the feedback from all stakeholders we have created focus work groups aligned to each priority area to determine the best use of the ESSR relief funds. Dr. Carbone shared an example of the recent Thoughtexchange used to determine fund usage. The administration is already looking to next year. Retreats have been held for Central Office and School leaders. During retreat days the central office leadership and building based leaders worked collaboratively to set district level and building based priorities for the 2021-22 school year and reviewed the updated 3 Year Strategic Actions aligned to BoE goals and district priorities. Using the foundational core tenets outlined in our Excellence through Equity Framework vision of the graduate our leaders have started to plan to welcome staff and scholars back to school this august. Focused work on the need for adaptive leadership as we address the two realities of the 2021-22 school year. Scholars who attended school regularly in person and those scholars that we will welcome physically back into our classrooms after 16 months of remote learning. We also discussed and created plans for the first day of school for our staff returning on August 24, 2021 and for all of our students who will return on August 30, 2021. Finally, Dr. Carbone updated the Board on the next steps related to our Reimagining BPS 2023 work. At the last BoE meeting the BoE voted to transition the district to a PK stand alone, K-5, 6-8, 9-12 district. This will require prior to the 2023-24 school year, closing Edgewood elementary school and transitioning the school to a PreK to create an inclusion PreK/K Academy merging the programs at BECC and our PreK scattered school sites. Additionally, prior to the 23-24 school year K-8 students will be redistricted to address the closure of Edgewood elementary school and to address class size issues at GH, WB, and SSS. Concurrently we will begin the permissions, notifications, and ED specifications needed for new construction of NEMS to accommodate 700-800 students and target renovations at Edgewood, West Bristol and Greene-Hills to accommodate the shift in school age student to grades K-5. Later this evening under Deliberated Items Dr. Carbone will bring to the full board a vote to request the city form a building committee for the NEMS project.

CONSENT AGENDA

Chair Dube called for the approval of the Consent Agenda which includes Items VII.A.1. through VII.A.9.

Following a motion by Karen Vibert and a second by Thomas O'Brien

Approval of the **Consent Agenda PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

PERSONNEL

VII.A.1. Administrative Resignation

Rivera, Victor - BEHS - Assistant Principal – Effective June 14, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

VII.A.1. Administrative Resignation – con't

Acceptance of the **Administrative Resignation PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.2. Teacher Retirements

Beaudoin, Michael - BEHS - Math Teacher - Effective July 1, 2021

Jennetta, Vince - NEMS - Computer, Engineering and Technology Teacher - Effective June 14, 2021

Nee, Gisele - NEMS - Special Education Teacher - Effective June 14, 2021

Simpson, Toni - NEMS - Grade 6 Language Arts Teacher - Effective July 1, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

Acceptance of the **Teacher Retirements PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.3. Teacher Resignations

Ciervo, Rachel - ID - Special Education GOAL Teacher - Effective June 14, 2021

Mongillo, Laura - WB - Speech and Language Pathologist - Effective July 22, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

Approval of the **Teacher Resignations PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.4. New Teacher Hires - Effective August 24, 2021

Broggi, Jessica - BECC - PreK Special Education Teacher - Effective August 24, 2021

Castles, Anna - MTV - Special Education (Self-Contained) Teacher - Effective August 24, 2021

Davis, Crystal - BEHS - Guidance Counselor - Effective August 24, 2021

Hume, Kemani-Malik - GH - School Psychologist - Effective August 24, 2021

Marlak, Rachel - EDGE - Kindergarten Teacher - Effective August 24, 2021

McPartlin, Megan - WB - Grade 4 Teacher - Effective August 24, 2021

Micari, Brittany - BEHS - Business Teacher - Effective August 24, 2021

Smith, Kenneth - BEHS - Health Teacher - Effective December 2021

Zettergren, Nina - EPH - Kindergarten Teacher - Effective August 24, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

Approval of the **New Teacher Hires PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.5. A-1 Hire

Autencio, Danielle - EPH - Lead Teacher, Eagle Program – Effective August 30, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

Approval of the **A-1 Hire PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.6. A-2 Resignation

Prescott, Julie - CHMS - 6-8 Instructional Technology Coordinator - Effective June 14, 2021

Following a motion by Karen Vibert and a second by Thomas O'Brien

VII.A.6. A-2 Resignation – con’t

Approval of the **A-2 Resignation PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.7. A-3 Resignation

Hurwitz, Laura - WB - K-5 Gifted Coach - Effective June 14, 2021

Following a motion by Karen Vibert and a second by Thomas O’Brien

Approval of the **A-3 Resignation PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.8. A-3 Hire

Grocki, William - NEMS - Math Curriculum Coordinator - Effective August 24, 2021

Martino, Rocco - CW - Technology Education Curriculum Coordinator - Effective August 24, 2021

Valle, Orlando - BEHS - Grade 9 Team Leader - Effective August 24, 2021

Following a motion by Karen Vibert and a second by Thomas O’Brien

Approval of the **A-3 Hire PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

VII.A.9. TEAM Mentors

Julia Darcy – Grade 5 – Greene-Hills School

Anya Rochester – World Language – Bristol Central High School

Sara Wodatch – Grade 7 Science – Chippens Hill Middle School

Following a motion by Karen Vibert and a second by Thomas O’Brien

Approval of the **TEAM Mentors PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

PUBLIC COMMENT

Kristen Berggren – 295 Redstone Hill Road – addressed the board regarding students not being masked.

Jennifer Van Gorder – 272 Candlewood Drive – addressed the board regarding masking and social distancing.

Tom Baril – 498 East Road – addressed the board regarding Critical Race Theory.

Chair Dube read into record all public comments that were received prior to this evenings meeting.

Emily Bailey – 21 Tiffany Lane – addressed the board regarding Policy 6114.81 – Emergency Suspension of Policy During Pandemic and masks.

Cara Lusitani – 59 Redwood Drive – addressed the board regarding wearing a mask in school.

Christina Lachowski – 85 Round Hill Road – addressed the board regarding making masks optional in the fall.

Callie Vernaglia – 79 Beechwood Lane – addressed the board regarding masks not wearing a mask to school.

Lauren Vernaglia – 79 Beechwood Lane – addressed the board regarding students not wearing masks.

PUBLIC COMMENT – con't

Aiden Smith – 21 Tiffany Lane – addressed the board regarding not wearing masks in school.

Liam Bailey – 21 Tiffany – addressed the board regarding not wearing masks to school.

Theresa Motel – 222 Tyler Way – addressed the board regarding students not wearing masks.

Lillian Sirois – 222 Tyler Way – addressed the board regarding not wearing masks in school.

Alyssa Fredrickson – 93 Jeannette Street – addressed the board regarding not wearing masks to school.

Amanda Fredrickson – 93 Jeannette Street – addressed the board regarding students not wearing masks.

RJ Motel – 222 Tyler Way – addressed the board regarding not wearing masks to school.

Morgan Campbell – 183 Sims Road – addressed the board regarding students not wearing masks to school.

Cindy LaMarre – 301 Old Orchard Road – addressed the board regarding students not wearing masks to school.

Paula Mills – 294 Lake Avenue – addressed the board regarding students not wearing masks to school.

Carrie Denino – 20 Woodside Way – addressed the board regarding students not wearing masks to school.

Christina Wilson – 35 Judson Avenue – addressed the board regarding students not wearing masks to school.

Hilary Paige – 37 Morris Avenue – addressed the board regarding students not wearing masks to school.

Levi Van Gorder – 272 Candlewood Drive – addressed the board regarding not wearing masks to school.

Ryan Raymond – 38 Columbus Avenue – addressed the board regarding COVID-19 protocols.

Chair Dube also shared that a petition to unmask the students had been sent to the board with approximately 100 family units signing it.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Report on Dress Down Days for 2020 - 2021 School Year

Dr. Dietter presented the Dress Down Days for 2020-2021 School Year Report. The Board of Education agreed to waive the staff dress code for monthly dress down days that would benefit student and/or staff. This year staff donated a total of \$21,117.30.

Request City Council to Form a Building Committee for the NEMS School Project

Mrs. Browne presented the Request City Council to Form a Building Committee for the NEMS School Project. The city ordinance and state requirements for a school building project require the local town to establish a building committee. The Board of Education must ask City Council to establish the building committee as a first step in the process. Following question, Mrs. Brown read the City Ordinance for committee member selection and shared the names of the appointed committee members.

Following a motion by Eric Carlson and a second by John Sklenka

Request City Council to Form a Building Committee for the NEMS School Project – con't

Approval of the **Request that the City of Bristol City Council establish the Northeast Middle School Building Committee as the building committee with regard to the Northeast Middle School Building Project located at 530 Stevens Street in Bristol, Connecticut PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, Wilson and Dube) in favor of the motion.

Office of the Superintendent - Deputy Superintendent Leadership Team Report

Dr. Dieter presented the 2020-2021 COVID-19 Data Report. This report is being presented at the request of Commissioner Giantonio, to provide information regarding data collected from a variety of sources throughout the 2020-2021 school year. Marco Palmeri, Director of the Bristol Burlington Health District was also invited to attend. He was unable to join the meeting, he did ask if commissioners had any specific questions or concerns to submit them and he will respond in writing. Dr. Dieter thanked the community collaboration, Crisis Management Team, Dr. Galloway (Co-COVID Safety Liaison) and the Bristol Burlington Health District staff for all of their work and support during the 2020-2021 school year. Dr. Dieter walked commissioners through the report highlighting the total number in tracing events, % of school enrollments, tests administered, number of positive cases, and school cohorts quarantined.

Special Services Leadership Team Report

Mrs. Kimberly Culkin, Director of Special Services presented the Special Services Leadership Team Report. Highlighting Enrollment and sharing the Districtwide Special Services Program Locations for 2021-22. Mrs. Culkin shared that as of June 1, 2021, we had 1,780 students out of 8,134 that identified as eligible for special education programming; that represents 21.88% of all Bristol students. In July, before enrollment number rolled over to the 21-22 school year, there were a total of 1,777 students identified. As of the June 1 report, 110 students required out-of-district special education placements and 76 students were receiving their services at a public or magnet school. At the July 1 report, 109 students required out-of-district special education placements and 79 students were receiving their services at a public or magnet school. Mrs. Culkin walked commissioners through the 2021-2022 Special Services Program location revisions. Questions followed regarding any changes to the ESY program.

CURRICULUM REVISION

Art K-5 Curriculum (Second Reading)

Dr. Samantha Sarli presented the Art K-5 Curriculum for a Second Reading.

Following a motion by Karen Vibert and a second by John Sklenka

Approval of the **Art K-5 Curriculum PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Instrumental Music 6-8 Curriculum Revision (Second Reading)

Dr. Samantha Sarli presented the Instrumental Music 6-8 Curriculum Revision for a Second Reading.

Following a motion by Eric Carlson and a second by John Sklenka

Approval of the **Instrumental Music 6-8 Curriculum PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Community Vocational Education Curriculum (Second Reading)

Amy Martino presented the Community Vocational Education Curriculum for a Second Reading.

Community Vocational Education Curriculum (Second Reading) – con't

Following a motion by Kristen Giantonio and a second by John Sklenka

Approval of the **Community Vocational Education Curriculum PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

ECE Introduction to Allied Health Professions (Second Reading)

Dr. Jaime Rechenberg presented the Introduction to Allied Health Profession for a Second Reading.

Following a motion by Kristen Giantonio and a second by John Sklenka

Approval of the **ECE Introduction to Allied Health Professions PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

7th Grade Social Studies Curriculum Revision (Second Reading)

Mr. Leszek Ward presented the 7th Grade Social Studies Curriculum Revision for a Second Reading.

Following a motion by Karen Vibert and a second by John Sklenka

Approval of the **7th Grade Social Studies Curriculum PASSED** with eight (8) Commissioners (Carlson, O'Brien, Pons, Sklenka, Vibert, Wadowski, Wilson and Dube,) in favor of the motion; one (1) Commissioner (Giantonio) **OPPOSED**.

Health, Grade 11 (First Reading)

Mrs. Sara Hale presented the Grade 11 Health Curriculum for a First Reading. The Health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health. This is the first reading the curriculum it will appear on the August agenda for a vote. In the intervening month if you have questions please contact Mrs. Hale via or telephone.

NEW BUSINESS

Commissioner Giantonio raised the topic of Suspension of Executive Powers per Policy 6114.81 Emergency Suspension of Policy During Pandemic and based on the recent extension of the Governor's Executive Powers.

Following a motion by Eric Carlson and a second by John Sklenka and

Following a Roll Call Vote, Approval of the **Addition of an agenda item under New Business PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, Wilson and Dube) in favor of the motion.

Commissioner Giantonio presented the Removal of Executive Powers per the Policy Revision approved last month. Following a discussion and

Following a motion by Eric Carlson and a second by John Sklenka

Approval of the **Removal of Emergency Authority FAILED** with four (4) Commissioners (Carlson, Giantonio, Sklenka and Dube) in favor of the motion and five (5) Commissioners (O'Brien, Pons, Vibert, Wadowski, and Wilson) **OPPOSED**.

BUILDING REPORTS

MBIAMS Update

Dr. Dietter presented the Memorial Boulevard Intradistrict Arts Magnet School Update. Dr. Dietter shared photos of the building progress. There are new spaces taking shaped both in the front and rear of the building. Window delivery is anticipated within the next week or so. The project remains on budget and we are looking at early June of 2022 for turnover. The turnover date is a moving target, but it is well within the window to outfit the classrooms and occupy for the 2022-2023 school year. Lastly, we will be bringing before the Operations Committee this month an outline for tentative mutual use agreement between Bristol Public Schools and Bristol Parks and Recreation for community use of the theater.

Questions followed regarding the South Side project. The South Side HVAC Project committee did not meet this past month to provide a report. The committee will meet tomorrow evening.

INFORMATION/LIAISON REPORTS

Commissioner Wilson reported that he and several commissioners attended to events at Adult Education – Bristol Prep and Credit Diploma and the Online Diploma program. He has attended for several years. Each year the stories are so compelling as to how they engage with teachers and how they have helped to turn their life around. As a board we should be proud of our high quality Adult Education programs.

ADJOURNMENT

There being no other business to come before the board and

Following a motion by Eric Carlson and a second by Karen Vibert the Board of Education meeting was adjourned. (9:21 p.m.)

Respectfully Submitted,



Susan P. Everett

Executive Secretary to the Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
August 5, 2021
Special Board of Education Workshop Meeting Minutes

A Special Board of Education Workshop was held on Thursday, August 5, 2021, at 6:30 p.m. in person at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Thomas O'Brien, John Sklenka (virtual) Shelby Pons, Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, Carly Fortin, Director of Teaching and Learning, and Kimberly Culkin, Director of Special Education and Peter Fusco, Facilities Director

EXCUSED: Commissioners Kristen Giantonio and Karen Vibert

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Jennifer Dube called the meeting to order at 6:32 p.m. and asked attendees to stand for the Pledge of Allegiance.

2. MEETING NORMS - Chair Dube read the meeting norms.

3. PRESENTATION OF ESSER ARP STRATEGIES, PROGRAMMING, AND INNOVATIONS

Dr. Carbone opened the workshop by explaining that Central Office Leaders will explain how the programs, staffing, and special projects aligned to the priorities outlined in the American Relief Plan and Elementary and Secondary School Emergency Relief Funds. A historical background to the district's application and use of ESSER I, ESSER II, and ESSER ARP funds were given and Dr. Carbone shared the purpose of the ARP ESSER funds and how it is to support sustained access to full in-person instruction and address the academic, social, emotional, and mental health needs of our scholars during the 2021-2022 and 2022-2023 school years. ARP ESSER funds must be used to support: Learning Acceleration, Academic Renewal, and Student Enrichment; Family and Community Connections; Social, Emotional, and Mental Health of Students and School Staff; Strategic Use of Technology, Staff Development, and the Digital Divide; and Building Safe and Healthy Schools

Using the five ESSER ARP Priority Areas, Central Office leaders described in detail the suggested uses for utilizing the \$18,229,153 ESSER ARP allocation.

- **Learning Acceleration, Academic Renewal, and Student Enrichment;**
 - Project R.E.A.D. - *Reaching Every Student through Acceleration and Diversity*
 - STEM Step Up
 - After School Advantage
 - On the Right Track - Investment in Career Pathways
 - Creative Hearts – Engaging Students through Arts
 - Power Up through Health and Wellness
 - Cultivate Talent
 - Delay Reimagining BPS 2023

- **Family and Community Connections;**
 - Embedded In Other Priority Areas

- **Social, Emotional, and Mental Health of Students and School Staff;**
 - Expanding and Sustaining Programs for SEL
 - District Resource Center for the School Community
 - SEL Summary

- **Strategic Use of Technology, Staff Development, and the Digital Divide; and**
 - Network Upgrades and Switches
 - Additional Wireless Access Points (WAPS)
 - Laptop Model Computer for Special Education Staff
 - Cellular Service Boosters
 - Headsets & Earbuds for Remote Instruction/Attendance
 - Enhancing Technology Skills for Staff
 - Enhancing Technology Skills for Parents

- **Building Safe and Healthy Schools**
 - Air Conditioned Schools
 - Server Room Air Conditioners
 - Custodial Equipment
 - Portable Air Purifiers
 - Individual School Sitework
 - Districtwide Furniture Needs
 - Additional Bus Routes to Reduce Capacity

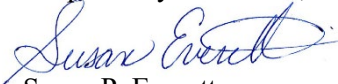
4. DISCUSSION

Commissioners paired up and visited boards displayed in the auditorium, and then indicated their preferred usage of funds. Dr. Carbone shared the preferences of the Board for fund usage. Questions and comments followed regarding the amount of money allotted to family engagement; estimates including inflation; addition of teaching diversity, home visits, a bootcamp for non-English speaking parents together, and upgrade to our current robotics program.

5. ADJOURNMENT

There being no other business to come before the board, Chair Dube adjourned the meeting (8:00 p.m.)and

Respectfully Submitted,



Susan P. Everett
Executive Secretary to the Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
August 18, 2021 – Special Meeting Minutes

A Special meeting of the Bristol Board of Education was scheduled for Wednesday, August 18, 2021, at 7:00 p.m. in person at Bristol Central High School auditorium and via the Zoom Meeting Platform.

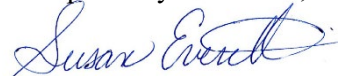
PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, John Sklenka, Karen Vibert, Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, and Dr. Michael Dietter, Deputy Superintendent

EXCUSED: Commissioner Shelby Pons

CALL TO ORDER

Chair Jennifer Dube made two attempts to call the meeting to order. Following the two failed attempts, the Special Board of Education meeting was canceled due to disruptive audience behavior. (7:35 p.m.)

Respectfully Submitted,



Susan P. Everett

Executive Secretary to the Board of Education

Mark A. Hughes, MSW

Summary

Extensive experience in educational leadership, peer mentoring, counseling, and youth program development. Credible experience in working with disadvantaged youths and engaging students and parents in the educational process. Collaborative leadership style with proven successful experience in administrative projects and tasks. Able to successfully motivate others to provide a shared vision for an instructionally-effective learning environment for students. Possess strong communication, writing, and organizational skills. Trained extensively in technology and its implementation in instructional practices.

Experience

2013 – Present East Haven High School East Haven, CT

Dean of Students

- Student Discipline
- PBIS Team Administrator
- East Haven Juvenile Review Board (JRB) representative
- School Climate Specialist for bullying & harassment investigations
- Teacher Evaluations / Observations (Teachscape / Frontline calibrated)
- Tier II / Tier III Intervention Coordinator (Student Behavior Intervention Plans)
- Teacher supervision for classroom/student behavior management
- PPT/504 Administrator
- Building Title IX Officer

2005 – 2013 Area Cooperative Hamden, CT
Educational Services

School Social Worker

Mill Road Elementary School (2010 – Present)

- Provide related services to 4th & 5th grade students in a Special Education K-8 RESC school setting
- Coordinate intakes and admissions for perspective students
- Prepare and implement curriculum for Social Skills Education
- District-wide Teacher Evaluation Development Committee
- District-wide Teacher of the Year Committee (2005 – Present)
- District-wide Student Policy Committee

School Social Worker

Collaborative Alternative Magnet School for Leadership (2005 – 2010)

- Provide related services to students ages 14 – 21 in an Alternative Education Magnet High School setting
- Acting administrator in absence of building administration
- Building Level CAPT Coordinator
- School Master Schedule Coordinator
- Student Schedule Coordinator / Academic Guidance Counselors
- Magnet School Fair / Community Marketing Representative
- State Level Report Data Collection (ED165, ED540, ED236)
- District-wide Strategic Planning Team member
- School Steering Committee member
- Leadership Mentor Team Coordinator
- Experiential Learning Team Coordinator / Staff Development Coach

Interim School Social Worker

Whitney East/West High School (2005 – 4 Month Interim)

- Provide direct casework and related services for students ages 14 – 21
In a Special Education RESC High School setting
- Prepare case records and reports on assigned student caseload

2002 – 2007 Meriden YMCA Meriden, CT

Director of Teen & Outreach Programming

Director of Camping Services

- Oversee budget & employment responsibilities related to the departments
- Compose & implement all marketing strategies related to the departments
- Create & implement programs that coincide with the agency mission while meeting the needs of the Meriden community
- Locate & secure grant funding / Grant writing
- Began working with the Meriden YMCA in 1986 and was promoted through the levels until achieving an administrative Program Director position

**Education/
Internships**

August, 2010 Sacred Heart University Fairfield, CT

- Educational Leadership Program
- 4.0 GPA

May, 2000 Fordham University New York, NY

- MSW / Graduate School of Social Services
- Accepted with Advanced Standing
- Specialization: Children & Families
- Internship: Church Street Elementary School – Hamden, CT

May, 1999 Central CT State University New Britain, CT

- BSW / Social Work Department
- Member: Phi Alpha National Honor Society
- Internship: Child Guidance Clinic – New Britain, CT

**Community
Service**

2003 – 2019 Meriden Board of Education Meriden, CT

- Elected to four year terms in 2003, 2007, 2011, & 2015
- Board President 2007 – 2019
- Board Secretary 2005 – 2007
- Finance Committee, member
- Curriculum Committee, member
- Policy Committee, member
- Contracts Committee, member
- Student Dress Code Ad-Hoc Committee, Chairman
- Expulsion Hearing Committee, member
- Community Outreach Ad-Hoc Committee, member
- Transportation Ad-Hoc Committee, member
- Alternative Disciplines Ad-Hoc Committee, member
- School Based Health Center Ad-Hoc Advisory Committee, Chairman

2021 – Present Meriden Board of Ethics Meriden, CT

2002 – 2005 Meriden & Wallingford Wallingford, CT
Substance Abuse Council

Certifications

2010 – 2016 State of CT Intermediate Administration or Supervision (092)
2019 – 2024 State of CT Professional Educator Certificate (071)

Publications

Hughes, Mark A. & Benigni, Mark D. "The Inspirational Leader".
American Association of School Administrators (AASA) The School Administrator.
May, 2012; Number 5 Volume 9 pp. 36 - 39.

Hughes, Mark A. & Benigni, Mark D. "The Supportive Leader".
National School Board Association (NSBA) American School Board Journal. July, 2012; Volume
199 Number 7 pp. 23 – 24.

BRENDA L. ARROYO, MSW

JOB RELATED SUMMARY:

Bilingual Social Worker with 4+ years of experience working with a variety of populations, providing community outreach and resources for clients in the fields of behavioral therapy, family counseling, foundational training, employment services, etc. Extensive experience developing and implementing training programs, acting as a liaison for clientele and outside vendors/partners. Exceptional interpersonal, communication, customer service, time management, and organizational skills with 5+ years of case management experience in the human/social services industry.

EXPERIENCE:

Soliant Staffing, Trumbull Public Schools

Tutor March 2021-present

- Provide students with tutor-based services.
- Offer feedback on students' progress to parents and teachers where appropriate
- Provide students with positive and constructive feedback
- Assist students in taking responsibility for their learning and behavior
- Attend PPT/504 meetings
- Collaborate among team members and parents for students' academic success
- Assist students in achieving IEP goals

Western CT Area Agency on Aging

Residential Services Coordinator, December 2020 – March 2021

- Established contact to provide support and case management services to residents.
- Developed network with local service agencies that will effectively assist residents.
- Serve as liaison to community agencies.
- Tracked and measured program target progress for continuous program improvement and annual reports.
- Assisted residents in planning social /educational events related to health care, agency support, life skills, referral sources, etc.
- Ensured effective communication with residents, by newsletter, flyer and bulletin board.

Family Intervention Center

Social Worker, May 2018 – October, 2020

- Conducted intake/assessment to gather information to address the client's immediate needs and/or risk of suicide, to encourage his/her engagement and retention in services.
- Counseled clients in individual and group sessions to help them overcome dependencies, recover from illness, and adjust to life.
- Maintain accurate records and reports.
- Monitor, evaluate, and record client progress according to measurable goals.

EDUCATION:

Masters of Social Work, 2018

Springfield College, Springfield, MA

- **Internship:** Family Intervention Center 2017-2018
- **Internship:** Waterbury Career Academy High School 2016-2017

Bachelors of Science, Human Services, 2015

Post University, Waterbury, CT

CREDENTIALS AND CERTIFICATIONS:

02/01/2021 Basic Life Support (BLS)Certificate
03/25/2020 CT 071 School Social Worker Certificate
06/15/2017 State of CT DDS Abuse and Neglect Investigator Training
12/03/2014 Motivational Interviewing, (15hrs) Connecticut Counsel of Family Services
03/15/2013 Promoting Maternal Mental Health (3hrs) CT Women's Consortium
12/12/2012 Foundational Training (21hrs) Parents as Teachers- CCSU
11/14/2012 Bipolar Disorder (6hrs) Charles Atkins, MD- CT Women's Consortium

Objective

To obtain a position as the Special Education teacher in the GOAL room at Ivy Drive School

Education

University of Hartford, Hartford, CT April 2020- Present

Masters of Education in Special Education

University of Connecticut, Waterbury, CT May 2018

B.A., Psychology GPA 3.0

Bristol Central High School, Bristol, CT June 2014

High School Diploma GPA 3.14

Work Experience

Southington Public Schools, Southington, CT Feb 2021- June 2021

- Long-term Special Education Substitute
- Created lesson plans, IEPs, made modifications and accommodations for students
- Collaborated with staff, administrators, and families

Kelly Educational Staffing, Farmington, CT Sept 2018 - 2019

- Followed lesson plans designed by classroom teachers.
- Created a safe and comfortable learning environment for students, faculty, and staff.

Mountain View Elementary School, Bristol, CT Nov 2018 - June 2019

- Literacy intern- taking small groups for literacy resources.

Bristol Board of Education, Bristol, CT Sept 2019 - Present

- Social Emotional Behavior Intern
- Created lessons with students of various abilities, built rapport with students, staff and families, worked with classroom teachers, and school psychologist to create plans accommodating each child's specific needs.

Nutmeg Performing Arts Centre, Bristol, CT Sept 2014 - Present

- Created lesson plans for dance classes, provided a structured classroom where the child was able to learn and express themselves.
- Worked as a team member for the competition team and staff while at various competitions.

Whiz Kids Daycare and Nursery School, Bristol, CT Oct 2013 -Aug 2016

- Created lesson plans, prepared activities, and provided structured routines for toddler-aged children.

Crystal Caouette

As an educator and administrator, I am committed to the implementation of outstanding instructional programs in learning environments that guide and encourage students to develop and fulfill their academic potential. In my more than twenty years of service, I have worked with a highly diverse group of students and teachers, motivating them to realize their academic and personal abilities through individualized and collaborative learning experiences.

Professional Certifications & Exams

Connecticut Professional Educator Certificates (2/2019)

030 - Biology, Grades 7 through 12
031 - Chemistry, Grades 7 through 12
032 - Physics, Grades 7 through 12
034 - General Science, Grades 7 through 12
047 - Technology Education K-12

Connecticut Initial Educator (through June 2019)

092 - Intermediate Administration and Supervision

Connecticut Five Year Renewable Coaching Certificate

(through December 2021)

600 - Interscholastic/Intramural Coach

OSHA Authorized 10/30 Outreach Trainer

April 2016 – April 2020

Praxis Exams Completed

Praxis I: Waived (SAT above 1100 in reading & math)
Praxis II: Biology Content Knowledge (0235)
Praxis II: Chemistry Content Knowledge (0245)
Praxis II: Chemistry Content Essays (0242)
Praxis II: General Science Content Knowledge (0435)
Praxis II: General Science Content Essays (0433)
Praxis II: Physics: Content Knowledge (0265)
Praxis II: Physics: Content Essays (0262)
Praxis II: Technology Education K-12 (5051)

Connecticut Administrator Test Completed

Modules 1 - 4

Teachscape Test Completed Observing and Evaluating the Danielson Framework for Teaching

Formal Education

Keene State University, Keene, NH

September 2015 – present

Safety Health Professional Certification: General Industry & Industrial Hygiene

Southern Connecticut State University, New Haven, CT

September 2012 – May 2014

Sixth Year Degree: Educational Leadership, Intermediate Administrator Certification

University of New England, Biddeford, ME

January 2004 – July 2005

Graduate Courses (9) in Classroom Management and Motivation

Quinnipiac University, Hamden, CT

January 1994 – December 1997

Master of Arts in Teaching: Biology, Chemistry, & General Science

Bachelor of Arts Degree: Biology & Chemistry

Naugatuck Valley Community College, Waterbury, CT

January 1990 – June 1993

Associate in Arts Degrees: Chemical Engineering & Math and Science

Technology and Personal Competencies

Technological Programs

- Google Drive Programs and Apps
- Microsoft Office: Word, Excel, PowerPoint, Outlook, Publisher
- Adobe Acrobat, Schoology & Blackboard
- Performance Plus Data Management System
- Odysseyware Online Course System
- Teachscape and Bloomboard

- Various Educational Computer Applications

Personal Attributes

- Self-motivated, high work standards
- verbal and written communication skills
- attention to detail, planning and organizing
- critical thinking and problem solving
- collaboration and decision making
- flexibility and adaptability

Professional Work Experience

Middletown Public Schools, Middletown, CT

December 2017 – present

District Secondary Science Supervisor & Chemical Hygiene

- Develop, monitor, revise, and support district curriculum, instruction, and assessment in secondary science and STEM aligned to NGSS, National Technology Standards, and Common Core Standards.
- Oversee the training and implementation of district's Laboratory Safety program, including the development of the District Laboratory Safety and Chemical Hygiene Plan.
- Develop and implement strategies and best practices to improve student achievement with secondary science teachers through the instructional coaching model.
- Engage with teachers in Professional Performance and Practice Evaluations to improve teaching and learning.
- Develop community and industry partnerships to strengthen the school's theme and support high academic achievement for all students.
- Plan, develop, implement and evaluate curriculum and instructional services to support teachers and administrators with the training and implementation of the district's science program.
- Design and coordinate district-wide and school-based professional development for teachers and administrators in science, STEM, and cross-disciplinary areas.
- Assist schools in analyzing instruction to determine its effectiveness and to support student achievement
- Support all district initiatives as designated by the District Leadership Cabinet.

Safety Education & Consulting Services, LLC, Wolcott, CT

June 2016 – present

Safety Consultant & Trainer, Owner/Operator

- Provide safety training to educators and local businesses on Chemical Hygiene Officer, Hazard Communication (HazCom), General Industry OSHA 10/30 Courses
- Consultation, collaboration, and development of Chemical Hygiene Plans for districts and schools
- Consultation and collaboration with school districts on curriculum development.

CREC Academy of Science and Innovation, New Britain, CT

September 2016 – December 2017

STEM Theme Coach

- Develop, monitor, revise, and support curriculum, instruction, and assessment in secondary science and technology education aligned to NGSS, National/State Technology Standards and Common Core Standards.
- Provide coaching, modeling, and support related to theme integration and the delivery of high quality effective instruction to diverse groups of learners.
- Develop community and industry partnerships to strengthen the school's theme and support high academic achievement for all students.
- Plan and lead professional development sessions; coordinate PD and technical assistance from external experts.
- Coordinate whole-school STEM learning activities/events to strengthen family involvement.
- Provide support for and coordinate recruitment and retention activities throughout the year.

CREC Magnet Schools, Hartford, CT

January 2014 – November 2016

District Secondary Science Curriculum Specialist

- Develop, monitor, revise, and support district curriculum, instruction, and assessment in secondary science aligned to CT Science Standards, NGSS, and Common Core Standards.
- Oversee the training and implementation of district's Laboratory Safety program, including the development of the District Laboratory Safety and Chemical Hygiene Plan.
- Develop and implement strategies and best practices to improve classroom management and student achievement with secondary science teachers through the instructional coaching model.
- Plan, develop, implement and evaluate curriculum and instructional services to support teachers and administrators with the training and implementation of the district's science program.
- Design and coordinate district-wide and school-based professional development for teachers and administrators in science and cross-disciplinary areas.
- Assist schools in analyzing instruction to determine its effectiveness and to support student achievement
- Support all district initiatives as designated by the Director of Curriculum, Instruction, & Assessment.

Professional Work Experience, continued

Crosby High School, Waterbury, CT

August 2000 – January 2014

Science Teacher

- Plan, prepare and deliver instructional activities that facilitate active, differentiated student learning in physics, chemistry, biology, and physical science in an urban environment for a school of 1400 students.
- Evaluate student's performance and development to provide relevant individual feedback on work.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Develop school safety plan in compliance with district plan, train colleagues, manage safety protocols.
- Communicate and collaborate with students, colleagues and parents regarding student progress and needs.

University of Connecticut, Waterbury, CT

January 2013 – May 2013

Adjunct Instructor

- Develop lessons and lab activities to implement a standardized General Biology course for science majors.
- Deliver course work through the online Blackboard Interface Network.

Post University, Waterbury, CT

January 2004 – June 2012

Adjunct Instructor

- Facilitate learning in on-site, hybrid and on-line classes (using Blackboard Interface Network), including laboratory experiences in human biology, nutrition, general biology, physics I & II, and introductory algebra.

Wolcott Summer Studies Program, Wolcott, CT

June 1998 – August 2004

Enrichment Teacher

- Develop and implement lessons and activities in Discovering Science, Nature, Dinosaur Dynamics, grades K – 4.
- Organize and oversee field trips to support and enrich course experiences.

Pomperaug High School, Southbury, CT

August 1998 – August 2000

Science Teacher

- Plan, prepare and deliver instructional activities that facilitate active student learning in biology, chemistry, general science and science technology in a rural environment for a school of 900 students.
- Evaluate student's performance and development to provide relevant individual feedback on work.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Communicate with students and parents regarding student progress.

Seymour High School, Seymour, CT

November 1997 – June 1998

Science Teacher

- Plan, prepare and deliver instructional activities that facilitate active student learning in biology, chemistry, and general science in a rural environment for a school of 750 students.
- Evaluate student's performance and development to provide relevant individual feedback on work.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.

Wolcott High School, Wolcott, CT

August 1997- November 1997

Student Teacher

- Facilitated learning of college preparatory biology and AP biology for 3rd and 4th year students using student-centered lessons and activities.
- Established acceptable classroom behavior guide with students' comments to minimize future class room management issues.
- Discussed students' learning improvement and behavior in class with parents during the parent-teacher conference

Leadership Experience

2015 – present Connecticut State Department of Education NGSS Science Assessment Committee Member
2016 – 2020 National Science Safety Advisory Board Member, National Science Teachers Association
2016 – 2020 Liaison between CT Technology and Engineering Educators and CT Science Teachers Association
2016 – 2020 Connecticut Science Teachers Association, High School Director, NGSS Committee Co-Chair
2014 – 2016 Connecticut Science Teachers Association, Hartford County Director
2013 – 2014 Crosby Ad Hoc Labor Management Committee Member for School Turnaround
2012 – 2014 Crosby Science Department Data Team Facilitator
2012 – 2014 Crosby High School STEM Career Fair Coordinator
2012 – 2014 Waterbury District Coordinator Odysseyware Online Course Program for High School Students
2011 – 2014 Crosby High School Governance Council, Teacher Member and Chairperson
2011 – 2014 Chemical Hygiene Officer, Crosby High School
2010 – 2014 CAPT (Connecticut Academic Performance Test) Science Workshop Instructor, Crosby HS
2010 – 2014 CT Teacher Education & Mentoring Program (TEAM) Certified Scorer for Reflection Papers
2009 – 2014 CT Teacher Education & Mentoring Program (TEAM) Certified Mentor to New Teachers
2009 – 2013 Connecticut Aptitude Performance Test (CAPT) Physical Science Content Advisory Committee, CT State Department of Education
2009 – 2014 Crosby Science Data Analysis Team Member
2008 – 2014 District Science Curriculum Committee, Waterbury Public Schools
2007 – 2009 State Science Portfolio Scorer in the CT Beginning Educator and Support Training Program (BEST)
2007 – 2009 Progressbook Computer Grading Trainer, Waterbury School District
2007 – 2008 Connecticut Science Teachers Association - High School Director
2007 – 2008 Consultant for Praxis II General Science Content Exam Review, CSDE & CollegeBoard (New Jersey)
2006 – 2009 Waterbury Biotechnology Curriculum Committee Member
2006 – 2008 National Science Foundation (NSF) Advisee, Various Committees, Washington D.C.
2005 – 2013 Substitute Teacher Training Program Developer and Presenter, Waterbury School District
2005 – 2009 CT Beginning Educator and Support Training Program (BEST) Mentor & Cooperating Teaching
2005 Biotechnology Curriculum Development, Education Connections (CT State RESC)
2004 – 2010 Crosby ACE Program Curriculum Committee Member, Program for Gifted Students
2004 – 2008 Crosby High School No Child Left Behind Standards Committee Member
2003 – 2014 Crosby High School Science Curriculum Development Committee Member
2003 – 2009 Waterbury School District-wide Curriculum Committee Member
2003 – 2007 ACES Inter-district Collaboration Committee for Science and Math Member, New Haven County
2002 – 2004 Crosby High School Vertical Team Development Member
2001 – 2012 (NEASC) Assessment Committee Chairperson, Crosby High School
2000 – 2001 Co-chairperson Crosby NEASC Assessment for Student Learning Committee
1998 – 2000 Pomperaug High School Science Curriculum Development Committee
1999 – 2000 Pomperaug High School Accreditation Committee

Professional Learning Workshops Developed and Presented

- Chemical Safety, NSTA National Conference, March 2019
- Designing NGSS Assessments, NSTA National Conference, March 2019; CSTA Conference, 2018
- Engineering Design Process Workshop Series, CREC Innovation, August 2016 – March 2016
- NGSS Curriculum Writing, Columbia University, October 2016
- Developing NGSS Units of Study, CT STEM Conference, October 2016
- CREC Chemical Hygiene Officer District Team Meetings, Monthly, September 2015 – June 2016
- CREC District Science Team Meetings, Monthly, September 2015 – June 2016
- Introduction to the Next Generation Science Standards, January 2016
- Inquiry in the Science and Engineering Classrooms, November 2015 & January 2016

Professional Learning Workshops Developed and Presented, *continued*

- 5E Unit and Lesson Planning for Science and Engineering Teachers, November 2015
- Middle School Science Curriculum Development for Next Generation Science Standards, October 2015, March, April, & May 2016
- Globally Harmonized System for Chemical Management, (AAE), September 2015
- CREC District Launch for Secondary Science: New Initiatives, August 2015
- District-wide Implementation of CREC Essential Skills: Communication and Collaboration, August 2015
- Reading and Writing in Secondary Science, August 2015
- Inquiry Strategies for New Science Teachers, August 2015
- Developing Effective Science Instruction, August 2015
- Secondary Science Updates for CREC School Administrators, August 2015
- CREC District UBD Curriculum Writing for Secondary Science, June – August 2015
- CREC Chemical Hygiene Officer District Team Meetings, Bi-monthly, September 2014 – June 2015
- CREC District Science Team Meetings, Monthly, September 2014 – June 2015
- Writing Across the Disciplines, Co-presenter with CREC District Curriculum Team, February 2015
- Developing Engineering Tasks for Science and Technology Courses, November 2014 and April 2015
- CREC Common Assessment Revision Workshop, February 2015
- Implementing Common Core Reading Strategies in Science, (served as facilitator), January 2015
- Writing Laboratory and Technical Reports in Science, October 2014
- Engineering in the Secondary Science Classroom, October 2014
- Globally Harmonized System for Chemical Management, October 2014
- Teaching Science in CREC Schools – for New Teachers, August 2014
- Lab Safety in Science, Engineering, and Art, August 2014
- Implementing Engineering in the Secondary Science Classroom, August 2014
- CREC District Roll-out for New Science Initiatives, August 2014
- CREC District Science Assessment Development, July 2014
- CREC District UBD Curriculum Writing for Secondary Science, June – July 2014
- Engineering Task Development Workshop, April and June 2014
- Close Reading in the Science Classroom, May 2014
- CREC Common Assessment Writing Workshop, March 2014
- Bloomboard Computer Trainer, CT Teacher Evaluation Program, Waterbury Schools, 2013 - 2014
- Use Lab Assessment Lists to Improve Student Comprehension, National Science Teachers Association Regional Conference, Hartford, CT (Session ID #1124358), October 2005
- CAPT Science Strategies Workshops, Waterbury School District, August 2002, April, May, October 2003
- NEASC Special Report Workshops, Crosby High School, March 2001, January, May, August 2003
- Lettergrade/Gradebook Implementation Workshops, Crosby High School, November 2002, March 2003
- Computer Use in the Classroom Workshop, Crosby High School, March 2002, March 2005
- Improving Students' Lab Skills, Connecticut Science Educators Annual Conferences, New Britain, CT, March 1998, May 1999, March 2000
- Using Slime Molds for Inquiry-based Learning, National Association for Microbiology Teachers Summer Conference, New Britain, CT, June 1998

Professional Development Workshops Organized for Educators

- NGSS Science & Engineering Practice: Argumentation with Evidence, presented by MLC Science Teachers, November 2015 & January 2016
- NGSS Science and Engineering Practice: Modeling in Science, presented by AAE Science Teachers, November 2015 & January 2016
- Chemical Hygiene Officer Training, presented by Dr. K. Roy, September 2015
- Globally Harmonized System for Chemical Management, presented by K. Bissonnette, August 2015
- Next Generation Science Standards Unit Writing Workshop, D. Kastel, American Museum of Natural History (NY), June and October 2015 (7 days)
- Wind Turbines for Science and Engineering, presented by L. Brown, eeSmarts, May 2015
- Hazard Communication Training for Art, presented by K. Bissonnette, January 2015
- Implementing Common Core Reading Strategies in Science, presented by CREC AAE ELA teachers, January 2015
- Photovoltaic Cells for Science and Engineering, presented by L. Brown, eeSmarts, October 2014
- Using Schoology for Digital Assessment, Presented by J. Hills, October 2014
- Chemical Hygiene Officer Training, presented by Dr. K. Roy, September 2014

My Professional Learning Experiences

- ASM Materials Science and Engineering Camp, Year 2, July 25 – 30, 2017
- OSHA Ergonomics Standards, July 2017
- National Science Teachers Association Summer Congress Collaborator, July 2017
- Center for Research on Interface Structures and Phenomena (CRISP) 4th Annual Materials and Manufacturing Summer Teachers Institute, July 26 – 28, 2016
- ASM Materials Science and Engineering Camp, Year 1, July 11 – 15, 2016
- CT TEAM Mentor Training, June 2016 (3 days)
- Instructional Coaching Meetings, CREC Curriculum Team, Bi-weekly, September 2015 – June 2016
- OSHA Course 501: Trainer Course in General Industry, April 2016 (4 days)
- Defining 3 Dimensional Learning, Connecticut Science Supervisor's Association Meeting, December 2015
- 3 Dimensional Learning, Connecticut Science Teachers Annual Conference, November 2015
- CPR, AED, and First Aid Certification Course, American Heart Association (CREC), October 2015
- OSHA Course 511: Standards for General Industry, September 2015 (4 days)
- Chemical Hygiene Officer Training, Dr. K. Roy, September 2015
- Next Generation Science Standards Unit Writing Workshop, AMNH, June and October 2015 (7 days)
- Wind Turbines for Science and Engineering, eeSmarts, May 2015
- Utilizing Technology in Science, Connecticut Science Supervisor's Association Meeting, April 2015
- Next Generation Science Standards Implementation Planning and Curriculum Development, NSTA Annual Conference (Chicago), March 2015
- TinkerCAD and 3D Printing, Central Connecticut State University & ITEEA, November 2014
- NGSS Science and Engineering Practices, NSTA Virtual Conference, November 2014
- Instructional Strategies in Science, Connecticut Science Teachers Annual Conference, October 2014
- Photovoltaic Cells for Science and Engineering, eeSmarts, October 2014
- Chemical Hygiene Officer Training, Dr. K. Roy, September 2014
- Utilize the Literacy Collaborative in Science, CREC Teaching and Learning Division, April 2014
- Next Generation Science Standards Implementation Planning and Curriculum Development, NSTA Annual Conference (Boston), March 2014
- Teachscape Training Course for Teacher Observation and Evaluation of the Danielson Framework for Teaching, February 2014
- Instructional Coaching Workshop Series, Jim Knight Institute, February 2014

My Professional Learning Experiences, continued

- Common Core in Science, Connecticut Science Teachers Association Annual Conference, October 2012
- Data Team Methods to Drive Instruction & Student Learning, Waterbury Schools, October 2012
- STEM Careers, an Online Exploration for Educators, (EASTCONN), August 2012
- Instruction & Assessment Strategies, NSTA Regional Conference, Hartford, CT, October 2011
- Safety in Secondary School Science Labs, Laboratory Safety Institute (LSI), MA, August 2011
- How to Be a More Effective Chemical Hygiene Officer, LSI, MA, August 2011
- Coaching: Critical Incidents and Emergency Planning, CIAC, November 2010
- Coaching: Legal Aspects of Interscholastic Coaching, CIAC, August 2010, November 2005
- Coaching: CIAC Rules and Regulations, CIAC, August 2010, October 2006
- Coaching: Concussion Management, CIAC, June 2010
- Effective Teaching and Instructional Strategies, Crosby High School, August 2010
- Science and Technology in the Classroom, Waterbury School District, August 2010
- Lab Safety Seminar, CT Department of Environmental Protection, 2009 & 2010
- Reading for Information (RFI) Training, Crosby High School, November 2009
- Common Formative Assessment Training, Crosby High School, 2009 - 2010
- Professional Learning Community Training, Crosby High School, 2009 - 2010
- Smartboard for Instruction and Assessment Workshop, Crosby High School, November 2008
- Positive Behavior Support Program Training, Waterbury School District, September 2008
- Differentiated Instruction Training, Crosby High School, 2008 - 2009
- General Data Analysis Training, Crosby High School, December 2007 – June 2010
- Beginning Educator and Training Support (BEST) Program Science Portfolio Scorer Training, 2007 - 2009
- Beginning Educator and Training Support (BEST) Program Science Mentor Training, ACES, 2006 & 2007
- Progressbook (Grade Program) Training, Waterbury School District, August 2007
- Rubrics and Alternative Assessment Methods, Education Connection Workshop Series, 2003
- Assessment to Address NEASC Goals, ACES/Lindenmeyer Workshops, 2003 – 2004
- NCLB School Action Plans Workshop, Waterbury School District, February 2005
- Assessment Using Rubrics Workshop, Waterbury School District, October 2004
- NEASC Expectations for Student Learning, Crosby High School, February, March, May 2004

Professional Memberships and Publications

2006 – present Association of Presidential Awardees in Science Teaching (APAST)
2005 – present National Science Teachers Association (NSTA)
2013 – present Connecticut Science Supervisors Association (CSSA)
1997 – present Connecticut Science Teachers Association (CSTA)
2013 – present Connecticut Technology Engineering Education Association (CTEEA)
2016 – present International Technology and Engineering Educators Association (ITEEA)
2020 - present Connecticut Computer Science Teachers Association (CTCSTA)
2011 – present Laboratory Safety Institute Affiliate Member (LSI), Massachusetts
1993 – present Phi Theta Kappa National Honor Society
2014 – 2015 Association for Middle Level Education (AMLE)
2014 – 2015 National Science Education Leadership Association (NSELA)
2012 – 2015 Association for Supervision and Curriculum Development (ASCD)
2011 – 2014 Laboratory Safety Institute Affiliate Member (LSI), Massachusetts
1997 – 2004 National Association of Biology Teachers
1995 – 2005 Beta Beta Beta Biological Honor Society
1992 – 1998 American Chemical Society Affiliate
1992 – 1993 The Mattatuck Community College Chemical Society Founder and Member
1997 Co-Author, Inquiry-Based Activities with Slime Molds Laboratory Manual

Professional Awards and Grants

- Connecticut Science Teacher Fellow, CSTA, May 2019
- Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), National Awardee 2005
- EASTCONN STEM Grant for Career Fair and STEM Workshop, April 2012 & April 2013
- Who's Who Among America's Teachers, 2004, 2005, 2006, 2007
- American Chemical Science Urban Schools Grant, 2002, 2006
- Award for Excellence in Natural Science, NVCC, 1993
- Randy E. Bergin Mathematics Award for Excellence, NVCC, 1993
- Who's Who in American Junior Colleges, 1993
- All American Scholar Award, 1993
- Chemical Rubber Company Chemistry Achievement Award, 1992

Community Involvement and Support

2020 - present (Health Occupations Student Association (HOSA) Co-Advisor, Middletown High School
2015 - 2017 Technology Student Association (TSA) Advisor, Academy of Science and Innovation
2016 – 2017 FIRST Robotics Coach, Ingenious Innovators, Rookie Team
2013 – 2014 Waterbury Juvenile Review Board Member
2010 – 2012 Town of Wolcott (CT) Sewer and Water Commission Member
2009 – 2013 Wallace Middle School Cheerleading Coach
2007 – 2010 Crosby National Honor Society Advisor
2005 – 2010 National Science Bowl Competition and Fuel Cell Car Competition Team Advisor
2005 – 2008 Tyrrell Middle School Chess Club Advisor
2005 – 2007 Wolcott Girls Softball 18U Head Coach – Fall Ball
2004 – 2011 Crosby High School Cheerleading Coach
2004 – 2005 Advisor and Mentor for Crosby Rocket Club and Team – TARC National Competition
2003 – 2013 Informal Mentor for New Science Teachers, various schools and districts
2003 – 2004 Mentor and Advisor for middle school science students, PBS Activities
2001 – 2006 ARGUS Advisor, Crosby High School Newspaper
2000 – 2004 Town of Wolcott Acquired Facilities Town Committee Member
1997 – 2004 Mentor for Wolcott Elementary School Teachers for science teaching
1999 – 2004 Secretary for Wolcott Girl's Softball Association
1999 – 2001 BEST Science Safety Mentor for new teachers

Personal Interests

Scuba diving, softball, volleyball, reading, landscaping, travel

References

Furnished Upon Request

REGINA CAPOZZI

EDUCATION

Candidate for Bachelor Degree Social Work Western Connecticut State University
Danbury, CT May 2020
Associates Degree Human Service – Pre-Social Work Naugatuck Valley Community College
Waterbury, CT March 2018
Certificate in Child and Family Service Naugatuck Valley Community College
Waterbury, CT May 2015

PROFESSIONAL EXPERIENCE

All Pointe Care, Cheshire, CT

Therapeutic Supportive Staff Mentor for DCF & Supportive staff March 2010 - Present
Working with individuals and their families to meet their requirements and goals
Ensuring safety at all times in my care
Providing education with everyday skills to help them succeed
Maintain consistent communication between the case workers and families to ensure that the client is meeting their goals
Teach boundaries and awareness of others
Working with children and adults who are diagnosed with Autism, Down Syndrome, and developmental disabilities, and present as non-verbal and/or behavioral problems
Transport to and from doctors appointments

Guardian Angels, Cheshire, CT

August 2014 – August 2015

Home Health Aid
Household maintenance (i.e. cooking, cleaning, bathing, etc.)
Transportation for clients (i.e. Dr. appointments, grocery shopping, etc.)
Financial upkeep (i.e. balancing check book, pay bills, etc.)

Naugatuck Valley Community College, Waterbury, CT

Payroll Clerk January 2009 – May 2010
Organized tax and payment records
Routine filing and organizing

Stork Club, Cheshire, CT

Head Teacher January 2005 – December 2008
Developed lesson plans, creative activities, and maintained a schedule for the children
Fostered and enforced a safe environment during indoor and outdoor activities

RELATED EXPERIENCE

Department of Children and Family, Waterbury, CT

Licensed Foster Care Provider January 2007 – June 2012
Cared for and nurtured foster children throughout the time they stayed with me
Assisted many children with different disabilities and other special needs

Certifications

First Aid, 2020
CPR, 2020
PMT, 2021
DDS, 2021
Mental Health Aid, 2019

JOSEPH 'TYLER' CATLIN

PROFESSIONAL SUMMARY

A highly motivated educator with six years' experience in Special Education at the private and public school level. Possesses strong interpersonal skills, leadership abilities and has capacity to adjust to a fast-changing environment. Experience in behavior management, restorative justice practices, and effective communication with students, faculty, and parents/guardians.

SKILLS

- Classroom management
- Data-driven decision making
- Mediation and crisis intervention
- PPT Case management/IEP development
- Strong organizational skills
- Quick and sound decision-making

WORK HISTORY

October 2018 - Current
Special Education Teacher
Sedgwick Middle School
West Hartford, CT

- Case manager of 12 intensive behavior, special education students
- Supervise paraprofessional support staff
- Run PPT meetings for caseload to develop student's IEP
- Trained in and implemented KTEA-3 and Woodcock Johnson IV educational achievements tests
- Collaborate with educators and school administrators at team meetings to develop interventions for struggling learners
- Co-teach with regular education teachers in Language Arts, Reading, and Math
- Work closely with the assistant principal on disciplinary referrals
- Member of the "Tools for Schools" committee
- Completed 092 Educational Leadership internship during the 2019-2020

June 2014 - October 2018
Special Education Teacher
Wheeler Clinic
Northwest Village School
Plainville, CT

- Case managed 12 special education students
- Head teacher in a self-contained classroom setting
- Supervised and evaluated paraprofessional support staff
- Wheeler Clinic, "Anna Tedesco" award winner December 2015
- Provided referrals for community resources and mental health professionals for families and students

September 2013 - May 2014

Special Education Teacher

Washington Middle School & Lincoln
Middle School
Meriden, CT

- Case managed 15 special education students
- Commuted each day between Washington and Lincoln Middle School
- Worked in the transitional support classrooms (TSC)
- Collaborated with teacher to create customized classroom environment that was integral to students' needs

EDUCATION

June 2020

Sixth-Year Certificate: Educational Leadership

Central Connecticut State University | New Britain, CT

May 2013

Master of Science: Special Education

Central Connecticut State University | New Britain, CT

December 2008

Bachelor of Science: Exercise Science

Southern Connecticut State University | New Haven, CT

- Member of SCSU Baseball team, 2004-2005

June 2003

High School Diploma

Berlin High School | Berlin, CT

COACHING

Varsity Softball Head Coach - Rocky Hill High School, *2016-Present*

Varsity Assistant Basketball Coach- Rocky Hill High School, *2017-2019*

Junior Varsity Basketball Coach- Wethersfield High School, *2016-2017*

Boys Soccer Coach-Lincoln Middle School, *2013*

Girls Softball Coach-Washington Middle School, *2014*

CERTIFICATIONS

- 092 Educational Leadership
- 165 Special Education
- 044 Physical Education
- 600 Interscholastic/Intramural Coach certified
- First Aid and CPR

REFERENCES

Upon Request

SARAH DINNAN

WORK EXPERIENCE:

Secondary English Teacher | Terryville High School, Terryville, CT

August 2016 – Present

Assigned Courses: Grade 12 AP Literature and Composition; Grade 10 CP and Honors; Grade 9 CP and Honors

- Adapt lessons to meet the needs of distance learning and hybrid-model learning
- Share passion for content and develop student potential for analysis as well as oral and written communication
- Create and implement lessons for new curriculum for Sophomore “Early American Literature” course and make necessary adjustments to curriculum
- Coordinate field trip to the New Britain Museum of American Art in 2019 and Holocaust speaker experience in 2020
- Tutored THS student in English and History 5 hours a week from April – June 2018

Substitute Teacher | Kelly Educational Staffing Services

October 2015 – May 2016

Locations: East Hartford, New Britain, Bristol, Manchester

- Implemented instructions and lesson plans left by absent teacher in grades K-12
- Worked with and managed classes to meet teacher goals and objectives

Graduate Intern | Manchester High School, Manchester, CT

August 2015 – May 2016

Subjects: Global Studies; Humanities: Power; Humanities: Persuasion

- Planned and taught lessons to interdisciplinary classes on persuasion and power
- Modelled and produced a student-run conference styled after TEDx
- Completed an inquiry project with a focus of personalized learning

Student Teacher | Bulkeley High School, Hartford, CT

2014 – 2015

Subjects: Senior World Literature; Public Speaking (Grades 11 and 12)

- Developed and taught lessons for grade 12 World Literature and Public Speaking classes
- Assessed student work and provided whole class, small group, and individual instruction

LEADERSHIP:

NEASC Standard 4: Assessment Co-Chair | Terryville High School

2018 – 2019

- Coordinated with co-chair to lead and delegate tasks to the standard committee in order to satisfy the requirements of indicator
- prepared assessment to be submitted to NEASC
- Selected parents and students to conduct interviews for the standard committee
- Organized all documentation and supporting data for report demonstrating on alignment with Standard 4

NEASC/CPS Visiting Team | Huntington, MA

October 28th – 31st, 2018

- Recommended by school principal to participate as a member of NEASC visiting team
- Collaborated with multidisciplinary educators to assess school’s compliance with NEASC Accreditation standards

Co-Advisor of the Newspaper Club | Terryville High School

2018 – Present

- Meet weekly to supervise and mentor student writers in the delegating, drafting, and editing of news articles about district and student news, field trips, staff members, student opinion pieces, and upcoming events published on the school newspaper website, terryvillenewspaper.edublogs.org

Co-Advisor for the Class of 2022 | Terryville High School

2018 – Present

- Guide and advise class officers to enrich THS class experience through class assemblies, meetings, and fundraisers
- Oversee the election of class officers and collaborate with said officers in planning future events and encouraging student participation in class events

Advisor of Dungeons and Dragons Club | Terryville High School

2017 – 2020

- Facilitated students grades 9-12 in cultivating social-emotional skills and creativity through teamwork in playing tabletop games like Dungeons and Dragons
- Fostered leadership growth in older members of the club by guiding them through introducing new members to the club and taking on additional leadership responsibilities

Co-Organizer of SAT Preparation Sessions | Terryville High School

2017 – 2019

- Volunteered to create and teach 4-6 week supplementary English-related SAT materials to enhance student performance on SAT

CERTIFICATION:

Connecticut Provisional Educator Certification

Active from February 1st, 2019 –

Endorsement 015: English Grades 7 through 12

January 31st, 2027

Teacher Education And Mentoring (TEAM) Program

Completed on June 8th, 2018

PROFESSIONAL DEVELOPMENT:

Rice University Advanced Placement Summer Institute

July 13th, 2020- July 17th, 2020

AP English Literature and Composition for Experienced Teachers (43377)

Google Summit at Manchester High School

May 2016

- Intensive training in Google programs and technology for educational purposes

RECOGNITION/AWARDS:

Nominations for Teacher of the Year 2020 and 2021 | Plymouth Public Schools

May 2019; May 2020

- Recognized for contributions to the educational community and school culture

Student Council Staff Spotlight | Terryville High School

- Recognized by student members and staff representatives of Student Council for hard work and dedication to THS

January 2019

EDUCATION:

M.A. Degree in Curriculum and Instruction | UConn, Storrs, CT

Graduated May 8th, 2016

Inquiry Project: Personalized Learning

Overall GPA: 4.0

Related Coursework: Multicultural Education, Teacher Leadership & Organization,

Learning: Its Implications for Education, Teaching Students with Special Needs

B.A. Degree in English and B.S. Degree in Secondary English Education | UConn, Storrs, CT

Graduated May 11th, 2015

Overall GPA: 3.96

EXTRACURRICULAR ACTIVITIES:

- Acrylic and Watercolor Painting
- Tabletop Roleplaying Games and Board Games
- Ballroom Dancing
- Baking

Jessica Epps

Elementary Educator



CERTIFICATION

NYS Childhood Education (1st-6th grade)

NYS Students with Disabilities (1st-6th grade)



EDUCATION

Keuka College (Keuka Park, NY)

- M.S in Criminal Justice Administration (May 2016)
- B.S in Unified Childhood Education w/ a concentration in Global Studies (May 2007)



SKILLS

- Strong written & verbal communication
- Culturally responsive teaching
- Differentiated Learning
- Multiple Intelligence learning styles
- Google Apps for education
- Microsoft Office

References Available Upon Request

Creative, passionate educator dedicated to engaging and empowering students. Committed to a student-centered teaching philosophy anchored in strong relationships. Skilled at integrating technology and designing meaningful learning experiences to reach every learner at their level.



TEACHING EXPERIENCE

6th Grade ELA Teacher/ Dryden Middle School

October 2020-present

- Created and facilitated engaging synchronous lessons for virtual and in person 6th grade students
- Adapted and implemented lessons in a diverse, technology-rich and nearly paperless classroom
- Anticipated the unique needs of students and scaffolding instruction accordingly
- Utilized Google Classroom and various technology platforms to enhance instruction, learning and data tracking
- Encouraged self-directed learning and goal setting
- Supported Social & Emotional Learning through a pandemic

Pre K CUBS Camp Director/ Cornell CUBS Camp

Summer 2020-present

- Designed Pre-K curriculum that aligned with the core values of the CUBS Camp.
- Head counselor for 6-8 Pre-K campers that delivered daily activities, supervision and enrichment in physical activities through the day

K-1 Special Education Teacher/ Caroline Elementary School

October 2018-October 2020

- Collaborated with Co-Teacher on differentiated lessons to reach all learners (specifically for students with disabilities)
- Designed and delivered specially designed curriculum for students with Individualized Education Plans (IEPs)
- Administered testing for students who were referred for special education services
- Analyzed data and achievement scores to determine if a child qualified for specially designed instruction

Program Coordinator/ Cornell Prison Education Program

February 2016-November 2017

- Responsible for the day to day operations of the Cornell Prison Education Program at Five Points Correctional Facility
- Designed Non Credit Course and taught Learning Lab for incarcerated students
- Collaborated with the Department of Corrections on security and implementation of curriculum provided to incarcerated students



Specialized Training

- Culturally Linguistically Responsive Training w/ Dr. Hollie
- Explicit Direct Instruction
- Specially Designed Instruction
- Classroom Management
- RULER (Social & Emotional Learning)

KATE CALLAHAN

ENGLISH/LANGUAGE ARTS TEACHER

PROFILE

An inspired teacher makes the difference between students who oblige and students who come alive! My work, since 2001, has helped me refine this philosophy and apply it in both classroom and virtual learning platforms.

EDUCATION

**CONNECTICUT
TEACHING
CERTIFICATION**
(2019 - 2020)

Accelerated Route to Certification
English / Language Arts

**BACHELOR OF
ARTS**
(2010 - 2014)

Central CT State University
Creative Nonfiction

CONTACT



WORK EXPERIENCE

**LONG-TERM
SUBSTITUTE
ENGLISH**
(Feb - May 2021)

Cheshire High School, Cheshire

A 9-12 high school that strives to enhance student understanding.

- Taught 5 academic classes and one writing lab
- Created lesson plans, provided feedback on assignments and assigned grades
- Attended faculty meetings and worked with peers in the department to help facilitate extra activities for students, like Poem in Your Pocket Day.

EXPERTISE

Classroom/Lesson Planning

Distance Learning

Differentiation for students with special learning needs.

Music in the classroom

**TEACHING
ASSISTANT**
(2019 - present)

King Philip Middle School, West Hartford

One of three public middle schools in the town of West Hartford. Approximately 1000 students, grades 6-8..

- One-on-one academic and emotional support for special education students in the 6th grade
- Tutored students via distance learning during COVID-19 crisis.

**COLLEGE
APPLICATION
ESSAY COACH**
(2013 - present)

Art of the College Essay, West Hartford

Director of a small business supporting high school seniors in their college essay writing process..

- Design intakes, idea prompting questions, essay outlines, and skill-building worksheets to aid students' writing processes.
- Encourage, motivate, support, and guide students to access authentic voice and content.

SKILLS

Google Classroom / Meets

Google Drive/Docs/Slides

PowerSchool

INTERESTS

Music

Advocacy

EXTRAS

CT STATE TROUBADOUR

Office of the Arts | 2016-18

A legislated position given to a singer-songwriter with a vision to serve the community through music and social justice.

THOUGHT LEADER AWARD

CT Brain Injury Alliance | 2019

Award given to a survivor of TBI who is adding to the public conversation through advocacy and service.

BEST SINGER-SONGWRITER IN CT

CT Music Awards | 2013

CT's own "Grammys-like" award ceremony.

WOMAN OF CHARACTER

The Hartford Courant | 2005

An award given each year to a woman who serves her community through the arts.

SONGWRITING INSTRUCTOR

(2010 - 2017)

Center for Creative Youth, CREC, Middletown

A pre-college summer residency program in the arts for students aged 14-18

- Designed and taught experiential songwriting course.
- Students collaborated and explored rock, folk, blues, hip-hop, rap, and show-tunes while writing over 40 songs in ten days.

ARTIST IN RESIDENCE

(2000 - 2016)

Hall High School, West Hartford

A four-year public high school in West Hartford. Approximately 1,500 students in grades 9-12.

- Designed and taught 45-minute creative writing workshops for classes of 15-25 students
- Workshops followed logical steps to support students in producing powerful and clear work: prewriting, outlining, discerning an angle, lead writing, showing not telling, conclusions, and revising.

STAFF WRITER

(2012 - present)

Central CT State University, New Britain

The Office of Marketing & Communications exists to increase awareness about CCSU, its people, programs & promise.

- Profile and feature writer for the Courier and Connections Magazines. Over 30 bylines.

VOCAL EMPOWERMENT FACILITATOR

(2018 - present)

York Correctional Institution, Niantic

The only State-run prison for women. Population 1,500.

- Designed a 20-week vocal empowerment program for incarcerated women
- Grant-funded by the Hartford Foundation for Public Giving

J

TYLER ELLIOTT

Education

University of Connecticut

Bachelor of Science – Communications

December 2016

Central Connecticut State University

Master of Science – Special Education

Expected May 2022

Experience

Bristol Public Schools

Building Substitute – Northeast Middle School

January 2015 – June 2016

Educational Paraeducator – Bristol Central High School

August 2016 – June 2021

Bristol Parks & Recreation

Camp Counselor 2010 – 2015

Supervised and participated in daily activities with campers aged 10-12 years old.

Head Counselor 2016 – 2017

Created and implemented the daily activities of the camp. Created group rosters. Collected, organized, and maintained all necessary paperwork for each camper.

Volunteer PONY League Baseball Coach 2011 – 2014

Skills

Proficient with Microsoft Office and Google.

Experience working with students with autism, learning disabilities, behavioral disorders, and emotional disturbances in both self-contained and general education classroom setting.

Experience with grades 3 – 12.

Objective

To support academic, social, and personal growth in students of all ages.

Certification

Dual Connecticut Certification: 013 Elementary Education: K-6 and 165 Special Education: K-12

Education

Graduated University of Saint Joseph May of 2020 with my Masters in Special Education with an Autism focus

Job History

State Street School
Ct

Waterbury,

12/2018 - 4/2021

Special Education Teacher, grade 6

- Plan, organize and modify lessons for 6th graders in an inclusive classroom
- Case manager to students: Write and produce IEP's for all students on case load, attend PPT meetings, collect and track data on IEP goals and objectives, kept regular communication with care givers and students team of staff
- Monitored triennial testing
- Organize multiple google classrooms
- Safety Care trained to help defuse and deescalate disruptive behaviors

Meliora Academy

Meriden, Ct

8/2018- 12/2018

Special Education Teacher

- Plan, organize, and modify lessons for Autistic students ages 9-16
- Helped defuse escalated behaviors following the Safety Care method
- Case manager to students: attend PPT meetings, collect and track data on IEP goals and objectives, kept regular communication with care givers and participated in daily communication with students team of staff
- Create materials to support learning
- Lead a team of staff including a BCBA and RBT's for each student
- Monitored annual and triennial testing
- Use AAC technology



REBECCA FRIEDMAN

OBJECTIVE

To secure an Elementary Education teaching position and share my passion and enthusiasm for teaching and learning to promote overall success and development in the classroom.

PROFESSIONAL SUMMARY

Dynamic, accomplished, motivated educator and aspiring educational leader with 7 years of teaching experience. Focused on fostering positive learning environments rich in innovative and creative learning experiences that tap into student interests and learning styles. Collaborate with parents, peers, administration, and other stakeholders to promote optimal success for children. Lifelong learner dedicated to growing and improving my craft to help lead students and other educators on a road to success and achievement.

SKILLS

- Innovative and resourceful in developing and executing quality, engaging, and creative learning experiences for all students.
- Highly motivated and energetic, eager to prioritize student achievement and progress.
- Exceptional listener, ready to take in knowledge and insight from colleagues and administration to advance my educational abilities for the success of all students.
- Talented and determined educator with an exceptional ability to establish cooperative and professional relationships with parents, staff, and administration.
- Strong and compassionate with a keen ability to foster a positive classroom culture rooted in student leadership and positive mindsets.
- Exceptionally reflective to ensure effective learning experiences, communication, collaboration, and craft.

PROFESSIONAL EXPERIENCE

Second Grade General Education Teacher, Daniel Island School, July 2018-Current, Charleston SC

- Lead educator of all content areas
- Promote student success and achievement through engaging lessons and activities aligned with academic standards
- Foster leadership skills in students through the 7 Habits
- Develop social emotional skills through the use of the 7 Mindsets
- Develop weekly lesson plans and materials (virtual and traditional)
- Daily communication with parents/guardians to discuss student progress and to share what takes place in the classroom
- Observe and assess student performance through formative and summative assessments
- Provided flexible learning environments with flexible seating and student choice in learning
- Integrate personalized learning and differentiated instruction to meet the needs of all learners
- Served as cooperating teacher for two student interns from a local college in 2018
- Mentor for a first-year teacher in 2019-2020 and a new teacher in the district during the 2020-2021 academic year
- Member of the leadership team as the 2019-2020 grade level chair
- Member of an Innovation Investigators Cohort in the district becoming endorsed as a Personalized Learning Explorer
- Served as the Cooperating Teacher for a student intern during the spring of 2020
- Led professional development sessions on personalized learning and learning pathways
- Top 3 nominee for the 2020-2021 Teacher of the Year

Second Grade General Education Teacher, Goose Creek Primary, July 2015- June 2018, Goose Creek, SC

- Responsible for ensuring all students obtained and understood grade-level content through quality and engaging lessons and activities
- Fostered work and life skills through quality social-emotional learning
- Developed leadership skills through the 7 habits in students as well as a student leadership program
- Communicated with parents daily in English and their native language to ensure constant collaboration
- Monitored and assessed student learning and performance through formal and informal observations and assessments
- Fostered a positive classroom environment with flexible seating and a sense of family and unity
- 2017-2018 Teacher of the Year and one of the District's Top 8 Teachers of the Year
- 2017-2018 Second Grade Representative for the ESOL Committee
- Developed, managed, and led a student leadership program
- Co-teacher and cooperating teacher for a student intern during the 2017-2018 academic year
- Presenter at the Tri-County ESOL Conference on Co-Teaching for ELs
- 2016-2017 Top 3 Nominee for Teacher of the Year
- Member of the school leadership team and served as the 2016-2017 grade-level chair
- Presented at the SCASCD Winter Conference on classroom community

PROFESSIONAL EXPERIENCE CONTINUED

Fourth Grade General Education Teacher, Chicora Elementary School of Communication, July 2014- June 2015, North Charleston, SC

- Facilitated quality and creative learning experiences to provide meaningful lessons and curriculum to all students
- Implemented individual and small group instruction to meet the needs of a diverse student population
- Aligned instructional material and assessments to state standards
- Utilized data to differentiate instruction
- Fostered a welcoming classroom learning environment that encouraged positive social interactions and developed appropriate interpersonal skills
- Communicated regularly with families in a variety of methods to foster positive home-school relations

AWARDS, HONORS, ROLES, AND RECOGNITIONS

- 2020-2021: Top Three Nominee for Teacher of the Year
- 2020: Member of the BCSD Innovation Investigators Cohort and became an Endorsed Personalized Learning Explorer
- 2017-2018: Teacher of the Year and one of the District Top 8 Teachers of the Year
- 2017: Developed, managed, and led a student leadership program
- 2016-2017: Top Three Nominee for Teacher of the Year
- Member of the school Leadership Team
 - 2019-2020: Served as Grade Level Chair
 - 2016-2017: Served as Grade Level Chair
- Presented and Lead Professional Development
 - 2020: Personalized Learning and Learning Pathways
 - 2017: Co-Teaching for ELs at the Tri-County ESOL Conference
 - 2016: Classroom Community
- Mentor
 - 2020-2021: Mentor for teacher new to the district
 - 2019-2020: Mentor for First Year Teacher
- Cooperating Teacher
 - 2019-2020: Cooperating intern during the spring semester
 - 2018: Two student interns from a local college who came once a week
 - 2017-2018: Cooperating intern for fall and spring semesters
 - 2016: Four student interns who came once a week as well as two teacher cadets

EDUCATION

Masters of Science, Education Administration and Supervision

Southern Wesleyan University

- Expected to graduate in August 2021 with a Master's in Education Administration and Supervision

ESOL Certification, English to Speakers of Other Languages

University of South Carolina Aiken

- Completed ESOL certification from the University of South Carolina Aiken in December 2019

Bachelor of Science, Elementary Education

The College of Charleston

- Graduated Magna Cum Laude May 2014 with a Bachelor of Science
- Recipient of the South Carolina Teaching Fellows Scholarship
- Member of The College of Charleston Teaching Fellows Program
- Recruitment Committee Chair from 2011-2012
- Dean's List at The College of Charleston every semester enrolled
- Awarded The College of Charleston academic scholarship
- Qualified for and invited to participate in the Golden Key International Honor Society and the National Society of Collegiate Scholars

Bridget Germain

Contact Information:

Connecticut Certification

029: Mathematics, 7-12

013: Elementary, K-6

EDUCATION

Central Connecticut State University, New Britain, CT

Master of Science Mathematics for Certified Secondary Teachers, May 2019

Central Connecticut State University, New Britain, CT

Bachelor of Science Elementary Education, May 2014

Concentration: Mathematics

WORK EXPERIENCE

- 2018 - Present Berlin Adult Education, Berlin, CT
GED Math Instructor
- *Created and implemented curriculum*
- 2014 - Present Pulaski Middle School, New Britain, CT
- *Algebra 1 Teacher*
 - *Sixth, Seventh, and Eighth Grade Math Teacher*
 - *Implemented IM, Big Ideas, and CMP3*
 - *Sixth Grade Science Teacher*

HONORS

- 2018 TENURE
- 2017 CSDBN PURSUING EXCELLENCE AWARD
- 2011 – 2014 Dean's List
Central Connecticut State University
- 2013 - 2014 Kappa Delta Pi
Epsilon Mu Chapter
- *Communications Chair*
 - *Organized and developed 2014 Literacy Alive*
 - *2013 Annual Convocation, Dallas, Texas*
- 2013 - 2014 Golden Key Honors Society
Central Connecticut State University Chapter

Nicole Folino

EDUCATION

Social Work Licensing Exam Scheduled August 2021

CT Social Work Certification sent in 4/05/2021-currently being processed

Masters In Social Work

University of New England School of Social Work Online Program, Biddeford, ME (May 2020)

Bachelor of Social Work and Bachelor of Art in Sociology

Castleton University, Castleton, VT (May 2016)

RELATED EXPERIENCE

Intern, Park Street, Rutland, VT (Fall/Spring 2015-2016) (400 hours)

Community-based residential program serving adolescent males with sexual harming behavior.

- Assisted residents in the development of leadership skills
- Attended and helped facilitate groups, individual and family sessions; participated in goal review sessions.
- Completed program trainings to further develop professional skills

Intern, Forty-Seven Main Street, Castleton VT (Fall 2012) (40 hours)

Therapeutic community residence providing individualized treatment to residents with major life adjustment issues including illness, delinquency or addictions.

- Guided residents in daily life skill activities; provided supportive counsel
- Accompanied and supervised residents meal preparation and work activities to gain responsibilities

Intern, Boys and Girls Club, Santa Fe NM (Fall 2013)

- Guided youth in career exploration and educational enhancement.
- Assisted and modeled life skills by guiding youth to engage in positive behaviors to nurture well-being
- Helped youth design personal goals to live successfully as self-sufficient adults.

Mentor, Castleton Elementary School, Castleton VT (Fall 2015)

- Met weekly with mentee; provided friendship and educational support

Mentor, Summer Upward Bound Program, Castleton VT (Summer 2015)

- Served as live-in leader, tutor, advisor, educator, and role model to fifty students

COLLEGIATE LEADERSHIP EXPERIENCE

Student Support Network Certificate, Castleton University Wellness Center (May 2014)

- Completed training focusing on mental and emotional health of college students
- Trained in empathetic listening and how to effectively respond to situations
- Provided assistance and served as liaison for students in crisis

Community Advisor, Castleton University (Fall/Spring 2013-2014)

- Selected to oversee residence hall of 100 students; promoted community
- Assisted with personal, social and academic concerns
- Facilitated academic and social programs for residents; served on duty rotation
- Enforced college policies and procedures; documented incidents; confronted residents in violation of university policies; served as liaison for campus resources
- Attended weekly staff meetings

EMPLOYMENT HISTORY

Social, Emotional, Behavioral Intern, City of Bristol, Chippens Hill Middle School, Bristol, CT (February 2019-Current)

- Assisting students in regulating, managing and reflecting on emotional/behavioral responses so that they can return to the classroom.
- Respond to classrooms for student support, provide push in for classroom behaviors management.
- Guide students to use coping strategies, self-regulation techniques, and crisis intervention
- Provide peer mediation support and restorative practices

Paraeducator, City of Bristol, Chippens Hill Middle School G.O.A.L. Program, Bristol, CT (October 2018-June 2019)

- Support students with social, emotional, and behavioral needs within self-contained classroom as well as in a general education setting
- Deliver academic instruction to students in grades 6th, 7th, and 8th in all core subject areas
- Guide students to use coping strategies, self-regulation techniques, and crisis intervention
- Offer intensive behavioral supports to students presenting with Emotional Disturbance, ADHD, and Autism

Behavioral Paraprofessional, Wheeler Clinic, Northwest Village School, Plainville, CT (May 2017-October 2018)

- Assist teacher in running a therapeutic education based classroom by providing educational and behavioral support
- Provide emergency/crisis intervention techniques including therapeutic holds
- Perform as mediator and facilitator between peers within classroom

TST Milieu Counselor, Family Services of Rhode Island, Providence, RI (May-December 2016)

- Assisted residents in developing healthy interpersonal relationships and normal behavior patterns
- Daily tasks included household management; menu planning, sleeping arrangements, housekeeping, medication dispensing

- Provided emergency/crisis intervention techniques, such as passive physical restraint, as needed
- Maintained appropriate program records, reports, logs and data, as required while attending weekly staff meetings and trainings

Residential Counselor, Park Street Program, Howard Center, Rutland, VT (Fall/Spring 2015-2016)

- Participated in a multitude of crisis intervention services, de-escalation techniques, individual group counseling, goal setting strategies, and problem solving techniques
- Performed effectively as a mediator, facilitator, educator, advocator, and counselor
- Developed Biopsychosocial assessments
- Served as support staff for adolescent males with sexually harming behaviors in residential setting

VOLUNTEER EXPERIENCE

- **Habitat for Humanity** (Spring 2015-2016)
- **Restoration of San Miguel Church**, Santa Fe NM (Fall 2014)
- **Safe Ride Fleet Driver**, Castleton University (Fall 2015)

Nicole F. Folino

References

EXPERTISE

Adaptability | Curiosity | Empathy |

Project Management

VOLUNTEER WORK

Hartford Symphony Orchestra
Ambassador


2018-Present


CERTIFICATIONS

Yoga and Mindfulness for Children
Instructor Certification
2020

School of Social Work Certification
State Connecticut-071
2018-Present

EDUCATION

 **UNIVERSITY OF
CONNECTICUT SCHOOL
OF SOCIAL WORK**
MSW
2014

 **JOHNSON C. SMITH
UNIVERSITY**
Psychology; BA
2012

BRITTNEE N. JOHNSON, LMSW

EXPERIENCE

Ivy Drive Elementary School

Social-Emotional Learning Coordinator
Bristol, CT

August 2018 — Present

Administer risk assessments

Engages individual and group counseling sessions

Leads social skills and self-regulation groups for grades K-5

Oversees and supervise interns

Supports multi-disciplinary teams on student success plans, IEPs, and 504s

Works alongside the climate team to build a positive school environment

Urban League of Greater Hartford

Youth Advocate/ Case Manager
Hartford, CT

February 2016 — June 2018

Collected client data and computed reports

Coordinating with contractors

Identified and instituted educational and career goals with clients

Implemented group and individual counseling

Managed initial application processes

Prepared program curriculum

Recruited, raised, and maintained retention rates

Supervised, taught, and trained interns

South Bay Community Services

Staff Therapist
Springfield, MA

June 2014 — January 2016

Applied evidence-based practices

Completed outpatient in-home therapy for children and adults

Diagnosed clients

Established treatment plans

Facilitated family groups and individual therapy

Performed assessments, initial and follow-up

Provided clinical outreach services while collaborating and promoting community resources

Natchaug Hospital

Social Work Intern
Mansfield Center, CT

September 2013 — April 2014

Administered adolescent and adult group sessions on anger management, anxiety and depression, trauma recovery, and substance abuse

Assisted therapists in treatment plans and clerical tasks

Conducted psychosocial assessments

Co-facilitated pediatric groups

Compiled and organized, and secured patient notes

Tarra N. Kozma

EDUCATION

Master of Science in Counselor Education; Major: School Counseling K-12 May 2015
Central Connecticut State University, *New Britain CT*

Bachelor of Arts in Human Development and Family Studies May 2012
University of Connecticut, *Storrs CT*

CERTIFICATION

Connecticut Professional Certification in School Counseling K-12 (068) May 2015

CURRENT WORK EXPERIENCE

School Counselor, Waterbury Arts Magnet School, Waterbury CT *March 2021-Present*

- Working with a caseload of 175+ students
- Coordinate/run 504 meetings, while contributing to PPTs, staff professional development and team meetings
- Communicating with parents/guardians about students experiencing crises
- Reviewing graduation requirements with students and families
- Acting AP Coordinator
- Attended College Board AP webinars
- Working with families to complete the FAFSA during scheduled sessions
- Collaborating with administration, guidance members and other school staff regarding students
- Coordinated NGSS testing, in school SAT/PSAT day testing, AP testing
- Holding google meets with students to check in, talk about post secondary plans, grade concerns, etc.
- Worked with college representatives to schedule webinars/presentations for students (UCONN, SCSU, NVCC)
- Meeting with students to review course selection/schedules for next year

OTHER/RELATED WORK EXPERIENCES

School Counselor, Long Term Substitute, Terryville High School, Plymouth CT *Aug 2020-Feb 2021*

- Worked with a caseload of 200+ students across all areas of a comprehensive school counseling program
- Scheduled and held 504s, contributed to PPTs, team meetings and any at risk meetings
- Coordinated 504s for students living in district but going to magnet schools (Wamogo, WAMS)
- Consulted with colleagues, other faculty members, administration and other support staff on a daily basis regarding any issues/concerns with my students
- Gave virtual orientation to 9th graders welcoming them to the high school
- Interacted with parents and students regarding concerns about grades, attendance and graduation requirements
- Part of crisis team to help the community and students deal with an in town tragedy
- Monitored all students' remote attendance and grades to ensure academic success in courses
- Gave college presentation to students interested in going to either 4 year or 2 year college after high school
- Created 2 year college power point presentation
- Used Naviance to send college application documents for students
- Assisted students with college searches, college application process and scholarship applications
- Work individually with students experiencing socio-emotional crises and academic issues, as well as those having a hard time during COVID
- Constant communication with teachers and students regarding students' progress during full Distance Learning
- Communicated with parent/guardian to update them on their student's progress and responsibilities during online learning, as well as give important information
- Collaborated with other school counselor, other Guidance staff and administration on daily basis
- Attended Risk Assessment PD and Local Scholarship PD

Camp Director, Summer Care, Bristol Parks and Recreation, Bristol CT

June 2020-Aug 2020

- Trained staff members on camp procedures and general safety protocol
- Sent weekly communication emails to parents about the week ahead and outlining safety guidelines
- Updated parents/guardians and camp staff about any new CDC updates or regulations as they were released
- Ensured all families and staff members were following cleaning guidelines and quarantine guidelines
- Collaborated with co-director to plan activities for campers aged 4-13
- Made sure all campers and staff members remained safe throughout the summer
- Communicated any emergencies to Superintendent and parent/guardians
- Was in constant communication with co-director
- Supervised all staff and campers daily

School Counselor, Long Term Substitute, Bristol Central High School, Bristol CT

Dec 2019-June 2020

- Worked daily with a caseload of 200+ students
- Weekly meetings and check-ins with students based on academics, socio-emotional needs, IEPs and 504s
- Contributed to 504s, PPTs, team meetings and department meetings
- Consulted with colleagues, other faculty members, administration and other support staff on a daily basis regarding any issues/concerns with students
- Interacted with teachers, parents and students regarding concerns about grades, attendance and/or graduation requirements
- Used Naviance to send college application documents for students
- Assisted students with college searches and college application process
- Worked individually with students experiencing socio-emotional crises and academic issues
- Monitored freshmen grades and attendance to provide appropriate tools and guidance for students to succeed
- Ensured students were meeting graduation requirements during course selection
- Presented career workshops on Naviance in sophomore classrooms
- Constant communication with teachers and students regarding students' progress during Distance Learning
- Communicated with parent/guardian to update them on their student's progress and responsibilities during online learning, as well as give important information
- Continued to help students navigate last few months of the school year from their homes/remotely

AVID Tutor, Bristol Central High School, Bristol CT

Sept 2018-March 2019

- Provided academic support for 60+ students across all grades
- Helped facilitate all AVID (Advancement Via Individual Determination) classes and related activities
- Taught the tutorial learning process and used AVID methods for note taking and studying
- Tutored students flagged for academic concerns
- Provided support to students that displayed social or emotional need
- Completed data log and contacted the school counselor/teachers of students met with to track progress
- Group guided juniors and seniors through college related tasks, such as research, filing for financial aid and the college application process

Kindergarten/Pre-K Teacher, EPSN Kids Center: Bright Horizons, Bristol CT

School Counselor, Long Term Substitute, Platt High School, Meriden CT

Teaching Assistant, Whiting Lane – Early Learning Center, West Hartford CT

School Counselor, Long Term Substitute, Newington High School, Newington CT

Building Substitute, MacDonough Elementary School, Middletown CT

ALANNA LEVESQUE

Classroom Experience:

- **July 2021:** Certified English Teacher (Endorsement Code 015 Grades 7-12)
- **September 2020- October 2021:** Bristol Eastern High School (Bristol, CT)
Student Teacher & Intern: Planned lessons focusing on works of literature and tying in writing assignments to reflect and mimic the literature itself. Engaged students in conversations and group work about the literature connecting to real life. The discussions promoted analyses students would include in their academic writing.
- **March 2019-Present:** Tunxis Community College (Farmington, CT)
English Lab Tutor: Working one-on-one with students, helping them construct a variety of essays including rhetorical analysis research papers, and narratives. I worked with English learning students who needed help with grammar and punctuation. In addition, I played a role in the classroom as a supplementary instructor for developmental English. In this role, I worked with the professor to create lessons and help students meet expectations.
- **April 2019-2020:** Kelly Educational Services (Farmington, CT)
Maintain classroom organization and implement plans while the teacher is away. Helped students with math, writing, reading, and critical thinking in the classroom environment. Changed plans accordingly to suit the students and timing.

Education:

- **University of Connecticut** (Storrs, CT)
Master of Arts degree in Curriculum and Instruction in 2021. GPA 3.9.
 - PRAXIS English Language Arts Content & Analysis Score: 177
- **Central Connecticut State University** (New Britain, CT)
Bachelor of Arts in English, minor in writing in 2019. GPA 3.5
Staff writer and editor for the campus online literary magazine, *Blue Muse*
- **Tunxis Community College** (Farmington, CT)
Associate degree in Liberal Arts and Sciences in 2017, Mental Health First Aid USA certified, Phi Theta Kappa Honor Society, GPA 3.48
- **Bristol Eastern High School** (Bristol, CT)
Class of 2014. Gay-Straight Alliance president. Organized and planned fundraisers. Arranged the yearly trip to True Colors Conference in Storrs, CT. Worked on the yearbook and school newspaper.

Work History:

- **April 2018-Present:** Main Street Pint & Plate (Bristol, CT)
I worked as a waitress, where I helped ensure a positive lunch and dinner dining experience for customers. I worked with the kitchen and communicated guest concerns between both groups. In addition, I provided quality and individualized customer service. During and after service, I maintained the cleanliness of the restaurant.
- **August 2016-May 2017:** Tunxis Community College (Farmington, CT)
My job was as an English Peer Tutor. Through this job, I received training and a Level 1 Certification through College Reading and Learning Association. My role was to help my peers with writing their papers at any stage of the writing process and reading comprehension.

Jennifer Lynn Hamedi

I am a science teacher dedicated to opening the eyes and minds of students to the curiosities of life around us who is seeking full time employment as a science teacher within a diverse school community.

Education

Relay Graduate School of Education – New Haven, CT

Graduation – June 26, 2021

Certification pending with state- (030) 7-12 Biology

- Participated in a one year alternate route to certification program that prioritizes blending theory with practice.
- Received instruction in core teaching pedagogy, elementary content and weekly practice with lesson planning and lesson delivery.

Praxis Score: 174

Dean's List Honors (GPA in top 10% of cohort)- Summer, fall and spring term

University of Pittsburgh – Pittsburgh, PA

Graduation – April 2009

Bachelor's of Arts: Architectural Studies

Bachelor's of Arts: Studio Arts

Minor: French Language

University Honors College Foundations of Biology

University Honors College Foundations of Biology Laboratory

University Honors College Genetics

Study Abroad: L'Ecole des Arts Americaines de Fontainbleau, France 2008

Research Trip : Carcassonne France 2008

NREMT Certification 2006

Professional Experience

Middletown Board of Education. – Middletown, CT

Keigwin Middle School-Resident Science Teacher

2020-2021

- Resident teacher in a secondary education, 6th grade classroom
- Gradual on-ramp into teaching with increasing experience over the course of the year
- Support and coaching from a mentor teacher
- Developed skill in lesson planning, lesson delivery, grading and feedback, and using data to drive instruction
- Gained experience in developing and delivering lessons for a hybrid learning environment

Middletown Board of Education. – Middletown, CT

Keigwin Middle School-Paraprofessional

2017-Present

- Responsible for following students' behavioral intervention plans and collecting behavioral data on the students with whom I work as required.
- Responsible for reporting students' progress to both the regular classroom teacher, the special education teacher, and any support staff who are directly responsible for the student.
- Responsible for providing academic support for the students with whom I work with as required.

Jennifer Lynn Hamedi

Middletown Board of Education. – Middletown, CT

Bielefield Elementary School-Substitute Paraprofessional

2017

- Responsible for following students' behavioral intervention plans and collecting behavioral data on the students with whom I have worked with.
- Responsible for reporting students' progress to both the regular classroom teacher, the special education teacher, and any support staff who are directly responsible for the student.
- Responsible for providing academic support for the students with whom I have worked with as required.

Middletown Board of Education. – Middletown, CT

Middletown School District-District Substitute Teacher

2016-2017

- Responsible for covering for teachers who were absent or testing.
- Responsible for making sure that the substitute plans left by the teacher were carried out to ensure continuity of student learning in the teacher's absence.

English Tutor – Paris, France

After School English Tutor

2010-2011

- Tutored native French speaking students aged elementary to middle school in intermediate to advanced English.
- Sessions were arranged with the parents for one on one tutoring for an hour after school or on the weekends.
- Developed lessons that focused on conversational fluency and reading comprehension.

University of Pittsburgh Falk Elementary School – Pittsburgh, PA

Assistant Art Teacher

2006-2007

- Assisted in the classroom with the primary level classes.
- Assisted in the preparation of class materials.
- Responsible for the general upkeep of the classroom.

University of Pittsburgh Department of Biological Sciences – Pittsburgh, PA

Research Assistant

2004-2006

- Created an Amber Mutation in the bacteriophage HK97 in the gp3 portal region under the direction of Dr. Roger Hendrix and Mr. Bob Duda in order to study the assembly pathways of the bacteriophage.
- The Amber mutation was then recombined into wild type phage in order to carry out complementation tests and perform phage isolation to observe the proteins made by the Amber mutation during phage assembly as well as to see if the mutant phage was a viable phage.

Skill Highlights

| Computer Skills | Language Skills |
|---|---|
| <ul style="list-style-type: none">• Google Suite (Classroom, Slides, Docs, Forms, Basic Sheets, Basic Sites)• Distance Learning Platforms (Peardeck, Zoom, edPuzzle, Screencastify, Blooket) | <ul style="list-style-type: none">• Intermediate French• Basic Spanish |

Eileen Hanley

Objective: To obtain a fulfilling special education teaching position.

M.A., August 2016

University of Saint Joseph, West Hartford, CT

Special Education

Certification: Connecticut Teacher's Certification, K-12, Provisional Educator, (165)

Bachelors of Science, December 2012

Central Connecticut State University, New Britain, CT

Dean's List: 2009, 2011, 2012

Honors: Cum Laude

Elementary Education, English

Certification: Connecticut Teacher's Certification, K-6, Provisional Educator, (013)

Teaching Experience:

Maloney Interdistrict Magnet School, Waterbury, CT

August 2020-Present

Special Education, Resource Room Teacher

- Plan and implement small group lessons, grades K,1,2,4,5 aligned with CCSS
- Collaborate with colleagues to create individualized instruction
- Participate in weekly IDT meetings to discuss data, plan instruction, and monitor student progress
- Plan and participate in PPT meetings
- Develop IEP's

Driggs Elementary School, Waterbury, CT

August 2019-2020

Special Education, Resource Room Teacher

- Plan and implement small group lessons aligned with student goals and objectives and Common Core State Standards
- Collaborate with classroom teachers to plan for small group instruction and classroom instruction and discuss student progress
- Collaborate with paraprofessionals on individual student progress as well as materials
- Participate in weekly PPT meetings
- Weekly Instructional Data Team meetings
- Develop IEP's and assess students for Initial, Annual, and Triennial reviews

Teacher, Grade 3

August 2013-August 2019

- Organize classroom management systems/procedures to create a safe and engaging learning environment

- Examine and discuss student data during weekly IDT meetings to ensure student success
- Collaborate with grade level partners to develop and implement whole and small group lesson plans and classroom activities aligned with Common Core State Standards/Waterbury Public Schools Literacy and Mathematics Curriculum
- Collaborate with parents, colleagues, and community
- Participate in professional development activities including Mclass, I-ready, Foundations, and Wonders
- Completion of Restorative Practices professional development, January 2018
- Establish and maintain a positive classroom environment through the use of PBIS strategies and Social Emotional Learning/Restorative Practice strategies
- Member of the School Community Club to help promote a positive and supportive relationship between school and families
- Implement and adjust small group Reading instruction based on MCLASS data
- Implement and adjust small group Mathematics instruction based on I-Ready data
- Create and implement effective supports for students with and without severe behavioral needs
- Participate in PPT meetings to discuss student progress and assist in making decisions to support individual needs
- Collaborate with paraprofessional to implement IEP's

After School Programs

- Truancy After School Program **October 2014-May 2015**
- Police Activity League After School Program **October 2015-June 2016**

Generali Elementary School, Waterbury, CT

April 2013-June 2013

Permanent Building Substitute

- Follow lesson plans and take on classroom responsibilities
- Assist classroom teachers with whole group and small group lessons
- Assist with recess, lunch, and bus duty using PBIS

Generali Elementary School, Waterbury, CT

February 2013-April 2013

Long-Term Substitute, Grade 1

- Took on classroom responsibilities including whole and small group instruction, centers, and parent/teacher conferences
- Worked collaboratively with grade level team to discuss, create, and implement units and assessments

Rachel A. Haseltine

EDUCATION

Master of Arts in Early Childhood N-3, May 2012
Saint Joseph's College, West Hartford, CT, GPA 3.8

Bachelor of Arts in Sociology and Applied Relations, December 2008
Eastern Connecticut State University, Willimantic, CT

CERTIFICATION

State of CT Certification in Early Childhood Education 113
Nursery – Third grade *Nursery and Kindergarten Special Ed

CAREER EXPERIENCE

Better Half Brewing, Bristol CT January 2016- Present

Owner/Head Brewer/Taproom Manager/Event Coordinator

- Experimented with pilot batches for recipes to convert into larger scale
- Acquire and keep all legal documents and licensing up to date
- Coordinate and organize events
- Maintain positive relationships with the public
- Manage staff and schedules
- Led weekly Owners and Staff meetings
- Run biweekly payroll and calculate monthly taxes
- Manage day to do expenses and activities

Maria Sanchez Elementary School, Hartford, CT July 2012- April 2019
Classroom Teacher, Kindergarten, Prek, Third Grade

- Designed Literacy curriculum for entire district to use
- Created and instructed Professional Development on how to implement new literacy curriculum
- Collaborated and co-taught literacy with the Bilingual Resource Teacher
- Developed weekly lessons plans that used data and the Common Core Standards to drive instruction
- Administered formal and informal assessments to use at data team meetings
- Assisted students to reach their IEP goals

Breakthrough Magnet School, Hartford, CT January 2012 - June 2012
Graduate Intern, Grades 1, 2

- Met weekly with grade level teams of teachers and staff for planning
- Attended professional development, weekly staff meetings, and S.T.E.P classroom management workshops
- Assisted in program development, student assessment, and curriculum development
- Provided coverage for teachers when absent
- Co- taught daily including shared reading, read aloud, and second grade math

Noah Webster MicroSociety Magnet School, Hartford, CT August 2011 - December 2011
Student Teacher, Grades K, 3

- Developed and taught sequential lesson plans that impact student learning
- Developed and implemented a two week literacy unit that explored a variety of versions of the same story
- Addressed common core content standards in unit and lesson plans
- Demonstrated ability to impact student learning by conducting and analyzing pre, mid, and post assessments
- Collaborated and co-taught with other teaching professionals
- Differentiated instruction to meet the needs of students in a mixed ability classroom

Bristol Public Schools, Bristol, CT November 2009 - June 2011
Paraprofessional, Grade Pre-K (3 year olds)

- Implemented lesson and unit plans provided by classroom teacher
- Performed lesson assessments to drive instruction
- Implemented effective and positive classroom management strategies
- Developed lesson extension exercises to enhance student learning
- Instrumental in the obtaining of NAYEC accreditation for the preschool classroom

Discovery Zone Learning Center, Columbia, CT

October 2006 - May 2009

Head Teacher, Preschool, **Assistant Teacher**, Toddler

- Created and taught lessons in themed units that were based on the Preschool Assessment Framework
- Communicated with parents daily about their child's behavior and progress
- Generated learning based centers that reflected the theme of the unit and expanded on student understanding

Book: Henry and Mudge and the Starry Night (lesson 1)

**Level: 440 Lexile
GRL- J
DRA 16-18**

**Focus: Asking and Answering Questions
Retell and Story Elements (next lessons)**

Learning Targets:

CC Standards:

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **I can answer questions to show I understand important details in a story**
- **I can tell important details about how a story begins and ends.**
- **I can use illustrations and text to tell about the plot of the story**

Before Reading

Notice and Wonder (make predictions):
Where is this boy and what is he doing?
I wonder what happens on the starry night?

Building Background Knowledge:
Have you ever been camping?
What would you bring with you camping?
What might you do and see when camping?

Word Work/ Text Features:
Suffixes- ing, ed (base word and suffix review)
(camping, smelling, chewing, giving, drooled, giggled, walked, climbed, smelled, unpacked, groaned)

Vocabulary: Shiver, Drooled
ELL. (camping, starry, campfire, bear, slippery, snuggled)

During Reading

Students whisper read Big Bear Lake chapter (pgs. 5- 15)

Notes:

Fluency Notes:

After Reading

Responding to Text:
• Page 5: Who did Henry and Mudge go camping with? (Henry's parents)
• Pages 6-7: What did Henry's mom know how to do? (set up a tent, build a campfire, cook camp food)
• Pages 8-9: What did Henry's dad know how to do? (play the guitar)
• Pages 10-12: What animals did Henry think they might see? (deer, raccoons, bears)
• Pages 13-15: What animal was Henry not sure he wanted to see? (a bear) Why did he think no bear would be able to get them? (they are too slippery) *Inference- Why are they slippery? (drooled on, drool makes you wet and slippery)

Retell/Story Elements:
Turn and talk
• Setting (outdoors, campground- Big Bear Lake, tent)
• Characters (Henry, Mudge, Mother, Father)
• Important event (set up camp, thought about what they would see there)

Predictions:
What do you think is going to happen in the next chapter: "A Good Smelly Hike"?

Extension:

- Reread text and answer comprehension questions (multiple choice/open ended)
- Draw a picture and describe the setting of the story

**Student
Notes**

Skills:

HF'W in context

Strategies for new words

Reads accurately

Word study to decode

Predictions

Text Features

Personal Connections

Higher Level Thinking

Literal Comprehension

Reads Fluently

Independent Reading

OBJECTIVE

To passionately teach students, grades 1-6, in a welcoming environment, utilizing inquiry-based learning, allowing each student to reach their growth goal, as well as collaborating with my grade team to push our students further.

EDUCATION

Western Governors University **Salt Lake City, UT**

Masters of Arts Mathematics Education June 2021

Central Connecticut State University **New Britain, CT**

Bachelor of Science, Education December 2017

Major: Elementary Education, Concentration: Mathematics

GPA: 3.88/4.0, Dean's List

Kappa Delta Pi Education Honor Society, Lambda Delta Alpha National Honor Society, Golden Key International Honor Society

CERTIFICATION

Initial Educator Certification Elementary 1-6

CLASSROOM EXPERIENCE

First Grade Teacher | Uncas Elementary School | August 2019-Present *Norwich, CT*

- Planned, collaborated and implemented units in math, reading, social studies and science.
- Created and implemented centers for math and literacy.
- Developed an online classroom and connected with students on live lessons and by recording video lessons.

Long-Term Sub | Andrew Avenue Elementary School | April 2019-June 2019 *Naugatuck, CT*

- Planned and implemented lessons in humanities, math and science for 19 3rd graders.
- Conducted small group support lessons in math and reading.
- Participated in staff meetings and professional development training.

Building Sub | Andrew Avenue Elementary School | August 2018-April 2019 *Naugatuck, CT*

- Report to building daily and am assigned various subbing jobs.
- Assisted in kindergarten classrooms on days where there are no sub jobs.

Interventionist | Andrew Avenue Elementary School | February 2018- June 2018 *Naugatuck, CT*

- Planned and implemented lessons to small groups grades k-4.
- Provided individualized support for tier 2 and tier 3 groups.
- Utilized the ECRI program to teach reading and spelling skills.

Long-Term Sub | Andrew Avenue Elementary School | Jan. 2nd - February 9th, 2018 *Naugatuck, CT*

- Planned and taught lessons in reading, writing and math for 16 kindergartners over 6 weeks.
- Prepared centers that reinforced skills learned in previous lessons for math and reading.
- Worked collaboratively with grade team members and attended faculty meetings.

Amanda Hermonot

Student Teacher | Roger Sherman Elementary School | Aug. 28th- December 15th, 2017 Meriden, CT

- Created and implemented lessons and units for a diverse class of 4th graders.
- Organized and prepared math groups to effectively teach learners of various levels.
- Developed challenge activities for higher-level students to push their thinking and continue their academic growth.

Practicum Teacher | DiLoreto Magnet School | Spring 2017 New Britain, CT

- Provided extra support in 6th grade math and social studies classes.
- Developed and implemented a unit lesson connecting lessons in math and social studies.

Practicum Teacher | Emerson-Williams Elementary | Fall 2016 Wethersfield, CT

- Aided lessons in math and reading in a 4th grade classroom.
- Developed and co-taught a lesson in dialogue, using comic strips to pull students into the lesson.

Practicum Teacher | Jefferson Elementary School | Spring 2016 New Britain, CT

- Observed reading and math lessons taught to a 1st grade classroom.
- Created and taught a lesson on characteristics to a 1st grade class.

EMPLOYMENT EXPERIENCE

Counselor | Naugatuck YMCA | April 2016-Present Naugatuck, CT

- Implemented camp and after care activities for children ages 5-13.
- Developed and ran art, science and field activities for camp children.
- Communicated with parents about their child's behavior and accomplishments daily.

Babysitter | Various Families | 2010-Present

- Provided care and support for children ages newborn-13.
- Tutored children with their homework.

Waitress | Middlebury Pizza | August 2012-January 2016 Middlebury, CT

- Took orders, answered phone calls and managed cash register.
- Communicated with customers and kitchen staff.
- Trained inexperienced staff.

VOLUNTEER EXPERIENCE

Jumpstart Program | CCSU | September 2014-May 2015 New Britain, CT

- Developed and implemented lessons and centers in a pre-school classroom.
- Collaborated with my team to create materials and lessons.
- Assisted pre-school teachers during lessons and prep time.

SKILLS

Certification: Pediatric First Aid and CPR, May 25th, 2018

Computer: Microsoft Word, PowerPoint, Excel, Google Docs, Google Drive, Google Slides

Additional: Trained in ECRI Literacy

Melissa B. Hopkins, M.Ed., C.A.G.S., NCSP

Personal Data

Pending Address (moving mid August 2021):

Contact Information:

Education

- Certificate of Advanced Graduate Study in School Psychology (C.A.G.S.), University of Massachusetts, Amherst, MA; May 2004. (plus 45 graduate credits above the specialist/CAGS degree)
- Master's of Education (M.Ed.) in School Psychology. University of Massachusetts, Amherst; January 2003
- Bachelor's of Arts (B.A.), major: Psychology. University of Connecticut, Storrs, CT; June 1999

Certification/Licensure

- Nationally Certified School Psychologist (NCSP). Certification Number: 33946
- Professional Educator's License in School Psychology. All grade levels. License Number: 385425. Issued by the Commonwealth of Massachusetts Department of Education.

Educational Conference Activities

- Presentation. *Is the NASP Blueprint having an effect?* Presented at the National Association of School Psychologists' (NASP) annual convention, April 2004.
- Research symposium presentation. *Is the NASP Blueprint having an effect?* Presented at New England Research Association's annual convention, October 2003.
- Poster presentation. *Is the NASP Blueprint having an effect?* Presented at the American Psychological Society's (APS) annual convention, May 2003.
- National Association of School Psychologist-Member
- Poster Presentation. Brown, S.W., Garry, M., & **Brown, M.J.** (1998, May). Memory beliefs and attitudes: A Taiwanese sample. Poster presented at the 1998 American Psychological Society Conference, Washington, DC.

School Psychology Positions & Internship

- School Psychologist, Johnny Appleseed School, Leominster, MA. August 2004-Present
 - School-based practitioner for grades Kindergarten through Fifth grade.
 - Responsibilities:
 - Evaluations to determine eligibility for special education services (initial and re-evaluations).
 - Assessments using data-based decision making and Response-to-Intervention model
 - Diagnostic evaluations
 - Direct service with regular education and special education students (i.e. social skills training and counseling)
 - Curriculum-based measurement: survey-level assessments and progress monitoring.
 - Consultation with teachers, parents, and administrators
 - Functional Behavioral Assessments (FBA's) and Behavioral Observations

- Intervention planning and implementation for academic and behavior problems
 - IEP development and implementation of services
 - Crisis management
 - School-based Teacher Assistance Team (TAT) facilitator 2004-present
 - Assessment Team Member, 2006-2020
 - National Institute for School Leadership (NISL) completed 2012
- School Psychologist, Fitchburg Public Schools, Fitchburg, MA
 - All elementary schools in Fitchburg, MA; grades 1-4 (Internship and Full Time Faculty) 2003-2004 with doctoral level supervision.
 - Responsibilities: Evaluations to determine eligibility for special education services (initial and reevaluations).
 - Assessment using data-based decision making
 - Curriculum-based measurement: survey-level assessment, school-based norming, and progress monitoring.
 - Consultation with teachers, parents, and administrators
 - Observations
 - Intervention design, implementation, and monitoring
 - Professional development training

College Teaching Experience

- Adjunct Professor at Fitchburg State College, Fitchburg, MA. Special Education Graduate Courses
 - SPED 8917 *Assessment/Strategies for Special Education Teachers*: 3 credit graduate course (Fall 2011 to present)
 - SPED 8009 **SPED 8009 Special Educator** Advanced Assessment Strategies for Special Education : (summer 2015, co-taught with Dr. Meg O’Hearn-Curran)
 - SE2: Assessment for Determination of Education Needs, Curriculum, Services and Programs, Including Augmentative and Alternative Communication and Other Assistive Technologies Course (3 credits online through the DESE) (Fall 2013 & Spring 2014 co-taught with Dr. Nancy Murray, Kathleen Grossi, Karen Waddill, and Melissa Mulvey)
 - *English Language Arts Assessment & Instruction*. SPED 8914A (Assessment) 6 credits (Special Education Department-required course. Co-taught with Dorothy Hargrove (Assessment & Instruction taught separately) 6 credit course, Fall 2006-2011)
 - *Utilizing Curriculum-Based Measurement (CBM) to Assess Literacy Skills*. SPED & Reading 80003-40076: 3 credits
(Reading Specialist Program and Special Education Department. Co-taught with Cynthia Pirani-McGurl: Summer Sessions in 2005-2008)

Direct Supervision Experience

- Doctoral students in their second year practicum for UMass Amherst’s School Psychology program (fall of 2007 to spring 2020 2 days/week)
- First year graduate student from William James University’s School Psychology CAGS program (2017-2018 school year 1.5 days/week)
- Interns in UMass Amherst and Worcester State University school psychology programs (full time)
- Intern in William James University’s clinical psychology program-full time 2008-2009

Practicum Experience

- Fitchburg Public Schools; Fitchburg, MA
 - Early Childhood and Elementary level
 - Consultation, assessment, intervention, observation, data collection, and progress monitoring; 10-12 hours per week with supervision by a Doctoral Level School Psychologist; September 2002-2003
- Pelham Elementary School; Pelham, MA
 - First Grade Classroom; 4 hours per week; September 2001-May 2002.

Relevant Work Experience

- Research Analyst: University of Connecticut grant funded program, Husky Reach Program
 - Data analysis and report writing regarding the effects of two college mentoring program through the University of Connecticut's athletic program (sponsored by the Savings Bank of Manchester); Summer 2009 and 2011
- Reading and Literacy Skills Assessment team; Chicopee & Pittsfield Public Schools, MA
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark data collection to establish local norms in both districts, Kindergarten-2nd Grade; January 2003
- STEMTEC Evaluation Project, University of Massachusetts: National Science Foundation Grant; Amherst, MA
 - Research Assistant: Report writing, data entry and analysis, classroom observations, and administrative work; September 2001- August 2003.
- Connecticut Level 1 & II Technology Assessment for Teachers (Teachers for a New Era Project); University of Connecticut in Storrs, CT
 - Research Assistant: Development of alternate forms of the assessments, scoring proficiency on Microsoft Word, Excel, & Power Point for 150 CT state teachers, and project administrative tasks through the University of Connecticut; May-August 2003, May-August 2004 & November-December 2005.
- South Windsor Public Schools, Special Services Department; South Windsor, CT
 - Paraprofessional for 2 students with autism in Special Education Summer Programs; July 2002.
- Curriculum Based Measurement Consultant: Shutesbury Elementary School, Shutesbury, MA
 - Assessment of 1st-6th graders using controlled reading probes of CBM to collect school-wide norms for the Shutesbury Elementary School; May 24, 2002.
- Curriculum Based Measurement Project: Agawam Public Schools Contract, Agawam, MA
 - Assessment of Elementary School Children using Reading Probes of CBM to collect local norms for the Agawam Public School system, Grades 1-4; March & June 2002.
- Generalization Study, University of Massachusetts, Amherst, MA
 - Research Assistant: Data Collection of "on-task" and "off-task" student behavior in a 5th grade classroom; January 2002.

Other Work Experience

- Bay Cove Mental Health & Massachusetts Department of Mental Health: Massachusetts Bay Employment; Boston, MA
 - Employment Consultant for Mentally Ill Adults in Boston Area: Job Coach/Education & Employment Consultant. Case-load consisted of approximately 40+ clients. Crisis Prevention Institute Certification, and CPR certification; September 2000- September 2001.
 - Family Support Division, Boston, MA
Respite work part time: 2 individuals; female with severe mental retardation, and a 12 year old male with Asperger's Disorder.

January 2001-August 2001.

- Massachusetts Eye and Ear Infirmary, Boston, MA.
 - Research Coordinator: Coordinator for 4 Age-Related Macular Degeneration clinical trials of experimental treatments; Retina Research Department; September 1999-September 2000.
- University of Connecticut Counseling Program for Intercollegiate Athletes.
 - Clerical/administrative work; May 1996-May 1999.
- University of Connecticut, "Confratute" - National Research Center for the Gifted and Talented
 - Conference preparation and support, clerical work, and data entry; summer 1996 & summer 1999.

Joshua Hubert

EDUCATION

Sacred Heart University

B.S. in Criminal Justice

M.A.T. in Elementary Education

Fairfield, CT

May 2017 *GPA 3.687*

May 2018 *GPA 3.795*

OBJECTIVE

To promote a safe and wholesome educational experience by adhering to the school ideology and cultivate a sense of purpose, pride, and self-determination within the students.

ACADEMIC HONORS

Dean's List

Fall 2014-Spring 2017

TEACHING EXPERIENCE

Educational Psychology (Field Hours)

September-December 2015

Frenchtown School

Trumbull, CT

- Aided and observed the teaching styles of one teacher for a period of 8 weeks to acquire and hone proper classroom abilities and learn about the fundamentals of pedagogy.

Multicultural Education (Field Hours)

January 2016-May 2016

Multicultural Magnet School

Bridgeport, CT

- Observed several grade levels over a period of two years and formed lesson plans under guidance of the head teacher.

Assistant Teacher

February 2018-August 2019

Horizons Summer and Saturday Academy

Fairfield, CT

- Assisted with classroom instruction, co-taught martial arts elective during Summer Academy session, and was on call substitute teacher along with being a one-on-one intervention teacher for the at-risk youth.

ADDITIONAL WORK EXPERIENCE

Warehouse Associate

October 2016-March 2019

Executive Business Machines

Trumbull, CT

- Packaged, shipped, tracked, stocked, and calculated data for all incoming and outgoing inventory and provided programming support for IT technicians with installing and imaging specified software onto workstations.

Program Director

January 2020-Present

Winchester Youth Service Bureau

Winchester, CT

- Creates and facilitates groups for at-risk youth, uses strategic prevention planning in the Winchester community through coordinating the Local Prevention Council, and Co-directing "Rising Star Camp" throughout the summer.
- Juvenile Review Board, Court Diversion Program case manager.

Program Director

January 2020-Present

Torrington Youth Service Bureau

Torrington, CT

- Develops and maintains an active presence within the lives of at-risk youth within the Torrington community through program development, tutoring services, and community-based outreach.

SKILLS AND CERTIFICATIONS

- Certified Connecticut Teacher (Initial 305 1-6)
- NREMT Certified
- CT State Certified EMT
- Certified CT Fire Fighter 1 and 2

December 2018-Present
December 2019-Present
December 2019-Present
August 2020-Present

TRAININGS & PROFESSIONAL DEVELOPMENT

Questions, Persuade, and Refer Gatekeeper Training
Naloxone (Narcan)
Restorative Justice 101 & 201

August 2020
February 2020
September 2020

COMMUNITY ENGAGEMENT

Firefighter

Winchester Volunteer Firefighter, FF2

- Provide emergency services during unexpected events in various environments.

Winchester, CT
January 2020-Present

EMT

Winsted Area Ambulance Association

- Provide medical care for those experiencing medical complications.

Winsted, CT
December 2019-Present

Marisa Loi

EDUCATION

- 3/2021-Current* **Arkansas State University**, Jonesboro, AR
ED.S. in Educational Leadership, Principalship
- 1/2016- 3/2018* **University of Bridgeport**, Waterbury, Connecticut
Elementary Education
- 8/2012- 5/2016* **University of Connecticut**, Waterbury, Connecticut

WORK EXPERIENCE

- 08/2019- Present* **Maloney Interdistrict Magnet School**, Waterbury, Connecticut
3rd Grade Teacher
- Create lesson plans and weekly goals
 - Participate in ongoing professional development
 - Conduct small instructional groups for students in math and reading
 - Correct and assess students' work
 - Participate in *Leader and Me* Meetings
 - Participate in Team and Data Meetings
- 8/2018-8/2019* **Carrington School**, Waterbury, Connecticut
Assistant Teacher/ Long Term Substitute
- Created lesson plans and weekly updates
 - Conduct small group and individual classroom activities
 - Corrected and assessed students' work
- 1/2018-4/2018* **Litchfield Center School**, Litchfield, Connecticut
3rd Grade Student Teacher
- Created Lesson Plans
 - Corrected and assessed students' work
- 1/2017-12/2018* **Fletcher W. Judson Elementary School**, Watertown, Connecticut
Intern
- Substitute for classroom teachers

SKILLS

General: Strong personal initiative, teamwork abilities, organization, communication, writing and interpersonal skills.

Computer: Proficient in Microsoft Word, Excel, Google and Kami Certification, Smartboard and PowerPoint

CERTIFICATIONS

- Present* **Google Certification**
- Present* **Kami Certification**
- Present* **Elementary Education Grades 1-6**

Melissa LoSchiavo

Education

University of Hartford

Fall 2012-Spring 2015 GPA 3.75

- Master of Science in School Psychology
- Sixth Year Degree in School Psychology

Central Connecticut State University

Fall 2008- Spring 2012 GPA 3.4

- Bachelor's degree in Psychology

Certifications

- Connecticut Certified School Psychologist -Provisional (Certification #: 3473196810)
- Therapeutic Crisis Intervention (TCI)
- Registered Yoga Teacher (RYT 200)

Related Work Experience

School Psychologist at O'Brien Elementary School (East Hartford, CT)

2015-Present

- Perform psychological assessments including cognitive, behavioral, social, and emotional testing
- Provide counseling support for students with social and emotional needs
- Consultation and collaboration with parents and teachers to help students be successful
- Participation in PPTs
- Assist in the creation and implementation of Individualized Education Programs, safety plans, etc
- Creation of Functional Behavior Assessments and assist in implementation of Behavior Intervention Plans
- Progress monitoring of students receiving counseling services through special education
- Support and intervention when students are in emotional crisis during the school day

School Psychologist for East Hartford Public Schools Extended School Year program (East Hartford, CT)

July 2020 & July 2021

- Design a virtual Social-Emotional Learning curriculum to be used by teachers with students
- Standard School Psychologist responsibilities

Head Coach of Youth Brazilian Jiu-Jitsu Program at International Martial Arts & Boxing of Connecticut (Waterbury, CT)

2017 to present

- Volunteer instructor teaching the art of Brazilian Jiu-Jitsu

Behavioral Support Staff for Department of Developmental Services

2014-2015

- Assist clients with daily living skills as a private hire employee
- Implementation of behavioral interventions designed specifically for the client
- Consultation with the family and other employees about current client performance on required tasks and effectiveness to behavioral interventions

Adelbrook Children's Home

2013-2015

- Mentor children with Autism Spectrum Disorder
- Assist clients with daily living skills
- Help clients with communication (Prompting verbal communication)
- Follow proposed behavioral interventions designed for specific clients

All Pointe Care

2012 – 2015

- Mentor for children with cognitive and developmental disabilities
- Provide children with the opportunity to be engaged in their communities

Melissa LoSchiavo

- Assist with daily living skills, homework and social skills
- Work with children to achieve treatment goals
- Provide supervision for family visitations

First Aid Director at YMCA Camp

Thundermoon

Summer of 2012 (seasonal)

- Frequent interaction with parents and families to ensure that all children attending camp have proper paperwork and medical forms.
- Face to face discussions with the parents of children with more serious medical needs.
- Managed all medications of the children and staff at camp.
- Administrated and recorded all first aid and medical needs of the camp.

Swim Instructor and Lifeguard at the Waterbury YMCA

2007-2015

- Taught children ages three to eighteen techniques beneficial for swimming properly.
- The range of children taught varied from terrified of the water to swim team level swimmers.
- Helped terrified children to conquer the mental based fear of the water while teaching them helpful swimming techniques.

Internship and Practicum Experience

East Hartford Middle School East Hartford, CT

– Fall Semester 2014 to Present

- Conduct psychological evaluations
- Provide counseling services for individuals and groups as needed

Holmes Elementary School New Britain, CT –

Fall Semester 2013 to Spring Semester 2014

- Conduct psychological assessments and report on the findings

- Provide counseling services for individuals and groups as needed
- Consult with teachers/parents about students they believe are experiencing difficulties in learning

References

Talisha Foy

Principal

O'Brien Elementary School – East Hartford, CT
(860) 622-5762

Andrea Burnell

Special Education Teacher

O'Brien Elementary School – East Hartford, CT
(203) 213-6445

Bonnie Chalmers

Special Education Teacher

O'Brien Elementary School-East Hartford, CT
(860) 970-2100

JACQUELINE MANCINI

Objective

Enthusiastic and highly motivated teacher seeking an Elementary position in Bristol, where my experience teaching first grade, second grade, and special education will allow students to achieve success, academically, socially, and emotionally.

Certifications

- Elementary: Kindergarten through Grade 6 (013)
- Special Education: Comprehensive, Grades K through 12 (165)

Skills

- Meets Connecticut's Highly Qualified Teacher requirements
- Expert on Common Core State Standards
- Experience with curriculum development
- Strong classroom management
- Data-driven, differentiated instruction
- Student-centered instruction
- Experienced in RTI
- Trained in Google Level 1
- Experience with synchronous and asynchronous teaching in a hybrid model.

Work History

Second Grade Classroom Teacher, 08/2017 to present

Maloney Magnet School – Waterbury, CT

- Classroom teacher at a multicultural magnet school serving a diverse student population from Waterbury and surrounding communities.
- Integrate magnet themes: multicultural education and science technology into daily lessons.
- Co-teach and collaborate with the Science Technology, Japanese, Writing, Reading, and Math teachers weekly.
- Administer district assessments.
- Trained in I-Ready, M-Class, Foundations, Powerschool, Google Classroom, Parent Square, and restorative practice (social/emotional learning).
- Representative of the Franklin Covey Lighthouse Team.
- Provide ample opportunities for a student-led classroom.
- Communication with parents using platforms such as Class Dojo, Remind, and Parent Square.

First Grade Classroom Teacher, 08/2012 to 06/2017

Maloney Magnet School – Waterbury, CT

- Classroom teacher at a multicultural magnet school serving a diverse student population from Waterbury and surrounding communities.
- Integrate magnet themes: multicultural education and science technology into daily lessons.
- Co-teach and collaborate with the Science Technology, Japanese, Writing, Reading, and Math teachers weekly.
- Administer district assessments.

Special Education Teacher, 10/2009 to 06/2012

Maloney Magnet School – Waterbury, CT

- Specialized instruction delivered in resource room and in regular education setting through co-teaching in grades K-2.
- Create lesson plans appropriate to students' specific goals and objectives while aligning to the Grade K-5 curriculum.
- Annual and triennial testing procedures and educational evaluation reports.
- Create and update Individualized Education plans on TIENET.
- Experience with the Response to Intervention Model.

Education

Master of Arts: Special Education, 6/2012

St. Joseph's College – West Hartford, CT

- Graduated with a 3.89 GPA

Bachelor of Science: Collaborative Special Education/Elementary Education, 12/2009

Southern Connecticut State University - New Haven, CT

- Completed Professional Program for Teacher Certification
- Graduated with a 3.62 GPA
- Dean's List
- Cum Laude

References

References: Available upon request

OVIDIO MUNIZ

PROFESSIONAL SUMMARY

Motivated educational teacher committed to providing a supportive environment for all students. Dedicated to creating a classroom environment that encourages social and emotional growth through the implementation of effective learning programs.

SKILLS

- Individualized support
- Individualized Instruction
- Documentation Proficiency
- Classroom Oversight

WORK HISTORY

Greene-Hills School - Student Teacher

Bristol, CT • 08/2020 - Current

- Took over classes for 5 months, managing all classroom assignments, student needs and recordkeeping.
- Worked with classroom teacher to learn about current standards and best practices.
- Collaborated with teaching staff to devise and implement coordinated educational strategies and student support networks.
- Administered formative assessments to understand students' understanding on each lesson and self-reflect performance.
- Supported lead teacher in daily tasks such as attendance records, and additional duties.

EDUCATION

Teacher Residency Program

Hartford, CT • 08/2021

Teacher Certification:

Elementary Education

My Computer Career

Raleigh, NC • 01/2018

Microsoft And CompTIA

Certificates: Information

Technology

American Military University

Charles Town, WV • 06/2015

Bachelor of Arts: Criminal

Justice

Greene-Hills School - STEM Intern Teacher

Bristol, CT • 09/2019 - 06/2020

- Facilitated students' from grades K-5 in discussions of classroom topics, helping each to type on keyboards, coding, and engineer projects.
- Set up visual aids, equipment and classroom displays to support each lesson.
- Supported teachers' learning objectives for students by providing additional classroom resources.

Nicole Ouellette

Summary of Qualifications

- 18 Years Teaching Experience
- Connecticut Teacher Certification K–6, Endorsement 005 and TESOL(111)
- Massachusetts Teacher Certification Grades 1–6
- 6 Years Mentoring Student Teachers, New Teachers, and New Colleagues

Education

TESOL program for cross-endorsement 111
Central Connecticut State University

August 2019 – June 2020
New Britain, CT

Master of Arts in Reading / Language Arts
Saint Joseph College

October 2004
West Hartford, CT

Bachelor of Science in Elementary Education
Focus on English and Geography
Central Connecticut State University

August 2002
New Britain, CT

Professional Development

- Initiated and led monthly book study of *Promoting Executive Function in the Classroom* with nine colleagues
- Participated in week-long seminar at Tsongas Industrial History Center in Lowell, MA, in preparation for interactive field trip and unit on American industrialization of textiles
- Attended 5-day International Society for Technology in Education (ISTE) conference, and then delivered presentation on interactive websites for lower- and middle-school staff
- Completed numerous French language courses at Cambridge Center for Adult Learning

Professional Experience

ELL Tutor, Grades K-5

September 2020 - present

Mountain View Elementary School and Stafford School
Bristol, CT

- Develop and implement age and subject appropriate lessons to enhance in-class learning
- Regularly use TalkingPoints app and Language Line to communicate effectively with parents
- Administered LAS Links testing both in-person and remotely

Teacher, Grade 5

September 2017- August 2019

Greene-Hills School
Bristol, CT

- Implemented WINN (What I Need Now) time at least three times per week
- Used formative assessments every few days to inform math instruction
- Worked collaboratively with grade level team and support specialists to individualize instruction

Literacy Intern

September 2016 – April 2017

Edgewood Elementary
Bristol, CT

- Implemented Fountas and Pinnell Leveled Literacy Intervention lessons with groups of students in Grades K–5
- Prepared for One School One Book project and oversaw culminating activity

- Maintained Positive Behavior Interventions and Supports (PBIS) in coordination with classroom teachers
- Participated in SRBI Committee to review, customize, and maintain modifications for students with special needs

Teacher, Grades 3 and 5

August 2009 – June 2016

International School of Boston

Cambridge, MA

- Collaborated with French and English teachers to deliver blended-learning program in bilingual school setting
- Incorporated French National Curriculum alongside Massachusetts State Standards and Common Core
- Generated cross-curricular word study lists to build vocabulary and differentiated instruction for ESL students with a variety of first languages
- Collaborated weekly with teams consisting of English as a Second Language teachers, French partner teachers, reading specialists, and other learning support staff
- Submitted student writing to *Young American Poetry Digest* through National Schools project, and 30 out of 34 submissions were accepted and published in 2016 edition
- Volunteered and was selected for new head of lower school search committee
- Planned, coordinated, and led 3-day Nature's Classroom retreat for fifth-grade students at Sargent Center in New Hampshire
- Assessed student progress in math using IXL, an interactive standards-based learning platform that offers students individualized enhancement and remediation, and applied data to differentiate instruction
- Delivered thematic, project-based units in collaboration with specialists in art, music, and technology
- Tutored students from other classrooms and brought them up to grade level in reading
- Served on schoolwide Technology & Classrooms committee to enhance use of technology in the classrooms
- Coached after-school soccer and assisted with middle-school ultimate Frisbee club
- Initiated and taught cross-stitch club as after-school activity

Teacher, Kindergarten

August 2008 – May 2009

Idlewood Elementary School (Title I Distinguished)

Tucker, GA

- Taught full-day kindergarten class with limited resources
- Adopted new curriculum, including expanded use of technology in the classroom
- Participated in No Place for Hate, an anti-bullying committee

Computer Technology Teacher, Grades K–5

August 2007 – May 2008

Idlewood Elementary School

Tucker, GA

- Taught basic computer skills to Grades K–1
- Taught typing and research skills, including WebQuests, to students in Grades 2–5

English Teacher, Grade 1

November 2006 – June 2007

International School of Boston

Cambridge, MA

- Fulfilled a maternity-leave coverage from November through the remainder of the year
- Joined committees and helped meld together the first-grade team
- Participated in adult education French classes

ASHLEY MACRINA

EXPERIENCE

2010 – 2016

HIGH SCHOOL COUNSELOR, STAFFORD PUBLIC SCHOOLS

STAFFORD SPRINGS, CT

- Provided personal, academic, career and college counseling to students
- Acted as Department Chair of Guidance and Curriculum Team Leader
- Assisted with district's transition from Rediker to PowerSchool
- Created the school's master schedule each year
- Helped in the creation of the district's first Freshman Academy
- Created a peer tutoring program
- Hired, trained, and managed intervention teachers as the school's SRBI coordinator
- Helped create and manage the online credit recovery program (Odysseyware)
- Assisted in the management and implementation of Daily Advisement program
- Organized informational nights for prospective 8th grade students and their families
- Hired, trained, and managed the college intern students
- Co-facilitated support groups and developmental guidance lessons
- Implemented Student Success Plans on Naviance as the school's Naviance administrator
- Drafted and managed student 504 plans
- Created goals and provided weekly counseling to students with IEP's
- Test coordinator of: SBAC, CAPT, PSAT, PISA & AP
- Acted as a member of the Safe School Climate Committee & the School Crisis Team
- Managed the department's budget
- Served on the scholarship and senior awards committee

2006 – 2009

SENIOR PROGRAM COORDINATOR, BOSTON UNIVERSITY EXECUTIVE MBA PROGRAM

BOSTON, MA

- Coordinated social events for students in various Boston locations
- Created and maintained online course management system for faculty and students
- Assisted in the recruitment of new students
- Daily maintenance of inquiry, participant and corporate databases
- Co-ran graduation ceremony
- Hired, trained, and supervised work study students
- Created syllabi and schedules
- Met with faculty to improve curriculum

2005 – 2006

RECRUITING ASSISTANT, MERCER MANAGEMENT CONSULTING

BOSTON, MA

- Assisted the Recruiting Coordinator and Recruiting Manager with multiple projects such as budgets and retreats
- Collaborated with the Human Resource Department to ensure candidates received accurate

benefit packages as well as sign-on and relocation bonuses

JULY 2003, 2004 & 2005

**SUMMER SCHOOL TEACHER, CAPITOL REGION EDUCATION COUNCIL
WINDSOR, CT**

- Taught a third-grade class consisting of 30 students
- Created lesson plans pertaining to mathematics and language arts skills
- Ensured safety for the inner-city students by accompanying them to and from school

INTERNSHIP

2009-2010

**SCHOOL COUNSELING INTERN, WATERTOWN PUBLIC SCHOOLS
WATERTOWN, MA**

- Co-lead developmental guidance lessons
- Managed student 504 Plans
- Proctored MCAS and AP exams

EDUCATION

MAY 2010

**MASTER OF EDUCATION, SCHOOL COUNSELING PROGRAM, BOSTON UNIVERSITY
BOSTON, MA**

Cumulative GPA: 3.76

Honors: Inducted into Pi Lambda Theta, International Honor Society and Professional Association in Education

MAY 2005

**BACHELOR OF ARTS, ASSUMPTION COLLEGE
Worcester, MA**

Major: Social Rehabilitation Services

Minor: Elementary Education

Major GPA: 3.4

Cumulative GPA: 3.2

Honors: Awarded the Lyceum Academic Achievement Scholarship all semesters
Awarded Dean's List (Spring 2004, Fall 2004, Spring 2005)
Elected for the Student Leadership Institution

ADDITIONAL INFORMATION

Computer Skills: PowerSchool, Naviance, Rediker, Collegeboard, IEP Direct & Odysseyware

Language: 7 years classroom training in Spanish

Hobbies: Active volunteer and foster for a local animal rescue

Shari S. Maltby, MSW

Professional Summary

Highly motivated and skilled professional social worker committed to helping individuals better themselves in all life's domains. Driven to consistently deliver exceptional support to children and families. Dedicated to working effectively with colleagues and community providers. Continually seeking further education and training opportunities.

Experience

School Social Worker – Bristol Eastern High School, Bristol CT *Spring 2019*

- Provided counseling for students to identify and eliminate social/emotional barriers to learning.
- Created a group for students who have experienced the death of a parent.
- Participated in PPT meetings and developed goals and objectives specific to individual needs.
- Conducted crisis intervention, risk assessments, and referrals to community based services.
- Supported teachers in understanding and meeting students' social/emotional/behavioral needs.

School Social Worker – *Buckley Elementary School, Manchester, CT* *2016-2019*

- Provided social work services for 3 self-contained special education classrooms, pre-k through grade 3.
- Taught Social Emotional Learning curriculum for special education classes.
- Develop social/emotional/behavioral goals and objectives for student's Individual Educational Plans.
- Assess student needs, identify barriers to social and academic growth, and implement strategies for success.
- Implement Behavioral Intervention Plans as written by a Board Certified Behavioral Analyst.
- Foster positive relationships with families, colleagues, and community providers.
- Employ Physical Management Techniques for student and staff safety.
- Provide crisis intervention for students and families including at-risk assessments and follow-up care.
- Write developmental history reports and social work assessments for Planning and Placement Teams.

School Social Worker – *Flanders Elementary School, Southington, CT* *2015-2016*

- Provided individual and group therapy to students in grades k – 5 on a 1-year, grant funded assignment.
- Fostered positive relationships with families, colleagues and community agencies.
- Assessed student needs and identified barriers to successful academic achievements.
- Created schoolwide assemblies as part of the schoolwide Positive Behavioral Intervention Strategies (PBIS).

Victim Advocate – *New Britain Police Department, New Britain, CT* *2009-2014*

- Provided crisis counseling, referral and advocacy services to assist in the facilitation of victim restoration.
- Supported victims in the fulfillment of their rights throughout all phases of the justice system.
- Assessed the needs of victims in recovering from the physical, emotional, and financial impact of interpersonal crime.
- Worked to secure victim's compensation funding.
- Educated police recruits on the dynamics of domestic violence, sexual assault and victim impact.
- Assisted victims in writing and delivering victim impact statements in court.
- Accompanied officers with incident notifications to family members.

Care Coordinator, System of Care – *New Britain Youth & Family Services* *2002-2008*

- Assessed child, youth and family strengths and needs related to the child's mental/behavioral health condition.
- Documented strengths-based planning by the Wraparound Team across all relevant life domains in a Service Coordination Plan.
- Identified and brought together Wraparound Team members and facilitated team meetings.
- Developed coordinated proactive crisis/safety plan in collaboration with the team.
- Ensured that documentation and service standards are met related to the team process.
- Monitored implementation of the Service Coordination Plan by responsible team members.

- Utilized and monitored the use of flexible funding.
- Brokered linkages to needed community supports and services on behalf of the family and child.
- Advocated for the best interest of the child and family.

Youth Counselor – *Bristol Youth Services, Bristol, CT*

1997-2000

- Coordinated and led adventure-based counseling programs for at-risk youth.
- Interviewed first-time juvenile offenders and presented a case review to the juvenile review board for possible remediation.
- Developed community service programs for restitution.
- Provided individual and group counseling to middle school students.
- Developed innovative programs and activities based on analysis of community needs and interests.

Child Advocate/Volunteer Coordinator, *Sexual Assault Crisis Service, New Britain* 1993-1997

- Provided crisis intervention and safety planning for victims of assault.
- Counseled and advocated for child victims of sexual assault.
- Taught volunteer advocates, parents and professionals child sexual abuse prevention strategies.
- Developed and maintained an effective volunteer program.
- Led adult and teen survivor support groups and community awareness functions.
- Responded to victim's needs via 24-hour crisis line.
- Conducted sexual harassment prevention programs for local schools, companies, and police departments.
- Gathered and analyzed cultural, educational, social and demographic data about the community to guide local program development.

Volunteer Positions

Consultant, *Morley Elementary School Extended Day Care, West Hartford, CT*

2011-present

- Provide advice on an as-needed basis for staff, students and parents at after-school daycare.

President/Steward/Delegate, *AFSCME Council 4, Local 1303-332, New Britain, CT* 2007-2013

- Elected by local union body as Steward for two years and President for two years.
- Elected Statewide Delegate to AFSCME Council 4.
- Represented union members in employment related issues to the City and State Labor Board.
- Negotiated a collective bargaining agreement with City officials on behalf of the union. Presented the contract to the union membership for ratification.
- Attended statewide trainings and national conventions as a representative of AFSCME, Council 4 on labor related topics.
- Coordinated efforts to create a cohesive union membership.

Education

Master of Social Work

University of Connecticut, West Hartford, CT

Bachelor of Arts

University of Hartford, West Hartford, CT

Certifications

State of Connecticut Department of Education Certification (071)

Physical Management Training (PMT)

Rachel Marlak

EDUCATOR



EDUCATION

MASTER OF ARTS

Literacy

University of St. Joseph
Anticipated: June 2022

BACHELOR OF ARTS

Collaborative Elementary
and Special Education
*Southern Connecticut
State University*
2015

CONTENT CERTIFICATION

Elementary K-6
Comprehensive Special
Education K-12

SKILLS

Collaboration

Organization

Differentiation of
Instructional Materials

TEACHING PHILOSOPHY

The basis of my teaching philosophy is simple: students need to know that they are respected and loved as individuals before learning can happen. I believe that students need to feel that they are a valued member of a classroom community in order to truly become invested in their own educational experiences. My primary goal every school year is that my classroom is a safe place for students to make mistakes, to engage in cooperative explorations with peers, and to grow together as a classroom family.

WORK EXPERIENCE

SPECIAL EDUCATION TEACHER: GRADES 9-12 & 3-5

OXFORD PUBLIC SCHOOLS | OXFORD, CT | JANUARY 2016-PRESENT

- Designed and implemented lesson plans for special education instruction consistent with IEP goals and objectives.
- Managed caseload by writing IEPs, facilitating PPT meetings, communicating with both students and parents, and data collection related to individual student progress.
- Used technology to aid in the delivery of instruction.
- Successfully established collaborative relationships with teachers of shared students.
- Taught various subjects cooperatively with classroom teachers in a co-taught inclusionary model.
- Performed standardized, peer-referenced testing for triennial eligibility testing and wrote comprehensive reports.

A.B.A. THERAPIST

INSTITUTE OF PROFESSIONAL PRACTICE | MERIDEN, CT | 10/2006-1/2012

- Implemented educational and behavioral programs as determined by IEPs of assigned students.
- Provided direct instruction to students through 1:1 instruction and group activities.
- Worked cooperatively with classroom teachers and service providers regarding instruction, group activities, social opportunities, and reinforcement systems.
- Successfully reduced adverse behaviors to significantly increase amount of student inclusion in general education setting.



WORK EXPERIENCE *continued*



KINDERGARTEN CLASSROOM PARAPROFESSIONAL

ROTELLA INTERDISTRICT MAGNET SCHOOL | WATERBURY, CT |
1/2002-10/2006

- Assisted students with varying abilities in daily routines.
- Maintained organization of classroom materials.
- Assisted classroom teacher in the execution of lesson plans.
- Led various small group activities.
- Designed and helped to implement visual and performance art consistent with curriculum.



EXTRAS

Received first 30 hour
training in
Orton-Gillingham
approach to reading
instruction.

Strong knowledge of
inclusion strategies.

REFERENCES

Heath Hendershot
Principal
Oxford Center School
203-721-8072
hendershoth@oxfordpublicschools.org

Laura Jeffries
School Psychologist
Oxford Center School
203-721-8072
jeffriesl@oxfordpublicschools.org

Shannen Sharkey
Third Grade Teacher
2020 Oxford T.O.Y.
Oxford Center School
203-812-8326
sharkeys@oxfordpublicschools.org

PROFESSIONAL DEVELOPMENT

PHYSICAL & PSYCHOLOGICAL MANAGEMENT TRAINING

PMT Associates, Inc. | Middletown, CT | May 2018: renewed yearly

ORTON-GILLINGHAM CLASSROOM EDUCATOR COURSEWORK

Blueprint Shoreline Reading Specialists | Madison, CT | June 2019: 30 hours

Kayla Maruca
Special Education Teacher

Education

Central Connecticut State University

Master of Arts in Teaching (MAT) Program – Special Education

New Britain, CT
May 2019-Present
Expected Graduation May 2020

University of Hartford

School Psychology Master's Program

West Hartford, CT
September 2018-February 2019

Central Connecticut State University

Bachelor of Arts in Communication
Minor in Psychological Science

New Britain, CT
September 2013-Graduation May
2017

Experience

Special Education Teacher

South Windsor High School

South Windsor, CT
September 2020-Present

-Hired as a first-year teacher as the third Special Education teacher within the Life Skills program at the High School. This program includes students grades 9,10,11, and 12. Facing a National Pandemic, I worked with a collaborative team of teachers to implement the Hybrid Learning Model for most of the 2020-2021 Academic Year. Supported, taught, lesson-planned, communicated with, and advocated for all students within the program both online and in-person. Utilized google meets, google classroom, zoom, and a variety of online software and materials for teaching. Case Manager for students with a variety of learning, medical, emotional, academic, and behavioral needs. Led and conducted PPT meetings, wrote IEPS, communicated with parents, collaborated with all support staff. Taught

Special Education Paraprofessional

West Bristol Elementary School

Bristol, Connecticut
September 2017-June 2018

-Encouraged, supported, and supervised students in need of individualized support in an Extended Resource Room grades 1-4, supporting students with a wide range of disabilities including but not limited to ASD, ADHD, Down Syndrome, and OHI.
-Helped students with hearing impairments, utilizing the student's FM to communicate clearly, as well as adjust and replace the student's hearing aid equipment each day.

Special Education Summer Paraprofessional

Bristol Board of Education

Bristol, Connecticut
June 2018-July 2018

- Assigned to a one-to-one position, guiding, motivating, and supporting a student one-to-one with a TBI.
- Assisted and supported this student with physical and occupational therapy practices, feeding, and other basic needs in addition to academic instruction.

Special Education Summer Paraprofessional 2018

Bristol Board of Education

Bristol, Connecticut
July 2018-August 2018

- Supported, aided, accommodated for, and supervised individual student with a visual impairment and hip injury resulting in her being temporarily wheelchair bound during Summer day camp program at Camp Chase.

Special Education Paraprofessional

Braeburn Elementary School

West Hartford, CT
February 2019- May 2019

- Collected student progress, monitoring behavioral patterns via data charts, in relation to individual BIPs and IEPs, working alongside the BCBA within an Intensive Self-Contained Outplacement Behavioral Program.
- Assigned to a one-to-one position motivating and supervising an individual student with ADHD and emotional support needs.

Special Education Summer Field Experience/Student Teacher

Bristow Middle School

West Hartford, CT
June 2019-August 2019

- Helped to plan, organize, and guide academic instruction within the k-2 classroom alongside the Special Education teacher.

Special Education MAT Internship and Student Teaching

Wethersfield High School

Wethersfield, CT
August 2019-April 2020

- Observed, organized, oversaw, and trained alongside the Cooperating Teacher within a Resource room, as well as an IEP reading course, and three 9 & 10th grade co-taught English classes in preparation for full-time Student Teaching.
- Planned, recommended, and conducted original lessons within all above classes, accommodating and modifying appropriately to support student needs, IEPs, and 504 plans.
- Completed and implemented edTPA lesson segment for State Certification and program completion
- Conducted an academic research project utilizing the PALS reading intervention

Special Education MAT Spring Student Teaching Placement | April 2020 – June 2020

Elena Mercier, LMSW

EDUCATION

BOSTON UNIVERSITY SCHOOL OF SOCIAL WORK, Boston, Ma September 2016- August 2019

Master of Social Work

Honors and Awards: The Saul and David Bernstein Prize Fund

EASTERN CONNECTICUT STATE UNIVERSITY, Willimantic, CT September 2013- May 2016

Bachelor of Science in Communication, Minors: Theatre, Music

Honors and Awards: Dean's List, National Communication Association Scholar, Presidio Scholarship, Lambda Pi Eta Communication Honor Society of the National Communication Association, Summa Cum Laude

RELEVANT WORK EXPERIENCE

Stafford Elementary School, Bristol, CT

Social Emotional Learning Coordinator

August 2019- Present

- Provide small group and individualized instruction related to social emotional learning based on teacher and parent report for need, and Panorama survey results.
- Facilitate mediations between peers.
- Respond to classroom incidents to provide student support by teaching emotional regulation, problem solving, and conflict resolution in order to help students return to and remain in their classrooms, and develop positive relationships.
- Developed protocol for emergency responses as a member of the Emergency Response Team.
- Complete risk assessments and safety plans for students who indicate that they are in danger of hurting themselves or others.
- Create and implement success plans for students. Collect and analyze data through the Scientific Research Based Intervention program to best support and adjust student plans as necessary.
- Support the special education team in collecting and analyzing ABC data and implementing and modifying behavior intervention plans as necessary.
- Attend weekly climate chair committee meetings and run monthly climate committee meetings as Climate Committee Co-Chair to implement climate initiatives to support a positive learning environment.
- Represent Stafford School as a District Climate Committee member.
- Run weekly attendance meetings as the Attendance Committee Chair to support the team in developing efforts to mitigate attendance concerns. Developed new attendance protocol and accountability logs in the midst of the COVID pandemic.
- Act as SRBI Co-Chair by running monthly SRBI meetings to support students with SEL needs and organize SRBI files through google classroom.
- Oversee BSW intern by providing them with supervision, creating appropriate tasks and initiatives for them to complete, and collaborating with collegiate personnel to ensure that they meet the criteria to be considered proficient in all social work competencies before graduating.
- Coordinate the Foodshare program to support students who experience food insecurity.
- Coordinate with the PTO to provide community resources to students (book fair gift certificates, snowflake shoppe gift certificates, free coats and gloves, holiday support, etc.)
- Connect families to community resources (i.e. therapeutic placements, Bristol Youth Services programs, etc.)
- Respond to crises and collaborate with mental health emergency services to provide families and students with outside supports as necessary.
- Coordinate check-in/checkout program with various volunteer staff members to promote positive adult/student connections.
- Conduct individual check ins and provide movement breaks for special education students and students in the SRBI program.

Elena Mercier, LMSW

To Whom It May Concern,

Thank you for considering my application for the school social worker position. The combination of my past work experiences along with my current experience at Stafford School leads me to believe I would be an ideal candidate for the district position of school social worker.

My first internship took place at Canterbury Elementary School where I facilitated therapeutic groups, observed the day-to-day responsibilities of the school social worker and developed appropriate behavioral interventions for students in need. Following that experience, I worked as a mentor for Thompson Ecumenical Empowerment Group (TEEG). Mentees are selected through DCF and the Juvenile Review Board based on need. Since 2016 I have had four mentees with a range of challenges. Later, as a clinical intern at TEEG, I was involved in implementing community outreach programs and coordinating and facilitating an after-school program.

While I was interning at the Joshua Center, I independently completed intakes, and continued to hone my skills related to group therapy by facilitating a variety of psychoeducational and Cognitive Behavioral Therapy based groups. Upon graduation from Boston University School of Social Work, I was honored to be recognized as the single recipient of The Saul and David Bernstein Prize due to the outstanding merit I demonstrated in the classroom and the field related to group work.

Finally, the time I have spent working as the Social Emotional Learning Coordinator at Stafford School has allowed me to immerse myself in the educational philosophy of Bristol Public Schools. My work with the climate committee in particular has empowered me to contribute to creating a positive learning environment for all students and staff at Stafford School. This school year I proposed S.O.A.R. (Safe, Optimistic, Accountable, Respectful) Code nominations which we later implemented as a school wide climate initiative, to recognize students publicly for demonstrating our school mission. Creating opportunities for students to receive positive consequences directly aligns with Bristol Public Schools North Star One and incorporates the principles of PBIS. Further, I used the data that was collected through the Panorama survey to identify emotional regulation as an area of growth for all Stafford students. This led me to propose and develop morning and midday school-wide mindful moments. After implementing this initiative, our Panorama scores in the category of emotion regulation increased by 4 points. The crew lesson template my co-chair and I created also supported our climate goal of helping students to identify an adult within the school that offers support and guidance and contributed to the increase in Panorama data for supportive relationships as well. In my two years at Stafford I have found that forming positive relationships with students and families is one of my greatest strengths and I hope to continue to foster those connections moving forward.

A unique aspect of my preparedness for this position is my work with children through theatre. The arts have always been a strong presence in my life, and I have had the opportunity to serve as a behavioral specialist for a weekly drama therapy program working with students with behavioral challenges and learning disabilities. In addition, I initiated a weekly theatre class and summer camp through the local recreation department that ran successfully for six years and taught life skills such as collaboration, team building, self-confidence and critical thinking.

Thank you for the opportunity to share my interest in your position. I feel my unique experiences and passion align well with your goals in finding the most suitable individual for the position of school social worker.

Sincerely,
Elena Mercier

Elena Mercier, LMSW

The Joshua Center, Danielson, CT

Clinical Intern

May 2018- May 2019

- Developed and facilitated group therapy sessions for clients aged 4 to 18 incorporating principles of Cognitive Behavior Therapy (CBT) and psychoeducation among other therapeutic interventions.
- Planned and implemented aftercare services for clients through connection to community resources.
- Produced detailed notes pertaining to the work done in group sessions.
- Completed intakes and biopsychosocial assessments.

Thompson Ecumenical Empowerment Group, Thompson, CT

Behavioral Specialist

September 2018-August 2019

- In coordination with the theatre teacher, developed and implemented a drama therapy program that was geared toward youth in the community with a history of trauma or learning disabilities.

Clinical Intern

September 2017-May 2018

- Developed and facilitated an afterschool program geared toward elementary and middle school aged children that focused on life skills, social emotional well-being, and community connections.
- Met individually with students identified through the Juvenile Review Board to implement success plans and provide individualized treatment interventions related to achieving agreed upon goals.
- Planned and collaborated with organizational leaders and the community to fundraise and provide outreach services in order to maximize positive outcomes.

TEEG Mentor

September 2016-August 2019

- Worked with multiple clients aged 11 to 13 with a range of clinical diagnoses to develop and implement individualized community outreach, education, life skills and behavior goals.

Canterbury Elementary School, Canterbury, CT

Social Work Intern

September 2015-June 2016

- Mentored students aged 5 to 9 in both one-on-one and small group settings.
- Created activities in order to improve self-esteem and positive social interactions with peers.
- Collaborated with teaching teams, social worker, school psychologist, special education director and principal to find ways to meet the needs of students.

Holy Family Home and Shelter, Inc. Willimantic, CT

Education Program Assistant

Summer 2015

- Worked along-side the education coordinator to support the social emotional growth of shelter residents aged 4 to 16 through educational field trips, science experiments, and artistic activities.

PERFORMING ARTS AND COMMUNITY OUTREACH EXPERIENCE

Canterbury Recreation Commission, Canterbury, CT.

Arts Alive in Canterbury

May 2013-August 2019

Creator and founder of Arts Alive in Canterbury. Created and maintained a theatre arts program that gave young people the opportunity to use art and theatre as a creative outlet and a vehicle to learn life skills such as collaboration, team building, self-confidence and critical thinking. Facilitated a three-week summer day-camp and a weekly after-school program for students aged 5 to 14, inclusive of planning all camp activities and lessons, choreographing musical numbers, teaching music, and directing and planning the final performance.

Elena Mercier, LMSW

Bradley Playhouse, Putnam CT.

Bradley Playhouse Theatre Education Program

November 2018- August 2019

Planned and implemented multiple six-week theatre courses for students aged 6 to 16 in topics such as character development, improvisation, and audition preparedness.

Canterbury Elementary School, Canterbury CT.

Grouchy Greta: The Musical funded by the Primary Mental Health Grant

Spring 2016

Collected student stories and experiences to write, in conjunction with other artists, and perform a musical geared toward elementary aged children which tackled the topics of depression, anxiety, and anger management in an age appropriate way. This performance was free to Canterbury Elementary School and the community at large.

The Complex Performing Arts Centre, Putnam, CT.

Theatre Teacher

Summer 2014-Summer 2015

Taught a range of classes such as advanced concepts of theatre for students ages 13 to 18, intro to theatre for students ages 7 to 12, theatre one for students ages 4 to 7, and theatre workshop for students ages 7 to 18.

Student Leadership Training Program, Marshfield, MA.

Leadership Trainer & Leadership Training Facilitator

2011-2014

Worked with high school students aged 13-18 to teach leadership skills and empower young people to enact change and have a positive impact in their communities. Focused on a variety of leadership skills such as time management, goal setting, assertiveness, respect, inclusion, and group process to name a few.

SKILLS/CERTIFICATIONS

- National Association of Social Workers (Member)
- Licensed Master Social Worker (LMSW)
- Working toward eligibility for LCSW exam (1,400/3,000 hrs. Supervision: 25/100 hrs.)
- School Social Worker Certification #071
- Choreographer (Avenue Q, Annie, The Little Mermaid, The Lion King, among others)
- Physical and Psychological Management Training (PMT) certified
- Trained in Restorative Conferencing/ Practices

Emily Negrón

Education

- Bachelors Degree in Elementary Education with a focus in Mathematics from Central Connecticut State University (2015-May 2019) GPA 3.55
- Sacred Heart High School (2010-2015)

Accomplishments

- Google Certified Level 1 and Level 2
- Deans List Fall 2015, 2016,2018 ; Spring 2018
- Kappa Delta Pi Education Honors Society
- Kappa Mu Epsilon Math Honors Society
- Class of 1940 Scholarship awarded to students enrolled in teaching programs.

Currently Employers:

City of Waterbury Public School System

September 2019-Present

- Third Grade Teacher at Maloney Magnet School
- Implemented Leader in Me through the 7 Habits
- Attended Leader in Me 7 Habits training and conference
- Developed and implemented multicultural lessons
- Built rapport with families and students
- Implemented close reading and fluency activities
- Differentiated instruction to meet the needs of students
- Supported students social emotional wellbeing through professional development and leader in me
- Completed the TEAM program

Field Experience/ Student Teaching:

CREC-Glastonbury East Hartford Magnet School

Spring 2019 Second Grade

- Student Teaching/ Second Grade
- 16-week student teaching experience and a five-week full takeover
- Engaged in the Readers and Writers Workshop using the Teachers College Reading and Writing units of study
- Implemented Positive Behavior Intervention Support for classroom management
- Attended and participated in PPT Meetings
- Differentiated content to meet the needs of students
- Training in the Fountas and Pinnell Guided Reading Program
- Build rapport with families and students

CREC-Glastonbury East Hartford Magnet School

Fall 2018 Fifth Grade

- Departmentalized model
- Taught a lesson segment for math, reading, and writing.
- Worked with small groups to target re-engagement content.
- Developed a NGSS Unit on the Sun. Taught one of the NGSS Lessons.
- Observed Fountas and Pinnell Testing
- Attended specials with students.

Emily C. Owens, PsyD, NCSP

Education

University at Albany, State University of New York, Albany, NY

Doctorate of Psychology in School Psychology—APA Accredited December 2014

- Dissertation: An Analysis of School-Based Suicide Postvention Protocols

Certificate of Advanced Study in School Psychology—NASP Approved September 2013

Master of Science in Educational Psychology and Methodology December 2011

University at Buffalo, State University of New York, Buffalo, NY

May 2009

Bachelor of the Arts in Psychology

Psychology Major, Global Gender Studies Minor, Philosophy Minor

Summa Cum Laude, Renaissance Scholar

- Research experiences: Child and Adolescents Relationships Laboratory Fall 2007-Fall 2009

Manualized Social Skills Curriculum Research Fall 2008

Work Experience

Windsor Locks Public Schools, Windsor Locks, CT

2021 Excellence in School Psychological Services Recognition District

Windsor Locks High School (WLHS) Psychologist

August 2014-Present

Conduct and interpret psychoeducational evaluations. Collaborate with special education and related service providers to aid in the synthesis of evaluation data. Work with teachers to create trauma-informed classrooms. Conduct formal individual counseling with long-term goals as well as informal crisis counseling using various therapeutic techniques. Co-lead Scientific Research Based Interventions efforts to create systematic tiers of academic and behavioral support for all students. Lead suicide prevention and intervention efforts via creation of protocol and suicide risk assessment training. Create and monitor protocol for documenting crisis intervention.

Windsor Locks Public Schools (WLPS), Windsor Locks, CT

Elementary Summer School Coordinator

June and July 2015

Planned, implemented, and analyzed pre and post data collection to document success in preventing regression. Collaborated with summer school teachers, special services staff, and the WLPS Extended Day Extended Year Program to coordinate transportation to and from school, oversee enrollment, and arrange off-site learning experiences. Supervised all student assistants and documented daily attendance.

Center for Disability Services (CFDS), Albany, NY

Residential and Day Program Behavioral Specialist, Psychological Intern

May 2013-June 2014

Provided psychological services within a behavioral health clinic as well as adult day and residential programs. These services included achievement, cognitive, social-emotional, and capacity to consent assessments. Conducted autism diagnostic assessments as part of the NYS OPWDD Family Support Grant. Created, maintained, and updated functional behavioral analyses and behavioral intervention plans. Collected, analyzed, and progress monitored behavioral data to consult and collaborate with staff regarding interventions and inform treatment at psychiatric appointments. Presented behavioral intervention plans with restrictive techniques to the Human Rights Committee. Provided staff training on boundaries, sexuality, and emergency mental health screenings.

South Colonie Central School District, Colonie, NY

Advanced School Psychology Trainee

September 2012–June 2013

Participated in a wide variety of consultation, assessment, and counseling experiences within the middle and high school setting. Conducted post-exit summary interviews for all graduating high school seniors receiving special education services. Facilitated a middle school Banana Splits group and a counseling group for at-risk female high school students placed in an in-district alternative educational setting. Individual counseling experiences targeted assertiveness, coping with parental divorce, depression, anxiety, and organizational skills.

Practicum Student

September 2010–June 2011

Conducted and interpreted achievement, cognitive, functional behavior, and social-emotional assessments within a middle school. Consulted and collaborated with teachers regarding academic and behavioral interventions and provided professional development for the Department of Special Education on Curriculum Based Measurement: Mathematics and Written Expression. Co-facilitated a counseling group focused on problem-solving skills and appropriate communication strategies.

Fonda-Fultonville Central School District, Fonda, NY

School Psychologist Trainee

September 2011–June 2012

Conducted and interpreted achievement, cognitive, functional behavior, and social-emotional assessments within a K-12 district and utilized early childhood screenings to identify academically at-risk students. Managed an individual and group counseling caseload focused on the development of self-control, self-esteem, emotional awareness, interpersonal problem-solving skills, and appropriate communication strategies. Consulted and collaborated with teachers to develop, implement, and progress monitor interventions.

Leadership Experiences

RULER Trainer, WLHS/WLPS

November 2020-Present

Leading schoolwide implementation of the Yale Center for Emotional Intelligence’s RULER program for social-emotional learning.

Wellness Committee, WLPS

August 2019-Present

Serving on as the mental health liaison to review, advocate for, and establish district policy and programming that promotes student, staff, and community physical and mental wellness.

School Safety Committee, WLHS August 2019-Present
Serving as the mental health liaison for the team review of safety protocols and incidents.

Student Support Team, WLHS August 2019-Present
Served as *co-chair* to oversee the design and implementation of interventions targeting absenteeism, social-emotional/behavioral needs, and executive functioning needs of high school youth.

Scientific Research-Based Interventions Committee, WLPS August 2014-June 2019
Served as *co-chair* to systematically identify students in need of academic and/or social-emotional intervention. Oversaw the design and implementation of interventions as well as evaluated data to determine student response to intervention.

School Psychology Doctoral Program Mentor, University at Albany Fall 2012-Spring 2013
Served as a *peer supervisor* to first and second year students in development of skills related to the conduction of cognitive, achievement, and social-emotional assessment.

SUNY Albany School Psychology Association, University at Albany Fall 2010-Spring 2011
Served as *Co-President and Graduate Student Organization Representative* in order to advocate for peers within the program and organize relevant professional development opportunities.

Teaching Experiences

Graduate Student Instructor, University at Albany, Albany, NY Fall 2010-Spring 2011
ESPY 120 The Psychology of Academic and Personal Effectiveness
Planned, implemented and evaluated an undergraduate course focused on exploring issues and problems encountered in daily life from a variety of theoretical psychological perspectives.

Teaching Assistant, University at Buffalo, Buffalo, NY Spring 2009
Psych 101 Introduction to Psychology
Provided one-on-one or small group instruction to students during office hours, proctored and scored exams, and served as an assistant during class lectures.

Psychology Tutor, University at Buffalo, Buffalo, NY Fall 2007- Spring 2008
Center for Academic Development Services (CADS) Lab
Tutored undergraduate students in Introduction to Psychology, Statistics, and Research Methods.

Research Experiences

School Psychology Program Research, University at Albany, Albany, NY
Graduate Research Assistant Fall 2009-Spring 2010
Worked with Dr. Stacy Williams on research projects in the area of academically based response to intervention and progress monitoring.

Manualized Social Skills Curriculum Research, Summit Educational Resources, Buffalo, NY
Undergraduate Research Assistant Fall 2008
Worked with Drs. Thomeer, Toomey, Lopata, Volker, and Lee on several ongoing projects that investigate social skills development with children with autism spectrum disorders. Duties included data collection, data entry, protocol administration and scoring, and fidelity monitoring.

Child and Adolescents Relationships Laboratory, University at Buffalo, Buffalo, NY
Undergraduate Research Assistant Fall 2007 – Spring 2008
Head Undergraduate Research Assistant Fall 2008 – Spring 2009
Worked with Dr. Julie Bowker on a series of studies that investigate peer relationships during the middle school years. Duties included data collection in local middle schools, data entry, coding, transcribing interview sessions, and organizing materials for school administrations. Supervised and assisted undergraduate research assistants.

Publications and Presentations

- Owens E.C.** Blueprint RULER Tool. Building Empathy and Resolving Conflict (March, 2021).
Presented at Windsor Locks Public Schools Professional Development Day. Windsor Locks, CT.
- Owens E.C. & Sullivan, K.** Practical Considerations for Addressing Trauma Reactions/Behaviors in the Classroom. (November, 2018). Presented at Windsor Locks Public Schools Professional Development Day. Windsor Locks, CT.
- Freiberg, J., Delphin-Rittmon, M., McHaelen, R., **Owens, E. C.**, & Gibbons, T. (September, 2017). A Community Based Discussion on Suicide Prevention Awareness. Panel led by State Representative Scott Storms, Windsor Locks, CT
- Owens, E. C.** (2014). An Analysis of School-Based Suicide Postvention Protocols. (Unpublished Doctoral Dissertation). University at Albany, Albany, NY.
- Owens, E. C.** (2013). Bullying prevention: Issues, challenges, and opportunities. *New York School Psychologist*, 31, 15.
- Owens, E. C. & Nickerson, A.** (October, 2012). Providing safe and supportive environments for LGBTQ youth. Presented at the New York Association of School Psychologists, Niagara Falls, NY.
- Owens, E. C. & Nickerson, A.** (February, 2012). Supporting LGBTQ students from bullying, harassment, and other risks. Mini-skills presented at the National Association of School Psychologists, Philadelphia, PA.
- Williams, S. A., Miranda, A. H., & **Owens, E. C.** (February, 2010). Helping teachers understand the true nature of interventions. Poster presented at the National Association of School Psychologists, Chicago, IL.

MICHAEL A. ROSENKRANTZ

CERTIFICATIONS: Physics 7-12 (032), General Science 7-12 (034)

EDUCATION:

University of Connecticut, Greater Hartford, CT May 2018
M.A. in Curriculum and Instruction, Science Education Concentration
Neag School of Education: TCPCG Program

Cornell University, Ithaca, NY August 2015
B.S. in Engineering Physics, Minor in Applied Mathematics

TEACHING and RELEVANT EXPERIENCE:

SUBSTITUTE TEACHING February 2019 – Present
Kelly Educational Staffing, Central CT Region

- Long-term substitute: Biology and Chemistry at Bristol Central HS (1 year), Gr. 8 Science at East Hartford MS (approx. 1/3 school year)
- Daily substitute assignments at various middle and high schools in the region

INTERNSHIP PRACTICUM February – April 2018
Berlin High School, Berlin, CT

- Worked with BHS Science faculty to analyze science curriculum in grades 9 through 11 and improve compliance with Next Generation Science Standards.
- Examined sets of Performance Expectations encountered by students taking a variety of course sequences, including various course levels (standard, advanced, and AP), taking courses in different orders or grades, and both core and elective classes.
- Focused on the dynamics of implementing NGSS, including competing curriculum priorities, necessary resources, and teacher perceptions of NGSS.

STUDENT TEACHING August – December 2017
Berlin High School, Berlin, CT

- Taught high school physics to 11th and 12th grade students
- Developed and refined skills for planning and delivering lessons, classroom management, and creating learning and assessment materials

MATH LEARNING TUTOR March – May 2017
Martin Kellogg Middle School, Newington, CT

- Worked within a SRBI framework to provide focused and individualized math instruction and reinforcement to students in grades 5-8, under the supervision of classroom teachers and a math interventionist.
- Over the course of each day, I provided general classroom support in grade-level math classrooms, worked with ad hoc groups of 1-4 students that required assistance for specific lessons, and met with identified students under longer-term structured plans to improve math skills such as number sense and fact recall.

SUBSTITUTE TEACHER Dec. 2016 – March 2017
Newington Public Schools, Newington, CT

ASSISTANT MARCHING BAND INSTRUCTOR Fall 2004, Fall 2006
Newington High School, Newington, CT

- Drew on 7 years of marching band experience to teach basic marching skills to students in the high school band program. Worked with students on an individual and small-group basis to improve general musical skills. Supervised students during rehearsals, games, and competitions.

LIFEGUARD Summers 1999 – 2002
Town of Newington, Newington, CT

- Responsibilities included teaching swimming lessons as a certified Water Safety Instructor.

VOLUNTEER TEACHING ASSISTANT Summer 1998
Excursions in Learning Enrichment Program at Manchester Community College,
Manchester, CT

- Assisted certified teachers who provided instruction in model rocketry and other topics.

OTHER WORK EXPERIENCE:

PRESIDENT, VICE PRESIDENT, VOLUNTEER November 2005 – June 2016
Newington Community Television, Newington, CT

- Contributed to community access TV station in several roles, including 9 years as president.
- Major accomplishments included relocating to a new building, transitioning to a digital and high definition workflow, and expanding online viewing options.

CAMERA OPERATOR April – September 2014
Stafford Motor Speedway, Stafford, CT

ELECTION WORKER October 2010 – Present
Town of Newington, Newington, CT

- Progressively increasing responsibility, up to Election Moderator

TAX PREPARER Jan. – April 2006, 2008, 2009
Jackson Hewitt Tax Service, Glastonbury, New Britain, East Hartford, Newington, CT

ASSISTANT ACTUARY Nov. 2006 – July 2007
Lightkeeper Specialty Inc.

ACTUARIAL CONSULTANT June – Oct. 2006, Aug. 2007
Endurance Services Limited and Partner Reinsurance Company of the US

RESEARCHER Summer 2003
University of Connecticut, Storrs, CT

- Research Experience for Undergraduates (REU) Program – worked with the experimental ultracold molecule group under Professor Edward Eyler.

SUMMARY

Skilled professional with a Master's in Social Work and a minor in Psychology. I have over 7 years of experience in serving the community, providing guidance for those in need and providing services to children and adolescents. Experience in counseling, CBT, TF-CBT, assessment, crisis intervention, evidence-based practice, behavior management, mental health, youth education, at risk youth and families from diverse ethno-cultural and racial backgrounds.

EDUCATION

Bristol Central High School, Bristol, CT
Diploma received June 2013
Member of: Hispanic National Honor Society

Western Connecticut State University, Danbury, CT
Bachelor of Arts in Social Work with a minor in Psychology, August 2017
Overall GPA: 3.52 **Major GPA:** 3.75
Honors: Dean's List Spring 2015, Fall 2015, Spring 2016, Fall 2016 and Spring 2017, Cum Laude
Member of: The National Society of Leadership and Success and the Iota National Women's Studies Honor Society

Fordham University, Bronx, NY
Master of Social Work, August 2020
GPA: 4.0

Certifications: 071 School Social Worker, CT Mandated Reporting, Preventing Sexual Harassment, Evidence-Based Promising Practice Models of In-Home Intervention, TF-CBT Web 2.0

HUMAN SERVICE EXPERIENCE & INTERNSHIPS

Project Homeless, Volunteer, Danbury, CT, Dec. 11, 2015 & Dec. 8th - 9th 2016

- Vendors and agencies from the community come together to provide free services like haircuts, dental work, blood draws and counseling to the local homeless population.

Connecticut Junior Republic, Internship for the SAFE/TPP program, Waterbury, CT, Summer 2016

- Provided long term support, life skills, education and other activities designed to discourage risky behavior with an emphasis on teen pregnancy prevention and academic success. We had the summer to raise money in any way that we can for an organization of their choosing; they chose a homeless family.

Professional Development Day, Social Work Expo, WCSU, Danbury, CT, Sept. 21, 2016

- Preparation for obstacles that may appear in my field of work; we got to talk with social workers who worked in the immigration sector and learned some of the laws that pertain with immigration.

Project Enye; A voice for 1st generation Latinos, Denise Soler Cox, WCSU, Danbury, CT, Nov. 14, 2016

- Denise Soler Cox showed her documentary that focused on telling the stories of first-generation American-born Latinos. She discussed the challenges she faced in navigating two worlds; her Latino family and the Anglo world in which she lived.

Poverty Simulation, Rebecca Wade-Rancourt, WCSU, Danbury, CT, March 1, 2017

- I took on the identity of someone and was given a family with scenarios of our life in poverty. It helps promote poverty awareness; it increases understanding and local change.

Beatrice K. Nemzer Social Work Symposium, WCSU, Danbury, CT, April 10, 2017

- Attorney Kica Matos, the Director of Immigrant Rights and Racial Justice at the Center for Community Change. Her mission is to develop the power and capacity of low-income people to have a significant impact in improving their communities and the policies and institutions that affect their lives.

NAFI Touchstone, *Internship*, Litchfield, CT, Summer 2017

- Worked with at risk adolescent females in a residential setting and shadowed two LCSW's. I participated in DCF case management, safety assessments/planning, group/individual meetings, treatment planning and case management processes. I also co-facilitated/facilitated DBT skill groups, social skill groups and recreational therapy skill groups.

Frank T. Wheeler Elementary School, *sub. teacher and Hartford bus monitor*, Plainville, CT, October 2017 - Present

- Follow instructions and lesson plans left by the teacher as well as working with a variety of students with special education needs and behavioral problems. Our school also offers the open choice bus so we get Hartford kids bussed in. They needed a bus monitor to watch the kids at the end of the day due to parent complaints.

Wheeler YMCA, *camp counselor*, Plainville, CT, Summer 2018

- In charge of different groups of kids, ages ranging from 5-17. My main priority was supervision but also to make sure their camp experience was as fun and rewarding as possible while being safe.

Plainville High School, *Internship*, Plainville, CT, School year 2019 - 2020

- I provided counseling to high school students, attended and participated in PPT meetings, provided parent/family counseling as needed, contacted outside providers, planned individual/group sessions, reviewed 504 plans, sat in CPT meetings, provided psychoeducation, set IEP goals and objectives, facilitated group sessions and collaborated with teachers and other service providers.

Middle School of Plainville, *Interim School Social Worker*, Plainville, CT, October 2020 - March 2021

- Provided counseling to IEP and 504 students. Participated in PPT's, weekly support staff meetings, department meetings, initial reviews and annual reviews. I have made referral's for students and their families with outside providers that can provide extra services within their community. Planned individual and group counseling sessions daily. Partook in risk assessments and worked a lot on CBT, mindfulness and executive functioning skills with students as well as teachers and parents. Made anxiety and executive functioning self-monitoring sheets for students and teachers to help collect data and keep track of student's progress.

AREAS OF EXPERTISE & INTERESTS

- Youth outreach
- Mandated reporting
- Organization & time management
- Reporting & documentation
- Group and individual therapy
- Crisis intervention
- Interview, assessment & negotiation

- Team building & leadership
- Basic computer knowledge & Microsoft office proficiency
- Communication, problem solving & interpersonal skills
- Adaptable
- Outgoing and Optimistic
- Interests: soccer, baseball, football, Zumba, yoga, running, family time, being outdoors, cooking and traveling

ADDITIONAL EXPERIENCE

CVS Pharmacy, *Shift Supervisor*, New Britain, CT, Feb. 2013 - Present

Danbury, CT, Aug. 2015 - May 2016

- Manage money, train new employees and make sure the store is running appropriately.

Nanny, *Part Time*, Southbury, CT, January 2015 - Present

Fairfield Dorm Information desk staff, *Part Time*, WCSU, Danbury, CT, Aug. 2016 - May 2017

- My main duty was signing kids into the building and making sure the residents were safe.

Black Student Union Fashion Show, *Model and coordinator*, WCSU, Danbury, CT Fall 2016 & Spring 2017

- Modeled and helped prepare for the fashion show. I helped with making sure their outfits were appropriate and made sure they looked presentable for the showcase.

Jocelyn Perlini

EDUCATION/CERTIFICATIONS

Western Governors University- Salt Lake City, UT (online)
Masters of Education in Learning and Technology

Central Connecticut State University- New Britain, CT
Bachelors of Science Degree in Education, December 2015
Major: English

Connecticut Teaching Certification- Received
013: Elementary- Kindergarten through Grade 6

Southington High School- Southington, CT
Diploma: 2011

Certifications

Google Certified Educator Level 1-November 2020
Google Certified Educator Level 2- December 2020
Kami Certified Educator Level 1- August 2020
Kami Certified Educator Level 2- May 2021

TEACHING EXPERIENCE

Sprague Elementary School

Fifth grade teacher August 2017-Present

- *Instructed students using Google Classroom and Google Meet during the 2020-2021 school year*
- *Instructed reading lessons based on the Wonders curriculum*
- *Instructed math lessons based on the iReady curriculum*
- *Instructed writing lessons based on the Wonders curriculum*
- *Assessed students on pre and post unit lessons*
- *Assessed students using the iReady Diagnostic three times a year*
- *Assessed students using Amplify Reading three times a year*
- *Proctored SBAC assessments both in person and virtually*
- *Collaborated in weekly data meetings to analyze student data*
- *Differentiated lessons and activities to meet diverse needs of all students*
- *Participated in staff meetings, professional development workshops and parent/teacher conferences*
- *Used restorative practice techniques for classroom management*
- *Assisted colleagues in implementing technology in the classroom*
- *Secretary of the School Governance Council*
- *Implemented the Watch D.O.G.S program*
- *Integrated technology in the classroom for lesson enrichment*
- *Interim organizer of school website*
- *Led professional development on Bitmoji Classrooms*
- *Attended school sponsored family events*

Holmes Elementary School

First grade teacher October 2016-June 2017

- *Instructed reading lessons based on the Journey's curriculum*
- *Instructed math lessons based on the Expressions curriculum*
- *Instructed writing lessons based on the Being a Writer curriculum*
- *Assessed students on pre and post unit lessons*
- *Proctored NWEA tests*
- *Administered weekly spelling and math fact fluency tests*
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- *Tutored students outside the classroom*
- *Attended school sponsored family events*
- *Organized the school-wide talent show*

Myrtle H Stevens Elementary School

Third grade long term substitute-August 2016-October 2016

- *Assumed all of the duties of the absent teacher*
- *Implemented daily lessons as outlined by the teacher*
- *Followed rules and procedures as described by the absent teacher*
- *Followed all daily routines*
- *Attended weekly staff meetings*
- *Participated in school-wide professional development*
- *Collaborated daily with grade level partners*

Bristol Board of Education

Greene-Hills Building Substitute (K-8) January 2016-June 2016

- *Assumed all of the duties of the absent teacher*
- *Implemented daily lessons as outlined by the teacher*
- *Followed rules and procedures as described by the absent teacher*
- *Followed all daily routines*
- *Left daily reports for the classroom teacher describing the day's events*
- *Provided additional support for colleagues in their classrooms*

Greene-Hills School- Bristol, CT

Second Grade Student Teacher, September 2015 – December 2015

- *Assessed students on pre and post unit lessons*
- *Administered DMA, BAS Math Unit Assessments*
- *Created a Math Fact Fluency plan*
- *Collaborated in team meetings to analyze student data*
- *Differentiated lessons and activities to meet diverse needs of all students*
- *Participated in staff meetings, professional development workshops and parent/teacher conferences*
- *Used PBIS practices for classroom management*
- *Partook in SRBI meetings*
- *Integrated technology in the classroom for lesson enrichment*

RELATED WORK EXPERIENCE

Southington Youth Summer Theater- Southington, CT

Educational Director, Stage Manager, and Assistant Director, Director 2011 - Present

- *Directed, managed and organized student productions*
- *Facilitated educational theater and team building activities*
- *Assistant Directed, managed and organized student productions*
- *Directed and coordinated set design and lighting*

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Wheeler YMCA- Plainville, CT

Member Service Representative, January 2015 - June 2020

- *Assist members and guests in person and by phone*
- *Support members with health goals*
- *Conduct tours of the facility*
- *Build relationships with members*
- *Maintain building security*

Volunteer Work-Multiple Locations

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- *Visited Southington area nursing homes and rehab centers singing for the elderly during the holidays*
- *Assisted patients at the Southington Alzheimer's Center*
- *Served dinners for church patrons*
- *Cantor at masses*
- *Directed, managed and trained Unified Theater conference at the Summit in Hartford*

PROFESSIONAL DEVELOPMENT ACTIVITIES

- *Hand to Mind Math Fluency*
- *Ready Math Classroom Implementation*
- *Writing Awesome Answers to Comprehension Questions (Even the Hard Ones) with Dr. Nancy Boyles*
- *Making Virtual Reading Instruction Effective and Engaging with Dr. Holly Lane, Valentina Contesse*
- *Teaching Outside the Box: A Crash Course in Creativity with Dave Burgess*
- *HMH Science Training*
- *Strategies in Times of Uncertainty & Stress: Yale Center for Emotional Intelligence*
- *Kami Online Training*

Kailby A. Schommer

Elementary School Teacher

Education

Sacred Heart University, Fairfield CT
Master of Arts Teaching, 2021
GPA: 4.0

Bachelor of Science, Interdisciplinary
Studies, 2020
GPA: 3.68, Magna Cum Laude

Certifications

305 Connecticut Elementary
Certification- Expected July 2021

Skills

Active Listener
Concise Communicator
Motivated Leader
Punctual
Technology Integration
Outstanding Leader
Team Player
Proficient in Problem Solving

Professional Development

Sexual Misconduct Trained- 2020
DCF trained- 2020
EpiPen trained- 2013, 2020
VIRTUS trained- 2016
CPR Certified- 2019
Responsive Classroom- August 2021

Interests

Reading
Writing
Researching
Health and Fitness
Crafting

Summary

First year teacher seeking an elementary teaching position. Experience teaching, substituting, interning, and observing in both formal and informal classroom settings. Nine plus years of experience working with children varying from ages three months to fourteen years old, creating/ implementing lesson plans, working collaboratively with colleagues and parents, as well as participating in professional development.

Experience

Ansonia Summer School/ Ansonia, CT

Summer School 1st and 2nd grade reading teacher
Managing classes of both first and second grade students, creating and following lesson plans and curriculum, collaborating with colleagues on lesson creation and execution. Worked with students of varying reading levels in small groups. Taught a total of 65 students in grades 1 and 2 reading, writing, science, social studies, and SEL.

Prospect Elementary School, Region 16/ Prospect, CT

Student Teacher, Substitute, Observer 2020-2021
Managing classrooms, creating and following lesson plans, collaborating with colleagues on lesson creation and execution as well as professional development. Taught synchronously and asynchronously simultaneously. Student taught a total of 110 grade 5 students, all subject areas. Substituted, and observed in grades Pre-K through 5.

Kumon of North America/ Cheshire, CT

Assistant Director, August 2020- Present
Tutoring and helping students from ages 3-18 with math and reading classwork and homework packets. Assisting in the administrative duties such as creating schedules for staff, designing, and sending out a quarterly newsletter, running awards ceremonies, and decorating in-center.

Saint Rita's ELC/ Hamden, CT

Teaching Assistant, June 2018-Present
Creating and implementing lesson plans, collaborating with classroom teachers to run circle time, supervise crafts, and ensure safety of all students

Delta Zeta Sorority/ Fairfield, CT

Active Member 2016-2020, Advisor 2020-Present
Ensured the safety of all members; regularly in contact with Nationals; enforced all federal, state, local, and collegiate laws; current advisor for Risk Manager and Standards Board Head; served in undergraduate years as Risk Manager and Standards Board Member

Colin R. Sonstrom

Education

Roger Williams University

Bachelors of Arts in Political Science, August 2017

Kingswood Oxford School

High school diploma, May 2012

Professional Experience

Gengras Center School

March 2018- Present

Teachers Assistant

- Work one on one with students
- Work with the teachers to create lesson plans for the students
- Defuse behavioral issues as they occur
- Assist in the planning and implementation of fundraising projects for the Gengras Center School

University of Saint Joseph's Athletic

September 2018-March 2019

Assistant Swim Coach

- Help create the daily swim practice sets
- Work with swimmers to correct and refine swim technique
- Work with head coach to create and send out recruitment letters
- Create meet files and manage home meets
- Help plan traveling accommodations, such as food
- Travel with and supervise students at swim meets

Scarritt Spas and Hot Tubs

May 2017 – March 2018

Technician

- Provide routine maintenance on hot tubs, spas and pools
- Determine mechanical problems with hot tubs, spas and pools
- Fix any mechanical problems with hot tubs and spas
- Deliver and Install hot tubs, spas, and pools for residential customers
- Work with customers to keep existing hot tubs, spas or pools in working condition
- Complete daily jobs and tasks as assigned

**Ripples School
Night Manager and Swim instructor**

March-August 2016

- Responsible for daily pool tasks
- Taught swim lessons and safety instruction to varying class sizes and abilities
- Created lesson plans for swim classes
- Organized classes and changes in classes
- Monitored pool mechanics and pool chemicals to ensure a safe environment for employees and customers

**Chippanee Country Club
Lead Guard**

May-August 2015

- Enforced guest's adherence to pool guidelines and rules in a professional manner
- Provided swimming and safety instruction to varying class sizes and abilities
- Performed daily tasks to prepare pool for use in accordance with state guidelines
- Provided assistance and customer service to club members
- Painted and cleaned restrooms
- Kept up with the yard work around the pool (weeding, mulching, and mowing)

**Bristol Parks and Recreations
Lead Guard**

Summers, 2012- 2014

- Supervised 15-20 lifeguards and swim instructors
- Responsible for the scheduling needed lifeguards to cover open pool hours
- Monitored lifeguards and swim lessons
- Maintained pump room and pool chemicals according to state rules and regulations, cleaned and maintained pool areas daily including: Locker Rooms and Restroom Facilities
- Provided information, assistance, and customer service to visitors regarding safety, issue/resolution

References

Available upon request

DANIEL SPADA

CERTIFICATION:

Connecticut State Initial Educator Certificate

Endorsement Codes #015, #062, #106, #215.

Google Certified Innovator

Google Certified Trainer

Google Certified Educator Level 1 and Level 2

Certified Microsoft Innovative Educator Expert

TEACHING EXPERIENCE:

- 2019-Present **Ellington Public Schools** Instructional Technology Specialist, *Ellington, CT*
- Provide assistance and training to instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups.
 - Create learning resources such as tutorials, instructional videos, podcasts, and other multimedia tools as needed.
- 2015-2019 **Suffield Middle School**, Library Media Specialist *Suffield, CT*
- Deliver hands-on technology professional development workshops for large and small groups of teachers.
 - Create STEAM-based programs in the Media Center focused on coding, robotics, video production, podcasting, Computer-Aided Design and 3D printing, digital music making, and more.
 - Collaboratively plan, teach, and evaluate with teachers on integrating information literacy and technology skills into their classroom curriculum.
- 2011-2015 **Illing Middle School**, Teacher 7th-8th Grade Computer Technology & Language Arts *Manchester, CT*
- Create and develop entire curriculum aligned to ISTE and CTE standards for pilot program.
 - Provide faculty and staff with professional development.
 - Teach students 21st century skills such as website development, word processing, video and picture editing, proper online research techniques, Internet safety, media construction for personal expression, and much more.
 - Incorporate literacy and mathematics to teach mechanical design, robotics construction, programming, and teamwork skills to prepare middle school students for success in secondary, post-secondary, and the workplace.

PROFESSIONAL DEVELOPMENT TRAINING

- 2019-Present **The EdTech Show With Dan Spada YouTube Channel**
- Create and publish instructional videos to train teachers how to use various educational technology tools.
 - Over 29,000 subscribers.
 - 2.8 million views.

EDUCATION:

University of Michigan, Dearborn, MI

Master of Educational Technology, April 2015

4.0 GPA

Department of Higher Education Alternate Route to Certification (ARC) Program

#215 Certification in Middle Grades (4-8) Language Arts, August, 2011

Eastern Connecticut State University, Willimantic, CT

Bachelor of Science in Communications, May 2004

Concentration: Public Relations and Marketing Minor: English

3.70 GPA; Graduated Cum Laude Communications GPA: 3.80

PREVIOUS WORK EXPERIENCE:

- 2008-2011 **Jefferson Radiology** Marketing Communications Specialist, *East Hartford, CT*
- Create/direct internal training videos and external promotional videos and commercials.
 - Create content and develop graphics for website, newsletters, and presentations.
 - Provide creative direction and oversee development of marketing materials, communications, advertising, and educational materials to facilitate marketing efforts.
- 2005-2008 **Easter Seals Connecticut** Director of Marketing & Communications, *Norwich, CT*
- Supervise and manage all members of the communications department, volunteers, and interns.
 - Serve as primary company spokesperson for print, radio, TV media, and coordinate interviews between media, staff, and volunteers.
- 2004-2005 **Easter Seals Connecticut-Rhode Island** Communications Manager, *Norwich, CT*
- Develop and maintain production of all marketing videos, brochures, speeches, website content, and collateral materials for all Easter Seals programs and services.
 - Responsible for complete design, development, and production of quarterly newsletter (20,000 circulation) and annual report.
- 2004 **Tribune Broadcasting** WB20 WTXN Promotions Coordinator, *Hartford, CT*
- Schedule, edit, and produce on-air promotions for network and access programming.
- 2004 **Meredith Broadcasting** WFSB Channel 3 Assignment Editor, *Hartford, CT*
- Create and manage stories for the WFSB website.

COMMUNITY ACTIVITIES and RECOGNITION:

- 2019 **ISTE Making IT Happen Award** for demonstrating extraordinary commitment, leadership, courage, and persistence in improving digital learning opportunities for students.
- 2019 **Hewlett 2019 Hewlett-Packard Teaching Fellow** for demonstrating powerful teaching and learning with technology.
- 2011 **Radiology Business Management Association (RBMA) Silver Quest Award Winner** for excellence in and advancement of effective marketing programs
- 2010 & 2011 **Marketing Healthcare Today Aster Awards Gold Winner** for excellence in Medical Marketing

REFERENCES:

Brian Hendrickson
Superintendent

200 Hartford Road
Salem, CT 06420
(860) 372-7758
bhendrickson@salem.cen.ct.gov

Damon Pearce
Principal

New Britain High School
110 Mill Street
New Britain, CT 06051
(860) 948-0638
pearce@csgdnb.org

Dave Welch
Principal

Windermere School
2 Abbott Road
Ellington, CT 06029
(860) 896-2329
dwelch@ellingtonschools.net

Jocelyn Perlini

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Kami Certified Educator Level 2- May 2021

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Third grade long term substitute-August 2016-October 2016

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Second Grade Student Teacher, September 2015 – December 2015

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GPA: 4.0

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305 Connecticut Elementary
Certification- Expected July 2021

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Concise Communicator
Motivated Leader
Punctual
Technology Integration
Outstanding Leader
Team Player
Proficient in Problem Solving

Professional Development

Sexual Misconduct Trained- 2020
DCF trained- 2020
EpiPen trained- 2013, 2020
VIRTUS trained- 2016
CPR Certified- 2019
Responsive Classroom- August 2021

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Writing
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Health and Fitness
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Creating and implementing lesson plans, collaborating with classroom teachers to run circle time, supervise crafts, and ensure safety of all students

Delta Zeta Sorority/ Fairfield, CT

Active Member 2016-2020, Advisor 2020-Present
Ensured the safety of all members; regularly in contact with Nationals; enforced all federal, state, local, and collegiate laws; current advisor for Risk Manager and Standards Board Head; served in undergraduate years as Risk Manager and Standards Board Member

Colin R. Sonstrom

Education

Roger Williams University

Bachelors of Arts in Political Science, August 2017

Kingswood Oxford School

High school diploma, May 2012

Professional Experience

Gengras Center School

March 2018- Present

Teachers Assistant

- Work one on one with students
- Work with the teachers to create lesson plans for the students
- Defuse behavioral issues as they occur
- Assist in the planning and implementation of fundraising projects for the Gengras Center School

University of Saint Joseph's Athletic

September 2018-March 2019

Assistant Swim Coach

- Help create the daily swim practice sets
- Work with swimmers to correct and refine swim technique
- Work with head coach to create and send out recruitment letters
- Create meet files and manage home meets
- Help plan traveling accommodations, such as food
- Travel with and supervise students at swim meets

Scarritt Spas and Hot Tubs

May 2017 – March 2018

Technician

- Provide routine maintenance on hot tubs, spas and pools
- Determine mechanical problems with hot tubs, spas and pools
- Fix any mechanical problems with hot tubs and spas
- Deliver and Install hot tubs, spas, and pools for residential customers
- Work with customers to keep existing hot tubs, spas or pools in working condition
- Complete daily jobs and tasks as assigned

**Ripples School
Night Manager and Swim instructor**

March-August 2016

- Responsible for daily pool tasks
- Taught swim lessons and safety instruction to varying class sizes and abilities
- Created lesson plans for swim classes
- Organized classes and changes in classes
- Monitored pool mechanics and pool chemicals to ensure a safe environment for employees and customers

**Chippanee Country Club
Lead Guard**

May-August 2015

- Enforced guest's adherence to pool guidelines and rules in a professional manner
- Provided swimming and safety instruction to varying class sizes and abilities
- Performed daily tasks to prepare pool for use in accordance with state guidelines
- Provided assistance and customer service to club members
- Painted and cleaned restrooms
- Kept up with the yard work around the pool (weeding, mulching, and mowing)

**Bristol Parks and Recreations
Lead Guard**

Summers, 2012- 2014

- Supervised 15-20 lifeguards and swim instructors
- Responsible for the scheduling needed lifeguards to cover open pool hours
- Monitored lifeguards and swim lessons
- Maintained pump room and pool chemicals according to state rules and regulations, cleaned and maintained pool areas daily including: Locker Rooms and Restroom Facilities
- Provided information, assistance, and customer service to visitors regarding safety, issue/resolution

References

Available upon request

DANIEL SPADA

CERTIFICATION:

Connecticut State Initial Educator Certificate
Endorsement Codes #015, #062, #106, #215.
Google Certified Innovator
Google Certified Trainer
Google Certified Educator Level 1 and Level 2
Certified Microsoft Innovative Educator Expert

TEACHING EXPERIENCE:

- 2019-Present **Ellington Public Schools** Instructional Technology Specialist, *Ellington, CT*
- Provide assistance and training to instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups.
 - Create learning resources such as tutorials, instructional videos, podcasts, and other multimedia tools as needed.
- 2015-2019 **Suffield Middle School**, Library Media Specialist *Suffield, CT*
- Deliver hands-on technology professional development workshops for large and small groups of teachers.
 - Create STEAM-based programs in the Media Center focused on coding, robotics, video production, podcasting, Computer-Aided Design and 3D printing, digital music making, and more.
 - Collaboratively plan, teach, and evaluate with teachers on integrating information literacy and technology skills into their classroom curriculum.
- 2011-2015 **Illing Middle School**, Teacher 7th-8th Grade Computer Technology & Language Arts *Manchester, CT*
- Create and develop entire curriculum aligned to ISTE and CTE standards for pilot program.
 - Provide faculty and staff with professional development.
 - Teach students 21st century skills such as website development, word processing, video and picture editing, proper online research techniques, Internet safety, media construction for personal expression, and much more.
 - Incorporate literacy and mathematics to teach mechanical design, robotics construction, programming, and teamwork skills to prepare middle school students for success in secondary, post-secondary, and the workplace.

PROFESSIONAL DEVELOPMENT TRAINING

- 2019-Present **The EdTech Show With Dan Spada YouTube Channel**
- Create and publish instructional videos to train teachers how to use various educational technology tools.
 - Over 29,000 subscribers.
 - 2.8 million views.

EDUCATION:

University of Michigan, Dearborn, MI
Master of Educational Technology, April 2015
4.0 GPA

Department of Higher Education Alternate Route to Certification (ARC) Program
#215 Certification in Middle Grades (4-8) Language Arts, August, 2011

Eastern Connecticut State University, Willimantic, CT
Bachelor of Science in Communications, May 2004
Concentration: Public Relations and Marketing Minor: English
3.70 GPA; Graduated Cum Laude Communications GPA: 3.80

PREVIOUS WORK EXPERIENCE:

- 2008-2011 **Jefferson Radiology** Marketing Communications Specialist, *East Hartford, CT*
- Create/direct internal training videos and external promotional videos and commercials.
 - Create content and develop graphics for website, newsletters, and presentations.
 - Provide creative direction and oversee development of marketing materials, communications, advertising, and educational materials to facilitate marketing efforts.
- 2005-2008 **Easter Seals Connecticut** Director of Marketing & Communications, *Norwich, CT*
- Supervise and manage all members of the communications department, volunteers, and interns.
 - Serve as primary company spokesperson for print, radio, TV media, and coordinate interviews between media, staff, and volunteers.
- 2004-2005 **Easter Seals Connecticut-Rhode Island** Communications Manager, *Norwich, CT*
- Develop and maintain production of all marketing videos, brochures, speeches, website content, and collateral materials for all Easter Seals programs and services.
 - Responsible for complete design, development, and production of quarterly newsletter (20,000 circulation) and annual report.
- 2004 **Tribune Broadcasting** WB20 WTXN Promotions Coordinator, *Hartford, CT*
- Schedule, edit, and produce on-air promotions for network and access programming.
- 2004 **Meredith Broadcasting** WFSB Channel 3 Assignment Editor, *Hartford, CT*
- Create and manage stories for the WFSB website.

COMMUNITY ACTIVITIES and RECOGNITION:

- 2019 **ISTE Making IT Happen Award** for demonstrating extraordinary commitment, leadership, courage, and persistence in improving digital learning opportunities for students.
- 2019 **Hewlett 2019 Hewlett-Packard Teaching Fellow** for demonstrating powerful teaching and learning with technology.
- 2011 **Radiology Business Management Association (RBMA) Silver Quest Award Winner** for excellence in and advancement of effective marketing programs
- 2010 & 2011 **Marketing Healthcare Today Aster Awards Gold Winner** for excellence in Medical Marketing

REFERENCES:

Brian Hendrickson

Superintendent

200 Hartford Road

Salem, CT 06420

(860) 372-7758

bhendrickson@salem.cen.ct.gov

Damon Pearce

Principal

New Britain High School

110 Mill Street

New Britain, CT 06051

(860) 948-0638

pearce@csgdnb.org

Dave Welch

Principal

Windermere School

2 Abbott Road

Ellington, CT 06029

(860) 896-2329

dwelch@ellingtonschools.net

Andrea Santos

Objective

I may never change the world directly, but indirectly, I can help shape minds of those who will, through teaching. My teaching philosophy is to develop and implemented teaching techniques that will help the students gain wisdom and knowledge for the betterment of themselves and that will help them succeed in the future in whatever their path might be. As a teacher in my community I feel that my primary job and main objective is to help students believe they can learn anything they are willing to put in the time and the effort. The potential is there, and most students (and most of us humans) have been taught to think far too small.

Experience

April/2005 to Current **The Garden Child Learning Center** **Waterbury, CT**

Head Teacher/Director

The Day Care serves to the Hispanic non-speaking English community as well to children that a different able. As the director of the Family Day Care, I am responsible for maintain a healthy relationship with parents, therefore scheduling routines home-visits every year is a must, parent/teacher conferences whenever necessary as well as family picnic to encourage parents to come and see their children in action during the classroom hours.

August 2017 to Present **Regan Elementary School** **Waterbury, CT**

4th grade Long Term Substitute Teacher

Developed lesson plans and materials for classroom instruction to meet education goals using several teaching methods such as lectures, discussions, hands on activities and demonstration. Utilized strong written and oral communication skills to effectively instruct 29 students. Implemented Common Core aligned curricula through the corporation of multiple methods mathematics and inquiry of literacy methods. Created management system to handle multiple priorities and establish an organized classroom environment. Established student/parent and parent/teacher relationships by maintaining a positive and welcome classroom environment. Satisfied the diverse needs in a classroom including ESL, special education and general education students by creating a rigorous, student-centered lessons-tracked student progress with an individualized portfolio by using assessment data such as M-CLASS.

August 2016 to June 2017 **Bucks Hill Elementary school** **Waterbury, CT**

Substitute teacher, Kindergarten Bilingual

Implemented procedures for efficient classroom management and daily routines. Made accommodations and modifications to ensure all lessons and courses activities were accessible to bilingual students and special needs students.

Andrea Santos

December 2013 to June 2016

North End Middle School

Waterbury, CT

North End Middle School

- Teaching children of different cultural background.
- Teaching English to student who speak another language different than English.
- Implemented policies & procedures for efficient classroom operations, and successfully managed student's activities using positive incentives.

September 2013/ October 2014

Sprague Elementary School

Waterbury, CT

Student Teacher/Capstone

Designed and implemented positive reinforcement method. Maintaining a daily record of children's individual activities, behaviors, meals and naps as well as establishing a safe play environment for the children. By the end of the last few weeks in the program I oversaw the classroom activities, techniques and daily report.

Highlights:

- **Bilingual English and Spanish**
- **In process of being Bilingual and Tesol Certified.**
- **I hold a Head Teacher Certification**
- **I am a Parent Leader Training Institute Graduate (PLTI)**

Education

August 2012

Naugatuck Valley Community College

Waterbury, CT

Early Childhood Associates Degree

While pursuing the Associates Degree I received the award of Women Achievement in 2012.

August 2013-2018

Post University

Waterbury, CT

Child Studies Bachelor's Degree - Master's degree in TESOL

References

Coordinator of the Bilingual Department: Jackie Matos 203-574-8288

Kindergarten Teacher: Odet Simoes 860-417-8378

8th Teacher: Wanda Tirado: 203-805-1701

TANYA L. SMITH, LMSW

EDUCATION

| | |
|---|------|
| Springfield College , Springfield, MA <i>Master of Social Work</i> | 2010 |
| Southern Connecticut State University , New Haven, CT <i>Bachelor of Science, Social Work</i> | 2006 |
| Briarwood College , Southington, CT <i>Associates in Applied Science, Child Care & Management</i> | 1994 |

QUALIFICATIONS

- Experience working with children diagnosed with behavioral and emotional disorders
- Extensive experience in child care services, including but not limited to teaching preschoolers, participation in curricula development; and process/procedural improvements
- Supervisory experience, including case managers, child care workers and teacher assistants
- Circle of Security Facilitator

SOCIAL WORK EXPERIENCE

| | |
|--|--------------|
| <u>All Our Kin</u> <i>EHS Educational Consultant</i> | 2015-Present |
| <ul style="list-style-type: none">• Partner with family child care providers to offer support, modeling and coaching in efforts to help them improve the quality of their child care programs.• Conduct assessments of the program and children enrolled, assist with curriculum planning, mentoring and coaching• Document detailed reports of all program visits• Link providers to community resources and supports | |
| <u>Wellmore Behavioral Health, School Based Clinician</u> <i>Early Childhood Behavioral Health Consultant, Slocum Center</i> | 2017-Present |
| <ul style="list-style-type: none">• Provide coaching, training and consultation to early childcare providers or educators in a manner that is culturally responsive to the child, family and provider.• Provide classroom assessments or environmental assessments in the home to support those identified children at risk.• Act as a resource regarding early childhood development with emphasis on emotional and behavioral health and the importance of relationship between the child and parent/guardian.• Assist early childcare staff with appropriate referral information for identified children and families who may need more specialized services. | |
| <u>Wellmore Behavioral Health, Early Childhood Consultation Partnership</u> <i>Early Childhood Mental Health Consultant</i> | 2012-2015 |
| <ul style="list-style-type: none">• Team with early childcare staff and families to identify and provide interventions for young children, birth to five, who may be at risk of suspension and/or expulsion from a childcare or early education program• Provide home visits for the purpose of observation, screening and action plan implementation support as needed• Provide coaching to early childcare providers in a manner that is culturally responsive to the child, family and provider• Act as a liaison between family, early childcare provider, and other support agencies in the community | |

St. Francis Home for Children, Family Support Center

2011-2012

Clinical Coordinator

- Provides direction to case coordinators including crisis intervention and evaluation; overseeing documentation and working with referral sources and community partners to effectively respond to the program needs
- Work with program staff on the recommendation and implementation of clinical interventions that respond to the needs of children and families
- Collaborate with the Program Director to effectively provide guidance and direction to program staff and works with them to identify gaps in services; areas for improvement; training; and professional development
- Maintain a caseload of clients which includes intake, screening, referrals and discharge

Wintergreen Interdistrict Magnet School, Hamden, CT

2010

Social Work Intern

- Provide individual therapy to students with anxiety and behavioral disorders using role playing and deep breathing techniques
- Facilitate a social skills group for students who had difficulty with peer interactions using interactive games.
- Assist students in developing the skills needed to resolve peer conflict
- Observe and document student behavior in various settings throughout the school day for assessment and intervention purposes

Jewish Family Services of New Haven, New Haven, CT

2009-2010

Social Work Intern

- Provide individual therapy to adults diagnosed with depression and anxiety disorders
- Process client intakes and assess eligibility for services

Continuum of Care, New Haven, CT

2008-2009

Social Work Intern

- Provide individual therapy to clients with developmental disabilities using the strengths perspective and role playing
- Facilitate a women's group with clients choosing topics for discussion weekly
- Assist clients in daily living routines and activities

RELATED EXPERIENCE

The Children's Center of Hamden, Hamden, CT

2006-2011

Child Care Worker-Safe Home

- Shift Leader responsibilities
- Supervise and teach residents with emotional/behavioral disorders daily living skills
- Participated in treatment team meetings for residents
- Keep progress notes and related records for the clients
- Administer medications to clients

Jewish Family Services of New Haven, New Haven, CT

2009-2016

Respite Child Care Worker

- Provide respite to families with children diagnosed with emotional/behavioral disorders
- Participate in community activities with clients
- Document visits and submit reports as needed

Sleeping Giant Daycare, Hamden, CT

1994-2007

Teacher

- Plan and develop lesson plans for preschool aged children
- Communicate regularly with parents regarding the progress of their children
- Consulting with outside resources when working with children and families facing crisis situations

Christopher Spatkowski

Education

Master of Arts in Teaching (May 2019 – June 2020) - **Specialization:** Special Education (K-12)
Central Connecticut State University – New Britain, CT **GPA:** 3.90

Bachelor of Arts (B.A.) (August 2006 – August 2010) - **Major:** History **Minor:** Pre-Law
Pace University – Pleasantville, NY **GPA:** 3.38

Additional Coursework:

School of Engineering & Science (August 2016 – December 2016) - **Major:** Biomolecular Science
Central Connecticut State University – New Britain, CT **GPA:** 3.44

Work Experience

Special Education Teacher – ABA Behavior Specialist

July 2020 – June 2021

Linden Street School – Plainville, CT

- Primary special education teacher for a caseload of 8 intensive special education students with disabilities of ASD, OHI, and ED, with prevalent ADHD and DMDD in a self-contained behavior classroom.
- Managed 4 staff members (2 paraprofessionals and 2 registered behavior technicians) to help support students (virtual and in-person), implement curriculum, and track data on daily basis.
- Collaborated with the school psychologist, school social worker, speech and language pathologist, literacy specialist, occupational therapist, BCBA, and general education teachers to ensure all students received services and requirements outlined within their IEP's.
- Created engaging lessons implementing The Zones of Regulation and RULER social emotional learning curriculums teaching students self-regulation skills and coping strategies.
- Devised complex schedules to meet the needs of all students, adhere to service hour requirements, allow for proper staff coverage, and ensure virtual learner participation.
- Participated in professional development, weekly district special education meetings, and monthly school-wide meetings to improve general teaching knowledge and practice.
- Communicated daily with parents through email, phone calls, and virtual meetings to report student progress academically, behaviorally, and update growth and concerns.
- Completed initial, annual, tri-annual, assistive technology, and behavioral evaluations/testing to devise new or updated IEP's in collaboration with experienced staff members.
- Directed PPT's with pertinent stakeholders to report evaluations, testing, and updates/concerns.

Student Teacher

August 2019 – May 2020

Thomas Edison Middle School – Meriden, CT

- Assisted the special education teacher implementing the IEP's of 17 special education students with primary disabilities of ED, LD, OHI, ADD, ADHD, Autism, and ID.
- Attended all PPT, team, department, and parent meetings, contributing when needed.

- Cotaught 8th grade Language Arts and Mathematics classes providing accommodations and modifications as needed to the special education students in accordance with their IEP's.
- Participated in the exiting of 2 students from special education services.
- Aided special education students in a daily academic support class that instills proper study habits, work completion, and appropriate behaviors.
- Communicated and built strong relationships with ALL students through daily interactions that resulted in increased effort, self-advocacy and motivation for higher achievement.
- Collaborated in student online distance learning through various online learning platforms.

Paraprofessional

August 2018 – May 2019

South Side School – Bristol, CT

- Supported and aided seven 4th and 5th grade special education students within a structured behavioral program on a full time basis.
- Charted behaviors and collected data pertaining to student conduct using performance logs.
- Trusted with confidential personal and medical information for each student.
- Joined the mentor program to meet with a specific student in need, once per week, in order to be a role model and facilitate positive academic and life skills.
- Certified in Physical/Psychological Management Training (PMT).

Substitute Teacher / Paraprofessional

May 2018 – August 2018

Kelly Educational Services – Farmington, CT

- Consistently and effectively taught the provided lesson plans to students.
- Taught life lessons to help students become more respectful and responsible individuals.
- Worked with students of various physical and mental disabilities.

Police Officer

June 2017 - April 2018

Farmington Police Department – Farmington, CT

- Operated in a fast paced, paramilitary organization, adhering to all policies, procedures and codes of ethical conduct to effectively execute the responsibilities of my position.
- Gathered, organized, and recorded all investigative information through witness accounts, statements, audio/video recordings, and evidence to prepare detailed reports for court.
- Extensive conflict and crisis prevention training.
- Connecticut Emergency Medical Responder (CT OEMS) certified.
- Finished 2nd overall academically in the class at the POSTC Academy.

Distribution Clerk / Driver

March 2013 - May 2017

ESPN – Bristol, CT

- Worked with UPS, FedEx, Xpedx and other vendors to send packages, freight and other vital equipment (TV's, Cameras, Computers, etc.) to world class events ESPN was televising.
- Devised a new and innovative approval system for classification of shipment of packages on a companywide basis, which resulted in an estimated annual savings of \$20k.

College Athletics & Organizations

Pace University Varsity Baseball Player

September 2006 - May 2010

Baseball Team Representative for the Student Athletic Advisory Committee (SAAC)

September 2007 - May 2008

- Attended Student Athletic Advisory Committee (SAAC) meetings on behalf of the baseball team to increase team involvement in Pace University functions as well as in the community.

Coordinator of Events, Executive Board (SAAC)

May 2008 - February 2009

- Created and managed various contests during University sporting events to raise money.
- Gave speeches to athletes on the importance of them being role models in the community.

Honors/Awards

- Four-year varsity baseball athletic scholarship
- Dean's Scholarship
- New Britain Firefighter Local 992 "Rewinkle-Sheldon" Scholarship
- Academic Dean's List Student
- Pi Gamma Mu Honor Society Member

References available upon request

RANDALL DREW SWINFORD



TEACHING & RELATED EXPERIENCE

- Jan. 2021–Current **Long-Term PE Substitute**
Chippens Hill Middle School
Bristol, CT 06010
- Sept. 2020–Dec. 2020 **Student Teaching**
Chippens Hill Middle School
Bristol, CT 06010
- Aug. 2016–Present **Site Manager**
Simsbury Enrichment and
Extended Day Program (SEED)
Simsbury, CT 06070
- Sept. 2019–Dec. 2019 **Practicum**
Tariffville Elementary School
Tariffville, CT 06081
- Jan. 2019–May 2019 **Practicum**
Avon Middle School
Avon, CT 06001
- June 2017–Sept 2017 **Paraprofessional**
CREC- Simsbury Public
Schools (ABC Program)
Simsbury, CT 06070
- Sept. 2013–June 2016 **Assistant Site Manager
& Senior Aid**
Simsbury Enrichment and
Extended Day Program (SEED)
Simsbury, CT 06070
- Sept. 2012–Sept. 2014 **Little Kickers Soccer Coach**
Valley Sports Center
Canton, CT 06019

VOLUNTEER EXPERIENCE

- Sept. 2006–Aug. 2011 **Mentor**
TOPS Soccer
Simsbury, CT 06070
- April 2013–Sept. 2013 **Girls U12
Assistant Soccer Coach**
Simsbury Travel Soccer
Simsbury, CT 06070

EDUCATION & CERTIFICATIONS

- Sept. 2016–Dec. 2020 **Central Connecticut State University**
New Britain, CT 06051
Bachelor of Science in
Physical Education and Health
- Jan. 2021 **State Certifications**
• Physical Education K-12 (044)
• Health K-12 (043)
- 2011–2016 **Tunxis Community College**
Farmington, CT 06032
Associate of General Studies
- 2006–2010 **Simsbury High School**
Simsbury, CT 06070
High School Diploma
- 2019–2021 **American Heart Association**
• First Aid & CPR Certification

REFERENCES

- Relationship:** **Katie Pepe**
Cooperating 860.997.4519
Teacher katiepepe@bristol.k12.org
- Relationship:** **Marybeth LeFevre**
University 860.836.9325
Supervisor mlefevre@ccsu.edu
- Relationship:** **Kelly Curtis**
SEED 860.408.6144
 kcurtis@simsbury.k12.ct.us
- Relationship:** **Krista Petersen**
Family friend 860.508.2494
Art Teacher peterk@danbury.k12.ct.us

Chris White

M.ED., SPECIAL EDUCATION



SKILLS

Encouraging students to develop critical thinking skills for future success in academics and life in general

Effectively communicating and connecting with parents & students of diverse cultural and cognitive backgrounds

Easily adaptable to changes, learning new concepts and procedures

Works well under pressure, ensuring safety and effective communication

EDUCATION & certification

Certified Special Education
Teacher K-12 (165)

Master of Education, Special Ed
Mild to Moderate Disability
Cambridge College, Springfield,
MA

Bachelor of arts,
Psychology major
Sociology minor
Central Connecticut State
University, New Britain, CT

EXPERIENCE

Special Education Teacher 2017-present
Ben Franklin Elementary School, Meriden City & BOE

- Provide special education to a self-contained classroom of social-emotional / behavioral students in the Supportive Teaching Elementary Program.
- Described as patient, confident, capable, and able to differentiate lessons for varying levels of ability within one classroom.
- Promote district-wide initiatives such as Social-Emotional Learning, multi-tiered systems of academic interventions, and Restorative Classroom Practices which reinforce my philosophy of working with the "Whole Child".
- Promote a trauma-informed classroom environment, ensuring the physical and emotional safety of others while also teaching effective coping skills to help manage difficult emotions and impulses.
- Interpret behavioral data to determine trends impacting students' success and identify obstacles or barriers to be addressed.
- Create and implement Individualized Education Plans, present goals, objectives, and progress, as well as professional impressions regarding recommended services and/or accommodations based on students' profile, and testing and behavioral data, in Planning and Placement Team meetings.
- Advocated for the use of a strategy and tool to help students and behavior technicians process a behavioral incident in order to return to class ready to learn and aimed to prevent future incidents.
- Frequently in communication with students, their families, and other service providers about the students' education and behavior to help coordinate and collaborate efforts to best meet the student's needs.
- Assisted in preparing children for ongoing emotional, social and academic success.
- Provided structure and safety to all children while incorporating a therapeutic approach

BEHAVIORAL MANAGER 2003 - 2017
Woodland School, East Hartford Public Schools

Direct Care Worker 2008 - 2011
Safe Home, Klingberg Family Centers

Direct Care Worker 2005 - 2008
Star Program, Wheeler Clinic

PROFESSIONAL PROFILE

Nearly 20 years of experience with special education students in and outside the classroom setting with a range of special needs including mild to severe learning disabilities, oppositional defiance, autism, and traumatic home environments, to name a few.

Dedicated to understanding a students' world, thereby tailoring language and instruction, creating a safe environment for students to step outside their comfort zones and work towards future goals.

MEMORANDUM

TO: Catherine Carbone, Ed.D., Superintendent of Schools
FROM: Sam Galloway, Ed.D., Director of Talent Management
SUBJECT: Teacher Hiring Overview for School Year 2021 - 2022

New Hires as of August 24, 2021 – September 30, 2021:

Certification:

| Type of Certification | |
|-----------------------|----|
| Initial | 5 |
| Provisional | 11 |
| Professional | 1 |

| African American | White | Hispanic | Bi-Racial |
|------------------|-------|----------|-----------|
| 0 | 20 | 1 | 0 |

| Male | Female |
|------|--------|
| 6 | 15 |

Residence:

| Town | |
|---------------|---|
| Berlin | 1 |
| Bristol | 5 |
| Cheshire | 1 |
| East Hartford | 1 |
| Middletown | 2 |
| Plainville | 2 |
| Plantsville | 2 |
| Simsbury | 1 |
| Terryville | 1 |
| Watertown | 2 |
| West Hartford | 1 |
| Winsted | 1 |

Highest Degree Held:

| Type of Degree | |
|----------------------|----|
| Bachelors | 4 |
| Masters | 12 |
| 6 th Year | 4 |
| Doctorate | |

| Last | First | Bachelors | Masters | 6th Year | Assignment |
|----------|-----------|-----------|---------|----------|--------------------------------------|
| Callahan | Katherine | CCSU | | | Literacy Intern Intervention at BCHS |
| Elliott | Tyler | UCONN | | | Special Education Teacher @ BCHS |

| Last | First | Bachelors | Masters | 6th Year | Assignment |
|-----------|------------|------------------------|-------------------------|-------------------------|-------------------------------------|
| Evanoski | Jessica | UHART | Saint Joseph College | | Special Education Teacher @ WB |
| Friedman | Rebecca | College of Charleston | Univ. of SC Aiken | Southern Wesleyan Univ. | Grade 2 Teacher @ SSS |
| Germain | Bridget | CCSU | CCSU | | Math Teacher @ BEHS |
| Hamedi | Jennifer | Univ. of Pittsburgh | | | Gr. 6/7 Science Teacher @ CHMS |
| Hanley | Eileen | CCSU | Univ. of Saint Joseph | | Special Education Teacher @ WB |
| Haseltine | Rachel | ECSU | St. Joseph College | | Grade 2 Teacher @ ID |
| Hermonot | Amanda | CCSU | Western Governor Univ. | | Grade 5 Teacher @ MTV |
| Hopkins | Melissa | UCONN | UMASS | UMASS | School Psychologist @ WB |
| Hubert | Joshua | Sacred Heart | Sacred Heart | | Grade 2 Teacher @ SSS |
| Loi | Marisa | UCONN | Univ. of Bridgeport | Arkansas State Univ. | Grade 5 Teacher @ ID |
| LoSchiavo | Melissa | UHART | UHART | | School Psychologist @ ID |
| Mancini | Jacqueline | SCSU | Saint Joseph College | | Kindergarten Teacher @ ID |
| Muniz | Ovidio | American Public Univ. | | | Grade 2 Teacher @ STAF |
| Ouellette | Nicole | CCSU | Univ. of Saint Joseph | | TESOL Teacher @ MTV/ID |
| Perlini | Jocelyn | CCSU | Western Governors Univ. | | Grade 5 Teacher @ GH |
| Schommer | Kailby | Sacred Heart | Sacred Heart | | Grade 4 Teacher @ WB |
| Sonstrom | Colin | Roger Williams Univ. | | | Special Education Teacher @ CHMS |
| Spada | Daniel | Eastern CT State Univ. | Univ. of MI | Boise St. Univ. | Library Media Specialist @ EPH/STAF |
| | | | | | |



Bristol Public Schools
Office of Teaching & Learning

| | |
|--|--|
| Department | Health |
| Department Philosophy | <p>The goal of our comprehensive Health Education program is to develop within our students the characteristics of a literate individual within the context of health related topics. We strive for them to become critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators. Through health related topics, students will learn how to make informed decisions about their personal health and well being. Through the skills of self-management, communication, goal setting and decision making our students will be able to advocate for and demonstrate ways to live a healthy lifestyle.</p> |
| Course | Grade 11 Health |
| Course Description for Program of Studies | <p>The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.</p> <p>Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making. We encourage you to discuss the topics with your child while the unit is being taught.</p> <p>One unit in the Grade 11 Health Education curriculum will include the following topics:</p> |

| | |
|-------------------------------|---|
| | 1. Students will explore different outcomes of a unit scenario based on the dimensions of health. |
| Grade Level | 11 |
| Pre-requisites | Grade 9 Health |
| Credit (if applicable) | .5 |

P indicates standard will be a priority for the unit; S indicates a supporting standard

| District Learning Expectations and Standards | Mental/Emotional | Nutrition | AODs | Healthy Relationships & Violence Prevention | Sexual Health and HIV | Safety and Injury Prevention |
|---|------------------|-----------|------|---|-----------------------|------------------------------|
| ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. | | | P | | | S |
| ANOD 1.2.12 Analyze situations that could lead to the use of alcohol and other drugs. | P | | P | | S | |
| ANOD 1.3.12 Analyze the resiliency skills that empower people to remain alcohol- and drug-free. | S | | P | | | |
| ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use. | | | P | | | P |
| ANOD 1.5.12 Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss | | | P | P | P | |

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| ANOD 1.6.12 Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. | | | P | P | | S |
| ANOD 1.7.12 Identify treatments for addiction to ANOD | S | | P | | | |
| ANOD 1.8.12 Evaluate the financial costs of nicotine use to the individual and society. | | | | | | S |
| HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.. | P | | | | | |
| HR 1.2.12 Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect) | P | | | | | |
| HR 1.3.12 Analyze how power and control differences in relationships can contribute to aggression and violence | | | | | S | |
| HR 1.4.12 Analyze the effects of viewing pornography, sexting, etc. on healthy relationships | S | | | | P | S |
| HR 1.5.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. | | | | S | P | |
| HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others). | P | | | | S | |

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| HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other social media). | S | | | | S | |
| HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance. | S | | | | S | |
| HR 1.9.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. | P | | | | | S |
| HR 1.10.12 Identify and analyze signs and symptoms of adolescent relationship abuse | | | | | P | |
| HR 1.11.12 Identify and analyze signs and symptoms of intimate partner violence | | | | | P | |
| HR 1.12.12 Identify, summarize and analyze Connecticut consent laws | | | | | P | |
| VP 1.1.12 Analyze why prosocial behaviors can help prevent violence. | S | | | | | P |

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|--|---|---|---|---|--|---|
| VP 1.2.12 Analyze the negative consequences of violence to perpetrators, victims, and bystanders. | S | S | S | | | P |
| VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. | S | | | | | P |
| VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury. | | | | | | P |
| VP 1.5.12 Analyze how gang involvement can contribute to violence. | | | | | | P |
| VP 1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. | | | | | | P |
| VP 1.7.12 Describe federal, state, and local laws intended to prevent violence. | | | | | | P |
| HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. | | P | | S | | |
| HEPA 1.2.12 Describe the relationship between nutrition, physical activity and overall health. | | P | | S | | |
| HEPA 1.3.12 Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. | | P | | P | | |

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| HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health. | | P | | S | | |
| HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods) | | P | | S | | |
| HEPA 1.6.12 Distinguish food sources that provide key nutrients. | | P | | S | | |
| HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output) | | P | | S | | |
| HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. | | P | | S | | |
| HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. | P | P | | | | |
| HEPA 1.10.12 Summarize how to make healthy food selections when choices are available. | | P | | S | | |
| HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks. | | P | | P | | |

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| HEPA 1.12.12 Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.) | | P | | | | |
| HEPA 1.13.12 Analyze the difference between consuming food as fuel vs. food as emotional comfort | P | P | | S | | |
| HEPA 1.14.12 Analyze healthy and risky approaches to weight management. | | P | | S | | |
| HEPA 1.15.12 Analyze the physical and psychological effects of life- threatening food allergies. | P | P | | | | |
| SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception | | | | | | |
| SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active. | | | | | | S |
| SH 1.3.12 Accessing reproductive health resources as it relates to state laws and the rights of minors | | | | | | S |
| SH 1.4.12 Explain the effects of alcohol and other drug use during pregnancy. | | | | | | |

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| SH 1.5.12 Analyze the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries) | | | | | | |
| SH 1.6.12 Summarize ways to reduce the risk of pregnancy, HIV and other STD's (e.g. abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection) | | | S | S | | |
| SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy. | | | S | P | | |
| SH 1.8.12 Analyze the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus). | | | | P | | |
| SH 1.9.12 Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD's | | | | P | | |
| SH 1.10.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV. | | | | P | | |
| SH 1.11.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner. | | | | P | | |

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| SH 1.12.12 Discuss the implication of the Safe Haven Law . | | | | P | | S |
| SH 1.13.12 Analyze the emotional, social, physical and financial effects of being a teen parent. | P | | | | | |
| OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self- exams | | | | P | | P |
| OWDP 1.2.12 Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness) | | | | P | | P |
| OWDP 1.3.12 Analyze the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer,diabetes, hypertension and osteoporosis). <ul style="list-style-type: none"> ● ○ Intake (food, air, water, substances) ● ○ Output (physical activity and movement; elimination of waste)○ Sleep ● ○ Stress Management | | S | | P | | S |
| OWDP 1.4.12 Discuss using family history gender, and age to make informed health related decisions | | S | | P | | |

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|--|---|--|--|---|---|---|
| OWDP 1.5.12 Differentiate between Communicable and Non- Communicable diseases | | | | P | | |
| OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. | | | | P | | |
| SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex. | S | | | | P | |
| SAAP 1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed. | S | | | | P | |
| SAAP 1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking) | S | | | | P | |
| SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. | S | | | | P | |
| SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult. | S | | | | P | |
| SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health | S | | | | P | P |

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| centers, pediatrician, reproductive health community centers). | | | | | | |
| SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. | S | | | | P | |
| SAAP 1.8.12 Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. | S | | | | P | S |
| SAAP 1.9.12 Training in the prevention and identification of, and response to: o Child sexual abuse and assault and Human trafficking o Commercial sexual exploitation, Sexual harassment and assault | S | | | | P | |
| SAAP 1.10.12 Skills to recognize child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and demonstrate the ability to advocate for personal, family, and ways offenders groom or desensitize victims | S | | | | P | |

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| SAAP 1.11.12 Strategies to: o promote disclosure; o reduce self-blame; ando mobilize bystanders | S | | | | P | |
| SAAP 1. 12.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance | S | | | | P | |
| SAAP 1.13.12 Consent. Explain why people have the right to refuse sexual contact. | S | | | | P | |
| MEH 1.1.12 Analyze characteristics of a mentally and emotionally healthy person. | P | | | | | |
| MEH 1.2.12 Analyze how mental and emotional health can affect health-related behaviors. | P | | | | | |
| MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma. | P | | | | | |
| MEH 1.4.12 Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response | P | | | | | |
| MEH 1.5.12 Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning | P | | | | | |

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|---|---|--|--|---|--|--|
| MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness) | P | | | | | |
| MEH 1.7.12 Summarize personal stressors at home, in school, and with friends. | P | | | | | |
| MEH 1.8.12 Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care) | P | | | | | |
| MEH 1.9.12 Summarize strategies for coping with loss and grief. | P | | | | | |
| MEH 1.10.12 Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health. | P | | | | | |
| MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders) | P | | | | | |
| MEH 1.12.12 Differentiate between positive and negative body image. | P | | | | | |
| MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. | P | | | S | | |
| MEH 1.14.12 Identify trusted adults and resources for assistance. | P | | | | | |

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| SIP 1.1.12 Safe Driving (Texting, seat belt) | | | | P | | |
| SIP 1.2.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. | | | | P | | |
| SIP 1.3.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. | | | | P | | |
| SIP 1.4.12 Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.) | | | | P | | |
| SIP 1.5.12 Prioritize actions to take to prevent injuries during severe weather. | | | | P | | |
| SIP 1.6.12 Summarize ways to reduce the risk of injuries from firearms. | | | | P | | |
| SIP 1.7.12 Summarize ways to reduce safety hazards in the home, school or in the community. . | | | | P | | |
| SIP 1.8.12 Describe actions to take in case of mass trauma. | | | | P | | |
| SIP 1.9.12 Explain accepted procedures for basic emergency care and lifesaving. | | | | P | | |
| SIP 1.10.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. | | | | P | | |

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| SIP 1.11.12 Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies. | | | | P | | |
| SIP 1.12.12 Summarize ways to reduce the risk of Life-threatening food allergies | | | | P | | |
| SIP 1.13.12 Describe digital wellness | | | | P | | |
| SIP 1.14.12 Describe personal actions to take for accident prevention | | | | P | | |

UNIT 1: MENTAL AND EMOTIONAL HEALTH

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|----------------|---|------------------|--|---|
| ANOD 1.2.12 | Analyze situations that could lead to the use of alcohol and other drugs. | X | Content Knowledge | <ul style="list-style-type: none"> ● Stress management ● Self image ● Mental illnesses ● Depression ● Suicide ● Erin's Law ● Dating violence ● Sexual Orientation/Gender Identity |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.1.12 | Describe personal characteristics that make people unique and the benefits of living in a diverse society.. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.2.12 | Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|-----------------|--|---|--|--|
| HR 1.6.12 | Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others). | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.9.12 | Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.9.12 | Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.13.12 | Analyze the difference between consuming food as fuel vs. food as emotional comfort | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|-----------------|--|---|--|--|
| HEPA 1.15.12 | Analyze the physical and psychological effects of life-threatening food allergies . | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SH 1.13.12 | Analyze the emotional, social, physical and financial effects of being a teen parent. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.1.12 | Analyze characteristics of a mentally and emotionally healthy person. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.2.12 | Analyze how mental and emotional health can affect health-related behaviors. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|---------------|--|---|--|--|
| MEH 1.3.12 | Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.4.12 | Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.5.12 | Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.6.12 | Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|----------------|---|---|--|--|
| MEH 1.7.12 | Summarize personal stressors at home, in school, and with friends. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.8.12 | Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.9.12 | Summarize strategies for coping with loss and grief. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| MEH 1.10.12 | Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|----------------|--|---|--|
| MEH 1.11.12 | Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders) | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| MEH 1.12.12 | Differentiate between positive and negative body image. | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| MEH 1.13.12 | Summarize impulsive behaviors that can lead to violence and strategies for controlling them. | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| MEH 1.14.12 | Identify trusted adults and resources for assistance. | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |

UNIT SCENARIO

Someone close to you has expressed feelings that they are suffering from what they believe to be depression. The individual has stated that the depressive feelings have slowly but surely progressed over the past 6 months and is now affecting quality of life. The individual is not sure what is causing these feelings and is not sure how to seek out help or provide self-help.

| Dimension of health | Essential Question | Additional Scenario Information | Learning Targets: The students will be able to: | Summative Assessment Strategy | | Common Learning Experiences |
|---------------------|--|--|--|-------------------------------|----------------------|--|
| Physical | How does your physical health fit in with mental health? When is it appropriate to seek out a doctor? | Someone you know has gained weight and has been sedentary. | I can explain the connection between mental and physical health including the benefits of being physically active on mental health | X | Constructed Response | Develop an exercise plan for stress relief for your friend-final product |
| | | | | | Performance | |
| | | | I can describe the red flags of when it is time to seek out medical help. | | Observation | |
| Emotional | How does emotion affect our overall health and our ability | Someone you know is having a bad day and is unable to keep their | I can make connections between emotions and overall health. | | Selected Response | Describe potential mental health concerns of the |

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|--------------|--|---|---|---|----------------------|---|
| | to function in daily life? | emotions under control. | I can hypothesize the relationship between emotional safety and being healthy. | X | Constructed Response | person in question from the scenario--suggest community resources for each. Emotional connection activity (emotion to Potential outcomes) |
| | | | | | Performance | |
| | | | | | Observation | |
| Occupational | What work-related factors are influencing these feelings? How does work stress/emotions affect one's mood over time? How does mood affect functionality while at work? | Someone you know has a job is causing stress/mental health concerns. | I can summarize the side effects of stress in the workplace as it affects my overall well being I can construct a plan to minimize work stress. I can create a stress management plan including identifying my work stressors and identify a strategy to address each stressor. | | Selected Response | Identifying work and life related stress and other factors that may influence mood. Develop a plan to handle work stresses. Venn diagram related to stresses at work. Stress management worksheet Relations techniques exploration. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Intellectual | How do emotions and mood influence one's ability to think with a clear mind? How do mental health issues | Someone you know has suddenly lost motivation to try new things or learn a new hobby. They stop participating in the things | I can draw connections between mental health and life choices. I can list a variety of red | | Selected Response | Scenario based Benn diagram |
| | | | | X | Constructed Response | Creation of red flag list. |

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| | affect life choices (relationships, safety concerns, functionality at work)? What role does mental health concerns play in academic performance? | they love to do. | <p>flags that tell me it is time to seek help for what I or a friend is feeling.</p> <p>I can analyze which decisions may be affected by mental health concerns.</p> | | Performance | Cause and effect activity Warning signs worksheet Scenario with follow up discussion (small groups) |
| | | | | | Observation | |
| Social | How does mental health/depression affect social constructs? | You know someone who is not interested in hanging out with friends any more and has been drinking a lot more. | I can explain how depression affects relationships (friendships, significant others, family, ect.) | | Selected Response | Active listening activity Article and questions on linking social and emotional learning in a digital format http://actforyouth.net/youth_development/professionals/el/social_awareness.cfm |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Environmental | How do living situations affect mental health? | You know someone who lives in a run down house and has little income to make changes. They have a roommate to help pay the bills, but they don't get along very well. The roommate is always starting drama. | I can describe how life situations can affect mood and mental well being. I can reflect upon what may be considered unhealthy living situations/lif environments. | | | 15 ways to surround yourself with a positive environment research activity. Safe versus unsafe situations activity. |
| Cultural | What role does a person's culture play on mental health/mood? | You know someone who comes from a different background than you. In their culture, it is | I can describe how factors such as socio-economic status and cultural beliefs affect choices regarding | | | Culture exploration activity (students share out their culture and |

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|-----------|--|---|---|--|--|--|
| | | considered a disgrace to talk about mental health. | mental health. | | | experiences). |
| Financial | How does financial burden play a role in mental health? | Due to depression, someone you know lost their job and is now about to be homeless and living out of their car. | I can create a budget based on typical life expenses. I can explore careers that will support the budget created. | | | Budget activity Job exploration Guest speaker (finance) Career Day Activity |
| Sexual | What role does sexual activity play on mental health and vice versa? | You know someone who has been having sex with random people as a way to cope with depression. | I can analyze the role between sexual activity and mental health. I can describe how to set intimacy boundaries within a relationship. | | | Safe choices activity |

UNIT 2: HEALTHY EATING & PHYSICAL ACTIVITY

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|-----------------|---|-------------------------|--|---|
| HEPA 1.1.12 | HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. | X | Content Knowledge | <ul style="list-style-type: none"> ● Food Groups ● Food Label Reading ● Saturated v. Unsaturated fats ● Nutritional Diseases ● Metabolism ● Healthy Eating Habits and Moderation ● Nutrition review ● Marketing and advertising/big business and food choices ● Eating Disorders ● Body mass management (Muscle hypertrophy/Body fat Percentage and safe loss) ● Fad Diets |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.2.12 | Describe the relationship between nutrition, physical activity and overall health. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.3.12 | Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |

| | | | | |
|-------------|---|---|--|--|
| | diabetes, hypertension, and osteoporosis. | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.4.12 | Describe the effects of hydration and dehydration on physical performance and health. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.5.12 | Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.6.12 | Distinguish food sources that provide key nutrients. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|-----------------|--|---|--|--|
| HEPA 1.7.12 | Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.8.12 | Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.9.12 | Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.10.12 | Summarize how to make healthy food selections when choices are available. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |

| | | | | |
|-----------------|--|---|--|--|
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.11.12 | Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.12.12 | Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.13.12 | Analyze the difference between consuming food as fuel vs. food as emotional comfort | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|-----------------|---|---|--|--|
| HEPA 1.14.12 | Analyze healthy and risky approaches to weight management. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.15.12 | Analyze the physical and psychological effects of life-threatening food allergies. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

UNIT SCENARIO

Someone close to you thinks they eat a healthy diet, but recently has found out that there is a history of heart disease in their family. After examining their diet they find that their diet is not as healthy as they once thought. How can they apply the skills they have learned to make lifestyle changes to help improve their overall health.

| Dimension of Health | Essential Question | Additional Scenario Information | Learning Targets: The students will be able to: | Summative Assessment Strategy | | Common Learning Experiences |
|---------------------|---|--|--|-------------------------------|----------------------|---|
| Physical | How does your physical health fit in with nutrition? When is it appropriate to seek a doctor? | Create a food diary logging the foods consumed on a daily basis over the course of a couple months to help create lifestyle changes. | I can describe the connection between nutrition and my physical health. | | Selected Response | Food Diary/Exercise Journal Nutritional Questionnaire |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Emotional | How does emotion affect our nutritional habits on a daily basis? | Describe potential mental health concerns of the person in question from the scenario to examine eating disorders. | I can describe the potential connection from my nutrition to my mental health. | | Selected Response | Sugar Lab Eating Disorder Project |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Occupational | How does someone's occupation/job affect our nutritional habits on a daily basis? | You know someone who works a third shift job which means their sleep schedule and eating habits are altered. | I can describe the connection between nutritional habits within different jobs and work schedules. | | Selected Response | Game of Life (Health Edition) How sleep affects Weight loss/gain. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

| | | | | | | |
|--------------|---|---|--|---|----------------------|--|
| Intellectual | How does proper nutrition play a role in my academic performance? | You know someone who is struggling to find the energy to do well in their first period class. They report that they always feel like they just can't get going. | I can analyze the influence that proper nutrition can have on my overall academic performance. | | Selected Response | "Start your day with a band!" Activity designed to teach students what foods to eat for breakfast to help provide them with energy throughout the day. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

| | | | | | | |
|--------|---|--|--|---|----------------------|--|
| Social | How can someone's social life affect their nutrition? | You know someone who is trying to eat healthier, but his/her friends always eat at restaurants that do not provide the best food options for a healthy diet. | I can identify healthy alternatives and choices for eating out at restaurants. | | Selected Response | "Restaurant challenge" Use menus from local restaurants to create your own menu of healthy food choices. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

| | | | | | | |
|---------------|--|--|--|---|----------------------|----------------------------------|
| Environmental | How can someone's living situation impact their nutrition? | You know someone who is living with a lot of people and sometimes they leave meals feeling hungry, so they snack on junk food. | I can identify foods that I can eat to help curb my appetite and healthy food options as oppose to junk food | | Selected Response | Ways to curb you appetite lesson |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

| | | | | | | |
|----------|---|--|--|---|----------------------|---|
| Cultural | How do cultural influences affect your nutrition? | You know someone who lives in a household where culture influences the style of cooking and what is served for food. | I can describe alternative methods of cooking to help make the meals that are prepared more healthy. | | Selected Response | Cooking styles lesson Healthy Alternatives |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

| | | | | | | |
|-----------|--|--|--|---|----------------------|-----------------|
| Financial | How do financial constraints play a role in one's nutrition? | You know someone who lives in a household where income directly impacts the foods that are bought and they may not always be the healthiest options. | I can identify what part of the grocery store to shop from to help ensure I am getting the best nutrition for the cost.. | | Selected Response | Budget Activity |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |

UNIT 3: ALCOHOL AND OTHER DRUGS

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|-------------|--|------------------|--|---|
| ANOD 1.1.12 | Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. | X | Content Knowledge | <ul style="list-style-type: none"> ● Alcohol Pretest (facts and myths) Drinking age debate ● Marijuana Debate ● Overview of illicit drugs ● Drug Research project ● Decision making/Refusal skills |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.2.12 | Analyze situations that could lead to the use of alcohol and other drugs. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.3.12 | Analyze the resiliency skills that empower people to remain alcohol- and drug-free. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |

| | | | | |
|-------------|---|---|--|--|
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.4.12 | Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.5.12 | Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.6.12 | Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| ANOD 1.7.12 | Identify treatments for addiction to ANOD | | Learning Behavior | |
| | | X | Content Knowledge | |

| | | | | |
|--|--|--|--|--|
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |

UNIT SCENARIO

At first someone that you are close to, brother would only drink on weekends but now they notice it's almost every night and it's more than just a couple of beers.

| Dimension of Health | Essential Question | Additional Scenario Information | Learning Targets: The students will be able to: | Summative Assessment Strategy | Common Learning Experiences |
|---------------------------|--|---|---|-------------------------------|--|
| Physical | How does your physical health fit in with drug addiction? When is it appropriate to seek a doctor? | You know someone whose brother was supposed to go to college on a scholarship for baseball, but he is now drinking too much, putting his scholarship in jeopardy. | <p>I can describe the effects of alcohol on the liver.</p> <p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p> | Selected Response | Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your physical health. |
| | | | | X Constructed Response | |
| | | | | Performance | Risky business activity |
| | | | | Observation | |
| Emotional | How does your mental health fit in with drug addiction? When is it appropriate to seek help? | The person you know has a brother who seems to have a short temper lately. | <p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p> | Selected Response | Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your mental health. |
| X Constructed Response | Risky business activity | | | | |
| Occupation | Which work-related factors | You know someone | I can explain how | Selected | Fatal vision goggle work |

| | | | | | | |
|---------------|--|---|--|---|----------------------|---|
| al | influence addiction? How does addiction affect functionality while at work? | whose brother is trying to save money in preparation for college so he just started a job at a local grocery store. | drug/alcohol abuse will affect your ability to work. I can explain the ramifications of a drug or alcohol violation on my current employment status and/or potential. | | Response | simulation Reflection on the work simulation listing the consequences of being under the influence at work. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Intellectual | How does addiction affect one's ability to think with a clear mind? How does addiction affect life choices (relationships, safety concerns, functionality at work)? What role does addiction play in academic performance? | You know someone whose brother finally got his own car and is driving himself to work and school. | I can explore how alcohol affects one's ability to make decisions? I can explain the effects of alcohol on operating a motor vehicle. | | Selected Response | Students will complete different motor and visual tasks using the fatal vision goggles. Fatal vision pedal car activity |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Social | How does one's social awareness play a role in the concept of addiction and treatment | You know someone whose brother goes to parties where everyone brings different pills and medications. | What are the dangers of pharm parties? How can misuse of prescription drugs lead to permanent damage to the user? | | Selected Response | Discuss proper disposal of unused prescriptions. Create a public service announcement to promote a safe prescription disposal drive at the Bristol Police Station. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Environmental | How do living situations affect addiction? | Someone you know has a brother who is the oldest child and your parents have placed a good amount of responsibility on him. | How can past traumatic events affect drug abuse/misuse? | | Selected Response | Discuss and List positive coping strategies for students who may struggle with PTSD and stress related to traumatic events. |
| | | | | X | Constructed Response | |

| | | | | | |
|-----------|---|--|---|------------------------|--|
| | | They told you that he feels pressured by their parents. | | Performance | |
| | | | | Observation | |
| Cultural | What role does a person's culture play on addiction? | Someone you know has a brother who has been retweeting a lot of content from a musician who just suffered his 3rd overdose. | How can the media influence one's drug use/abuse? | Selected Response | Analysis of music and how using drugs/alcohol is portrayed. |
| | | | | X Constructed Response | |
| | | | | Performance | |
| | | | | Observation | |
| Financial | What role does addiction play in one's financial stability? | Someone you know has a brother who has been asking your parents for money to fill up his car with gas in order to get to school and work | I can explain the economic impact of drug/alcohol abuse on oneself and society. | Selected Response | Drug Court Activity. Students will be able to list the financial ramifications to being involved in drug use. |
| | | | | X Constructed Response | |
| | | | | Performance | |
| | | | | Observation | |

UNIT 4: HEALTHY RELATIONSHIPS & VIOLENCE PREVENTION

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|-----------------|---|-------------------------|--|---|
| ANOD 1.5.12 | Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss | X | Content Knowledge | <ul style="list-style-type: none"> • Erin’s law • Dating violence • Sexual assault laws and regulations (Federal and CT) • Basics of a healthy relationship • Communication and advocacy skills • Different forms of abuse • Signs and symptoms of abuse |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| ANOD 1.6.12 | Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.3.12 | Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |

| | | | | |
|-----------------|--|---|--|--|
| | diabetes, hypertension, and osteoporosis. | | Product Development | |
| | | | Learning Behavior | |
| HEPA 1.11.12 | Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SH 1.7.12 | Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| OWDP 1.6.12 | Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | | |
|------------|---|---|--|
| SIP 1.1.12 | Safe Driving (Texting, seat belt) | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| SIP 1.2.12 | Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| SIP 1.3.12 | Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
| | | | Physical Skill |
| | | | Product Development |
| | | | Learning Behavior |
| SIP 1.4.12 | Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.) | X | Content Knowledge |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |

| | | | | |
|------------|--|---|--|--|
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.5.12 | Prioritize actions to take to prevent injuries during severe weather. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.6.12 | Summarize ways to reduce the risk of injuries from firearms | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.7.12 | Summarize ways to reduce safety hazards in the home, school or in the community. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|-------------|---|---|--|--|
| SIP 1.8.12 | Describe actions to take in case of mass trauma. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.9.12 | Explain accepted procedures for basic emergency care and lifesaving. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.10.12 | Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.11.12 | Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |

| | | | | |
|--------------------|---|---|--|--|
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.12.12 | Summarize ways to reduce the risk of Life-threatening food allergies | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.13.12 | Describe digital wellness | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SIP 1.14.12 | Describe personal actions to take for accident prevention | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

UNIT SCENARIO

Someone that you are close with is married to an individual with a history of having anger issues. This person loves them, but sometimes will yell at them. One time, this person struck them in a fit of anger. They also have two children to think about.

| Dimension of Health | Essential Questions | Additional Scenario Information | Learning Targets: The students will be able to: | Summative Assessment Strategy | Common Learning Experiences | | | | | | | | |
|----------------------------|---|--|---|---|------------------------------------|-------------------|---|----------------------|--|-------------|--|-------------|---|
| Physical | How does physical abuse affect a relationship? What resources are available to you if you need help? | Someone you know has a partner who has physically abused his/her partner multiple times, even after they have threatened to leave. | I can create an escape plan if I or my family need to leave I can research sources of local support and shelters in the area | <table border="1"> <tr> <td data-bbox="1251 477 1283 581"></td> <td data-bbox="1283 477 1495 581">Selected Response</td> </tr> <tr> <td data-bbox="1251 581 1283 685">X</td> <td data-bbox="1283 581 1495 685">Constructed Response</td> </tr> <tr> <td data-bbox="1251 685 1283 748"></td> <td data-bbox="1283 685 1495 748">Performance</td> </tr> <tr> <td data-bbox="1251 748 1283 829"></td> <td data-bbox="1283 748 1495 829">Observation</td> </tr> </table> | | Selected Response | X | Constructed Response | | Performance | | Observation | <p>Develop an escape plan</p> <p>Research sources for support locally</p> |
| | Selected Response | | | | | | | | | | | | |
| X | Constructed Response | | | | | | | | | | | | |
| | Performance | | | | | | | | | | | | |
| | Observation | | | | | | | | | | | | |
| Emotional | What are the emotional side effects of an unhealthy relationship? How can someone's mood dictate decision making? | Someone you know has a partner who apologizes to their significant other for the mistreatment and promises it will never happen again. Yet, they continue the cycle of abuse | I can describe the qualities of a healthy relationship I can advocate for my emotional safety | <table border="1"> <tr> <td data-bbox="1251 829 1283 933"></td> <td data-bbox="1283 829 1495 933">Selected Response</td> </tr> <tr> <td data-bbox="1251 933 1283 1037">X</td> <td data-bbox="1283 933 1495 1037">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1037 1283 1101"></td> <td data-bbox="1283 1037 1495 1101">Performance</td> </tr> <tr> <td data-bbox="1251 1101 1283 1182"></td> <td data-bbox="1283 1101 1495 1182">Observation</td> </tr> </table> | | Selected Response | X | Constructed Response | | Performance | | Observation | <p>Scenarios</p> <p>Speak up activity</p> |
| | Selected Response | | | | | | | | | | | | |
| X | Constructed Response | | | | | | | | | | | | |
| | Performance | | | | | | | | | | | | |
| | Observation | | | | | | | | | | | | |
| Occupational | What support resources are available through the workplace? | Someone you know' has a partner who keeps calling to check up on their significant other at work, harassing them. They are at risk of losing their job | I can hypothesize how a dangerous relationship can affect one's ability to work | <table border="1"> <tr> <td data-bbox="1251 1182 1283 1286"></td> <td data-bbox="1283 1182 1495 1286">Selected Response</td> </tr> <tr> <td data-bbox="1251 1286 1283 1390">X</td> <td data-bbox="1283 1286 1495 1390">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1390 1283 1453"></td> <td data-bbox="1283 1390 1495 1453">Performance</td> </tr> <tr> <td data-bbox="1251 1453 1283 1515"></td> <td data-bbox="1283 1453 1495 1515">Observation</td> </tr> </table> | | Selected Response | X | Constructed Response | | Performance | | Observation | <p>Online research and collect onto a google doc</p> |
| | Selected Response | | | | | | | | | | | | |
| X | Constructed Response | | | | | | | | | | | | |
| | Performance | | | | | | | | | | | | |
| | Observation | | | | | | | | | | | | |

| | | | | | | |
|---------------|--|---|---|---|----------------------|--|
| Intellectual | How might a positive or negative relationship affect life choices and openness to new things? | Someone you know has a partner who doesn't let their significant other see friends or do things without permission | I can explore the relationship between health relationships and positive decisions | | Selected Response | Discuss the aspects of social isolation and control Discuss assertiveness within a relationship |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Social | What would socializing look like in a healthy relationship? How does social interaction with friends and family change in an abusive relationship? | Someone you know has a partner who doesn't let their significant other see his/her friends. When they text, the partner always has to read what they wrote and constantly makes negative comments about them. | I can describe the effects of abuse and negative relationships have on social experiences | | Selected Response | Venn diagram that describes the negative relationships. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Environmental | What are some red flags that my home, work or school is dangerous? | Someone tells their partner that they are not allowed to leave the house without their significant other. They lock up possessions as well as the refrigerator to limit access when they are gone. | I can evaluate my living situation to determine its safety | | Selected Response | Video Self-assessment |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Cultural | How could someone's beliefs affect a person's mind frame within a relationship? | You know someone whose culture seems to allow the mistreatment of the other partner as a way of life. Their family members | I can explore a variety of cultural norms within a relationship | | Selected Response | Reading Online research and collect findings on a google document |
| | | | | X | Constructed Response | |
| | | | | | Performance | |

| | | | | | |
|-----------|--|--|---|------------------------|---|
| | | agree and do the same thing to their partners, limiting support from family | | Observation | |
| Financial | What is financial abuse? How can someone use financial abuse to control a partner within a relationship? | Someone you know has a partner who won't give access to the money they make and limits the hours they are allowed to work so that they can't make more. They have to ask their partner for money whenever they need something and oftentimes are denied access to funds. Each paycheck must be turned over to the partner before they can cash it. The partner also keeps his/her pay stubs to make sure all of the money is in the paycheck | <p>I can describe the ways in which an abuser will use finances to control the victim</p> <p>I can create strategies to avoid financial abuse</p> | Selected Response | <p>Finance basics</p> <p>Dos and don'ts of finances in a relationship</p> <p>Learn how to set up an account free of anyone else and create an accessible emergency fund</p> |
| | | | | X Constructed Response | |
| | | | | Performance | |
| | | | | Observation | |
| Sexual | How can physical intimacy affect relationships? How might the choice to be or not be physically intimate cause stress within a relationship? | You know someone whose partner is physically intimate with them, even though they are not interested. They are too scared to deny them and have a fear of being assaulted or | <p>I can analyze the role intimacy plays within a relationship</p> <p>I can recite the current laws as they relate to sexual abuse and sexual assault</p> | Selected Response | <p>Reading an article and answering questions</p> <p>Erin's Law presentation</p> |
| | | | | X Constructed Response | |
| | | | | Performance | |
| | | | | Observation | |

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| | | raped if intimacy is rejected. | I can describe how to set intimacy boundaries within a relationship | | |
|--|--|--------------------------------|---|--|--|

UNIT 5: SEXUAL HEALTH AND HIV

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|----------------|---|------------------|--|---|
| ANOD 1.5.12 | Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss | X | Content Knowledge | <ul style="list-style-type: none"> ● STIs ● Reproductive anatomy ● Contraception ● Condom demonstration |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.4.12 | Analyze the effects of viewing pornography, sexting, etc. on healthy relationships | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.5.12 | Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |

| | | | | |
|-------------------|---|---|--|--|
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.10.12 | Identify and analyze signs and symptoms of adolescent relationship abuse | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.11.12 | Identify and analyze signs and symptoms of intimate partner violence | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| HR 1.12.12 | Identify, summarize and analyze Connecticut consent laws | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|-------------|--|---|--|--|
| SAAP 1.1.12 | Explain why it is wrong to trick, threaten, or coerce another person into having sex. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.2.12 | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.3.12 | Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.4.12 | Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |

| | | | | |
|-------------|---|---|--|--|
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.5.12 | Explain why rape and sexual assault should be reported to a trusted adult. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.6.12 | Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.7.12 | Explain why it is an individual's responsibility to verify that all sexual contact is consensual. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|--------------------|--|---|--|--|
| SAAP 1.8.12 | Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.9.12 | Training in the prevention and identification of, and response to: o Child sexual abuse and assault and Human trafficking o Commercial sexual exploitation, Sexual harassment and assault | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.10.12 | Skills to recognize child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and demonstrate the ability to advocate for | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

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|---------------------|--|---|--|--|
| | personal, family, and ways offenders groom or desensitize victims | | | |
| SAAP 1.11.12 | Strategies to: o promote disclosure; o reduce self-blame; and mobilize bystanders | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.12.12 | Training in actions that child victims of sexual abuse and assault may take to obtain assistance | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.13.12 | Consent. Explain why people have the right to refuse sexual contact. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

UNIT SCENARIO

Someone that you are close with is in a relationship where there is pressure to have intercourse. They are worried about pregnancy and STDs and are not sure how to protect themselves and their partner if that choice is made. They are also not sure if they are ready to be sexually active and don't really know what the other non-intercourse intimacy activities they can do if they are yet ready for actual intercourse.

| Dimension of health | Essential Question | Additional Scenario Information | Learning Targets:: The students will be able to: | Summative Assessment Strategy | | Common Learning Experiences |
|---------------------|---|--|---|-------------------------------|----------------------|---|
| Physical | What is the difference between a viral and bacterial STD? What impact can contracting an STD have on my overall health? | You know someone who made the decision to be intimate with their partner and later find out that they have a STD. | I can describe the physical side effects and health consequences of a sexually transmitted disease. | | Selected Response | STD Learning Activity, understanding the difference between a bacterial STD and a Viral STD |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Emotional | What impact does sexual activity have on a relationship? What effect can sexual activity in a relationship have on someone's mental health? | You know someone whose significant other is pressuring him/her into sexual activity or they may break up with you. | I can describe the effects sexual health can have on my mental health. | | Selected Response | Examine the emotions that go into a relationship and how being sexually active may change the emotions you are having |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Occupational | What challenges are presented when a parent can not work to | You and your partner decide to have a baby and now you must figure out what | I can identify the different occupational paths and their challenges that may | | Selected Response | Job comparison with HS diploma v. trade v. college degree v. no degree at all |
| | | | | X | Constructed Response | |

| | | | | | | |
|---------------|--|---|---|---|----------------------|---|
| | care for a child? What occupational outcomes may occur from teen pregnancy? | is best for you and your baby's future. | arise with teen pregnancy. | | Performance | |
| | | | | | Observation | |
| Intellectual | What are effective forms of contraceptives? What can happen if contraceptives are not used correctly? | You and your partner are comfortable and ready to move into a more intimate relationship and you both have different ideas of protection or contraceptives you should be using. | I can describe different forms of protection/ contraceptives to help keep myself safe. | | Selected Response | Protection and Contraceptive comparison chart. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Social | How can peer pressure influence your decisions? What are ways you can say no or stand up to peer pressure? | You know someone whose friends claim that they are sexually active and are pressuring them to do the same with their significant other. | I can analyze the pressures of being in a relationship and the pressure of physical intimacy. | | Selected Response | Battling peer pressure activity, examining ways to say no and stay safe. How to stand up to the pressure. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Environmental | How can someone's living situation affect their decisions related to physical intimacy? | You know someone who wants to be physically intimate with their partner, but neither of them have a safe, clean place to spend time. | I can analyze how a person's living situation and surrounding may affect decisions related to physical intimacy | | Selected Response | Game of life activity |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Cultural | How can cultural influence impact | Someone you know feels that sex is a | I can analyze different cultural | | Selected Response | Video on different cultures and their relationship beliefs |

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| | your decision when choosing whether to be sexually active or not? | natural right within the relationship rather than a choice. | traditions when it comes to intimate relationships, health, and sexuality | X | Constructed Response | Summary Statement | |
| | | | | | Performance | | |
| | | | | | Observation | | |
| Financial | What are the potential costs of having children? How can you balance your budget to now include a child? | You know someone who is pregnant and now has to figure out how to provide for a child. | I can analyze the financial costs of teen pregnancy. | | Selected Response | Cost/Budget Activity on the essential costs of pregnancy and children Insurance discussion | |
| | | | | X | Constructed Response | | |
| | | | | | Performance | | |
| | | | | | Observation | | |

UNIT 6: SAFETY AND INJURY PREVENTION

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Discipline Specific Vocabulary |
|-----------------|---|-------------------------|--|--|
| ANOD 1.4.12 | Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use. | X | Content Knowledge | <ul style="list-style-type: none"> ● Workplace safety ● Personal safety ● Safety equipment ● Resources for safety ● CPR |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.1.12 | Analyze why prosocial behaviors can help prevent violence. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.2.12 | Analyze the negative consequences of violence to perpetrators, victims, and bystanders. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |

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|-----------|--|---|--|--|
| | | | Learning Behavior | |
| VP 1.3.12 | Explain how bystanders can help prevent violence by reporting dangerous situations or actions. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.4.12 | Summarize why the presence of weapons increases the likelihood of violent injury. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.5.12 | Analyze how gang involvement can contribute to violence | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.6.12 | Describe actions to take if weapons are seen or suspected in school or outside the | X | Content Knowledge | |
| | | | Skill (Problem-Solving, | |

| | | | | |
|-------------|---|---|--|--|
| | supervision of a parent or guardian. | | Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| VP 1.7.12 | Describe federal, state, and local laws intended to prevent violence. | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| OWDP 1.1.12 | Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self- exams | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| OWDP 1.2.12 | Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness) | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |

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|----------------|---|---|--|--|
| | | | Product Development | |
| | | | Learning Behavior | |
| SAAP 1.6.12 | Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). | X | Content Knowledge | |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

UNIT SCENARIO

Someone that you are close with is working as a landscaper and does odd jobs / handyman work for their summer job. There are many risks to your job and your environment is often full of hazards. At times, the work can be very stressful and at others, very satisfying and calming.

| Dimension of Health | Essential Questions | Additional scenario Information | Learning Targets: The students will be able to: | Summative Assessment Strategy | | Common Learning Experiences |
|---------------------|---|--|--|-------------------------------|----------------------|--|
| Physical | How does your physical health fit in with safety and injury prevention? When is it appropriate to seek a doctor? | At work, a friend was on a ladder that was not supported correctly and fell. Their shoulders really hurt and you also hit your head on the ground and feel a little dizzy. | I can identify risky behaviors/risky situations. I can rationalize when it is appropriate to seek medical attention | | Selected Response | OSHA training videos. Students will be able to complete the post video quiz. MARCHE lay responder training for emergencies. Discussion of common injuries and the need to seek medical treatment |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Emotional | How does your mental health fit in with safety and injury prevention? When is it appropriate to seek help? | Work has someone you know stressed out. They start drinking on the job. | I can identify what mental health resources 211 can provide. | | Selected Response | Create a resource list for future landscapers including strategies to relieve stress and manage time |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Occupational | What work-related factors influence safety and injury prevention ? | Someone you know has a boss who wants you to review work safety protocols while working on the job. | I can explain the importance of OSHA regulations in the workplace. | | Selected Response | Develop a presentation on workplace safety protocols for your assigned job |
| | | | | X | Constructed Response | |
| | | | | | Performance | |

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|---------------|---|---|--|---|----------------------|--|
| | | | | | Observation | |
| Intellectual | How does safety and injury prevention affect one's ability to think with a clear mind? How does safety and injury prevention affect life choices (relationships, safety concerns, functionality at work)? What role does injury play in academic performance? | You know someone whose job wants them to fill out an accident risk form which has information on organ donation. | I can explain the organ donation process. I can analyze how culture influences one's decision making process on organ donation. | | Selected Response | Create a defense for a debate. Why or Why not someone should donate organs. Video related to organ donation in different cultures/countries with reflection |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Social | How does one's social awareness play a role in the concept of safety and injury prevention? | You know someone who has been contacted by the Bristol Parks and Recreation department to volunteer to clean up Page Park playground. | I can explain how community service can positively affect others. | | Selected Response | Create an action plan that will have you serve a different program or initiative in your community. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Environmental | How do living situations affect safety and injury prevention? | You know someone whose household income has decreased since their mother lost her job. Because of this, their nutrition | I can evaluate the usefulness and benefits of knowing your medical history. Explain the importance of | | Selected Response | Create a health-based family tree. Include health concerns. Identify what foods will provide sustainable energy throughout the day. |
| | | | | X | Constructed Response | |
| | | | | | Performance | |

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|-----------|--|---|---|---|----------------------|---|
| | | has taken a hit. | discussing family members' past health with parents. | | Observation | |
| Cultural | What role does a person's culture play in safety and injury prevention? | You know someone whose parents feel like they should not be working and focusing on school. The parents want them to be the first one to graduate from college. | I can explain how cultural family expectations may differ among other cultures. | | Selected Response | Create a Venn diagram comparing and contrasting cultures' views on youth working |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |
| Financial | What role does safety and injury prevention play in one's financial stability? | You know someone whose uncle lost his job due to an injury. | I can explain key components of health insurance. I can list and describe forms of community support for those who become unable to work due to injury or illness. | | Selected Response | Use a venn diagram to compare and contrast different health insurance policies. Community resources research project |
| | | | | X | Constructed Response | |
| | | | | | Performance | |
| | | | | | Observation | |



Bristol Public Schools
Office of Teaching & Learning

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|------------------------------|---|
| Department | Elementary Humanities |
| Department Philosophy | <p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students’ through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p> <p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols |

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| | 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset |
| Course | Social Studies |
| Grade Level | Grade 2 |

| District Learning Expectations and Standards | Unit 1 | Unit 2 | Unit 3 |
|--|--------|--------|--------|
| INQ K–2.1 Explain why the compelling question is important to the student. | x | x | x |
| INQ K–2.2 Identify disciplinary ideas associated with a compelling question. | x | x | x |
| INQ K–2.3 Identify facts and concepts associated with a supporting question. | x | x | x |
| INQ K–2.4 Make connections between supporting questions and compelling questions. | x | x | x |
| INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. | x | x | x |
| INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. | x | x | x |
| INQ K–2.7 Evaluate a source by distinguishing between facts and opinion. | x | x | x |
| INQ K–2.8 (begins in Grades 3–5) | | | |
| INQ K–2.9 (begins in Grades 3–5) | | | |
| INQ K–2.10 Construct an argument with reasons. | x | x | x |

| | | | |
|--|---|---|---|
| INQ K–2.11 Construct explanations using correct sequence and relevant information. | x | x | x |
| INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies. | x | x | x |
| INQ K–2.13 Ask and answer questions about arguments. | x | x | x |
| INQ K–2.14 Ask and answer questions about explanations. | x | x | x |
| INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. | x | x | x |
| INQ K–2.16 Identify ways to take action to help address local, regional, and global problems. | x | x | x |
| INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. | x | x | x |
| HIST 2.1 Create a chronological sequence of multiple events. | x | x | x |
| HIST 2.2 Compare life in the past to life today. | x | x | x |
| HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change | x | x | x |
| HIST 2.4 Explain perspectives of people in the past to those of people in the present. | x | x | x |
| HIST 2.5 Compare different accounts of the same historical event. | x | x | x |
| HIST 2.6 Identify different kinds of historical sources. | x | x | x |
| HIST 2.7 Explain how historical sources can be used to study the past. | x | x | x |
| HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. | x | x | x |
| HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. | x | x | x |

| | | | |
|---|---|---|---|
| HIST 2.10 Generate possible reasons for an event or development in the past. | x | x | x |
| HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development. | x | x | x |
| CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. | x | x | x |
| CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. | x | x | x |
| CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. | x | x | x |
| CIV 2.4 Compare their own point of view with others' perspectives. | x | x | x |
| CIV 2.5 Explain how people can work together to make decisions in the classroom. | x | x | x |
| CIV 2.6 Identify and explain how rules function in public (classroom and school) settings | x | x | x |
| CIV 2.7 Describe how people have tried to improve their communities over time. | x | x | x |
| ECO 2.1 Explain how scarcity necessitates decision-making. | x | x | x |
| ECO 2.2 Identify the benefits and costs of making various personal decisions. | x | x | x |
| ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. | x | x | x |
| GEO 2.1 Construct geographic representations of familiar places. | x | x | x |
| GEO 2.2 Use geographic representations to describe places and interactions that shape them. | x | x | x |
| GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place. | x | x | x |

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| GEO 2.4 Explain how the environment affects people’s lives. | x | x | x |
| GEO 2.5 Explain how humans affect the culture and environment of places/regions. | x | x | x |
| GEO 2.6 Identify cultural and environmental characteristics of a place/region. | x | x | x |

UNIT 1: Unit 1: Government

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary |
|----------------------|---|------------------|--|---|
| HIST 2.1- 2.11 | HIST 2.1 Create a chronological sequence of multiple events. | x | Content Knowledge | Chronological Sequence Events Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development |
| | HIST 2.2 Compare life in the past to life today. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. | | Physical Skill | |
| | HIST 2.4 Explain perspectives of people in the past to those of people in the present. | x | Product Development | |
| | HIST 2.5 Compare different accounts of the same historical event. | | Learning Behavior | |
| | HIST 2.6 Identify different kinds of historical sources. | | | |
| | HIST 2.7 Explain how historical sources can be used to study the past. | | | |
| | HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. | | | |
| | HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. | | | |
| | HIST 2.10 Generate possible reasons for an event or development in the past. | | | |
| | HIST 2.11 Select which reasons might be more likely than others to explain a historical event or | | | |

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|----------------|--|---|--|---|
| | development. | | | |
| CIV 2.1-2.7 | <p>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p>CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>CIV 2.4 Compare their own point of view with others' perspectives.</p> <p>CIV 2.5 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.</p> <p>CIV 2.7 Describe how people have tried to improve their communities over time.</p> | x | Content Knowledge | Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality Fairness Legitimate Authority Rules Perspectives Point of view Function Improve Community |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| ECO 2.1-2.3 | <p>ECO 2.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 2.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> | x | Content Knowledge | Scarcity Necessity Benefits Costs Decisions Services Goods Local Produce produced |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| GEO 2.1-2.6 | <p>GEO 2.1 Construct geographic representations of familiar places.</p> <p>GEO 2.2 Use geographic representations to describe places and interactions that shape them.</p> <p>GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.</p> | x | Content Knowledge | Environment Affects Culture places/regions Environmental Characteristics |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |

| | | |
|--|--------------------------|--|
| <p>GEO 2.4 Explain how the environment affects people’s lives. GEO 2.5 Explain how humans affect the culture and environment of places/regions. GEO 2.6 Identify cultural and environmental characteristics of a place/region.</p> | <p>Learning Behavior</p> | |
|--|--------------------------|--|

UNIT ESSENTIAL QUESTIONS

- What is ‘government’ and what does the government do?
- How do people and groups decide how to make the world a different place?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | | | | | | | Common Learning Experiences | | | | | | | | | | |
|------------------------|--|--|------------------------------------|-------------------|------|----------------------|------|-------------|---|------------------------------------|--|---|---------|---|---------|--|------|--|------|---|
| <p>HIST 2.1-2.11</p> | <p>I can examine how a community is shaped by the different views of people and groups in the community. Capstone Books: Traditions Around the World, Games Around the World</p> <p>I can examine the reasons why people take action in their community to make it a better place.</p> | <table border="1"> <tr> <td data-bbox="682 695 724 760">x</td> <td data-bbox="724 695 1026 760">Selected Response</td> </tr> <tr> <td data-bbox="682 760 724 824">x</td> <td data-bbox="724 760 1026 824">Constructed Response</td> </tr> <tr> <td data-bbox="682 824 724 889">x</td> <td data-bbox="724 824 1026 889">Performance</td> </tr> <tr> <td data-bbox="682 889 724 1117">x</td> <td data-bbox="724 889 1026 1117">Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | x | Performance | x | Observation | <table border="1"> <tr> <td data-bbox="1026 695 1068 760">x</td> <td data-bbox="1068 695 1194 760">Reading</td> <td data-bbox="1194 695 1236 760">x</td> <td data-bbox="1236 695 1362 760">Writing</td> <td data-bbox="1362 695 1404 760"></td> <td data-bbox="1404 695 1488 760">Math</td> <td data-bbox="1488 695 1530 760"></td> <td data-bbox="1530 695 1608 760">Tech</td> </tr> </table> <p>CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3</p> | x | Reading | x | Writing | | Math | | Tech | <p>Explore how people and groups with different views shaped a community.</p> <p>Explore what causes people in our schools and community to take action to make the world a better place.</p> |
| x | Selected Response | | | | | | | | | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | | | | | | | | | |
| x | Performance | | | | | | | | | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | | | | | | | | | |
| x | Reading | x | Writing | | Math | | Tech | | | | | | | | | | | | | |
| <p>CIV 2.1-2.7</p> | <p>I can explain what a government is.</p> <p>I can explain what a government does.</p> <p>I can explain what freedom is.</p> <p>I can examine the responsibilities that come from freedom.</p> | <table border="1"> <tr> <td data-bbox="682 1117 724 1182">x</td> <td data-bbox="724 1117 1026 1182">Selected Response</td> </tr> <tr> <td data-bbox="682 1182 724 1247">x</td> <td data-bbox="724 1182 1026 1247">Constructed Response</td> </tr> <tr> <td data-bbox="682 1247 724 1312">x</td> <td data-bbox="724 1247 1026 1312">Performance</td> </tr> <tr> <td data-bbox="682 1312 724 1448">x</td> <td data-bbox="724 1312 1026 1448">Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | x | Performance | x | Observation | <table border="1"> <tr> <td data-bbox="1026 1117 1068 1182">x</td> <td data-bbox="1068 1117 1194 1182">Reading</td> <td data-bbox="1194 1117 1236 1182">x</td> <td data-bbox="1236 1117 1362 1182">Writing</td> <td data-bbox="1362 1117 1404 1182"></td> <td data-bbox="1404 1117 1488 1182">Math</td> <td data-bbox="1488 1117 1530 1182"></td> <td data-bbox="1530 1117 1608 1182">Tech</td> </tr> </table> <p>CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3</p> | x | Reading | x | Writing | | Math | | Tech | <p>Explore different ways students can make a difference in their community.</p> <p>Explore the roles and responsibilities of a government.</p> |
| x | Selected Response | | | | | | | | | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | | | | | | | | | |
| x | Performance | | | | | | | | | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | | | | | | | | | |
| x | Reading | x | Writing | | Math | | Tech | | | | | | | | | | | | | |

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|----------------|--|---|----------------------|--|---------|---|---------|--|------|--|---|---|--|
| | | | | | | | | | | | Explore what it means to be free and what responsibilities come with freedom. | | |
| ECO 2.1-2.3 | I can examine the differences individuals and groups make by where they live and what they have. I can explain how my family makes decisions about what to buy and how to spend money. I can explain how my school makes decisions about what to buy and how to spend money. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore how individuals and groups make a difference by influencing how we live and what we have. Explore how families and schools make decisions about what to buy and how to spend their budget. | |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | | |
| | | x | Performance | | | | | | | | | | |
| | | x | Observation | | | | | | | | | | |
| GEO 21-2.6 | I can examine how the environment affects people's lives. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore how the environment of our city has changed over time. | |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | | |
| | | x | Performance | | | | | | | | | | |
| | | x | Observation | | | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|------------------------------|---|---|--|
| | | <p>Exposure to additional grade level content around local and national government including methods used to address challenges and problems that arise.</p> <p>Inquiry and study of additional community organizations and their role with supporting our community.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of government.</p> |

RESOURCES

Books:

- What Makes a Community?
- How Can People Help Communities?
- Show Me Community Helpers
- How Can We Help Out in Our Community?
- Firefighters
- Librarians Help
- Firefighters Help
- Nurses Help
- Police Officers Help
- A Day in the Life of an Emergency Medical Technician
- Using Maps
- The World of Maps
- Traditions Around the World
- Games Around the World

- Module 3/Set 1 - Right to Learn
- Module 3/Set 2 - Extraordinary
- Module 3/Set 3 - Uniting Communities
- Module 3/Set 4 - I Voted

UNIT 2: Rights and Responsibilities of Citizens in Society (Bristol)

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary |
|---|---|------------------|--|---|
| HIST 2.1- 2.11 | HIST 2.1 Create a chronological sequence of multiple events. | x | Content Knowledge | Chronological Sequence Events Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development |
| | HIST 2.2 Compare life in the past to life today. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. | | Physical Skill | |
| | HIST 2.4 Explain perspectives of people in the past to those of people in the present. | x | Product Development | |
| | HIST 2.5 Compare different accounts of the same historical event. | | Learning Behavior | |
| HIST 2.6 Identify different kinds of historical sources. | | | | |
| HIST 2.7 Explain how historical sources can be used to study the past. | | | | |
| HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. | | | | |
| HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. | | | | |
| HIST 2.10 Generate possible reasons for an event or development in the past. | | | | |
| HIST 2.11 Select which reasons might be more likely than others to explain a historical event or | | | | |

| | | | | |
|----------------|---|---|--|---|
| | development. | | | |
| CIV 2.1-2.7 | CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. CIV 2.4 Compare their own point of view with others' perspectives. CIV 2.5 Explain how people can work together to make decisions in the classroom. CIV 2.6 Identify and explain how rules function in public (classroom and school) settings. CIV 2.7 Describe how people have tried to improve their communities over time. | x | Content Knowledge | Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality Fairness Legitimate Authority Rules Perspectives Point of view Function Improve Community |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| ECO 2.1-2.3 | ECO 2.1 Explain how scarcity necessitates decision-making. ECO 2.2 Identify the benefits and costs of making various personal decisions. ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. | x | Content Knowledge | Scarcity Necessity Benefits Costs Decisions Services Goods Local Produce produced |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| GEO 2.1-2.6 | GEO 2.1 Construct geographic representations of familiar places. GEO 2.2 Use geographic representations to describe places and interactions that shape them. | x | Content Knowledge | Environment Affects Culture places/regions Environmental Characteristics |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |

| | | | |
|--|---|-------------------|--|
| | <p>GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.</p> <p>GEO 2.4 Explain how the environment affects people's lives.</p> <p>GEO 2.5 Explain how humans affect the culture and environment of places/regions.</p> <p>GEO 2.6 Identify cultural and environmental characteristics of a place/region.</p> | Learning Behavior | |
|--|---|-------------------|--|

UNIT ESSENTIAL QUESTIONS

- How have people tried to improve communities over time?
- How have actions of people in the past influence our community today?
- What are the different roles people play in our local community and how does their work affect our lives and the decisions we make in our town?
- What does it mean to make a difference in your community?
- What are the rights and responsibilities of citizens within a community?
- How do needs and wants affect how communities are formed and how they function?
- How do things we use get to our community?
- What services are provided in our town?
- How does where we live affect how we live?
- How can maps help us to learn about the important places in our town?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | | Additional Student Outcomes | | | | | | Common Learning Experiences | | | | | | |
|-----------------|---|-------------------------------|----------------------|---|---------|---|---------|--|------|-----------------------------|------|---|--|--|--|--|
| HIST 2.1-2.11 | <p>I can examine how the actions of people in the past influence our community today.</p> <p>I can identify the different roles people play in our local community.</p> | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | <p>Explore historical landmarks and their significance</p> <p>Examine the lives of people who have promoted the common good including issues of equality, justice, and the rights of the individual</p> <p>Explore different ways</p> | | | | |
| | | x | Constructed Response | <p>CT Core Standards:</p> <p>CCSS.ELA-Literacy.SL.2.1</p> <p>CCSS.ELA-Literacy.RI.2.1-10</p> <p>CCSS.ELA-Literacy.W.2.1-2</p> <p>CCSS.ELA-Literacy.W.2.7-10</p> <p>CCSS.ELA-Literacy.L.2.1-3</p> | | | | | | | | | | | | |
| | | x | Performance | | | | | | | | | | | | | |
| | | x | Observation | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|--|-------------|----------------------|--|---------|---|---------|--|------|--|--|--|
| | I can examine how the roles people play in our community affect our lives and decisions made in our town. | | | | | | | | | | students can make a difference in their community Explore past events and the impact on the present day | |
| CIV 2.1-2.7 | I can explain what it means to make a difference in your community. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore Bristol's town government |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | |
| | x | Performance | | | | | | | | | | |
| | x | Observation | | | | | | | | | | |
| I can explain what the rights and responsibilities of citizens within a community are. | | | | | | | | | | | | |
| ECO 2.1-2.3 | I can explain what wants and needs are. Capstone Books: Wants vs Needs: Possessions, Clothes, and A Place to live. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Study of goods, resources, wants/needs |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | |
| | x | Performance | | | | | | | | | | |
| | x | Observation | | | | | | | | | | |
| I can discuss how our needs and wants affect how communities are formed. I can discuss how our needs and wants function in a community. I can explain how things we use get to our community. Capstone Books: Where Do Vegetables Come From? Where Does Fruit Come From? Where Do Grains Come From ? How Do Animals Give Us Food? | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|----------------|--|-------------|----------------------|--|---------|---|---------|--|------|--|------|---|
| | I can discuss services provided in our town. | | | | | | | | | | | |
| GEO 2.1-2.6 | I can discuss where we live affects how we live. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore current Bristol maps of community Explore Bristol historical landmarks |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | |
| | x | Performance | | | | | | | | | | |
| | x | Observation | | | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|------------------------------|---|---|--|
| | | <p>Exposure to additional grade level content around local and national government roles and responsibilities such as that of mayors, previous mayors, presidents, etc. including methods used to address challenges and problems that arise under their leadership.</p> <p>Inquiry and study of additional community organizations and their role with supporting our community.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of citizenship and roles and responsibilities.</p> |

RESOURCES

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Possible Slide deck

Books:

- The U.S. Constitution
- The U.S Presidency
- Abraham Lincoln
- Booker T. Washington
- Election Day
- Our Heroes
- Mae Jemison
- Wants Versus Needs: A Place to Live
- Wants Versus Needs: Clothes
- Wants Versus Needs: Possessions
- Where Do Vegetables Come From
- Where Do Fruits Come From
- Where Do Grains Come From
- How Do Animals Give Us Food
- At a Factory
- Oranges: From Fruit to Juice
- Needs and Wants
- Spend Money
- Save Money
- Learn About Money
- Make Money Choices
- Staying Safe on the Playground
- Staying Safe on the School Bus

Unit 3: People from the Past who Contribute to Society

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary |
|----------------------|--|------------------|----------------------------------|--|
| HIST 2.1- 2.11 | HIST 2.1 Create a chronological sequence of multiple events. | x | Content Knowledge | Chronological Sequence Events |
| | HIST 2.2 Compare life in the past to | | Skill (Problem-Solving, Writing, | |

| | | | | |
|-----------------------------|---|----------|--|--|
| | <p>life today.</p> <p>HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>HIST 2.4 Explain perspectives of people in the past to those of people in the present.</p> <p>HIST 2.5 Compare different accounts of the same historical event.</p> <p>HIST 2.6 Identify different kinds of historical sources.</p> <p>HIST 2.7 Explain how historical sources can be used to study the past.</p> <p>HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>HIST 2.10 Generate possible reasons for an event or development in the past.</p> <p>HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.</p> | | <p>Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p> | <p>Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development</p> |
| <p>CIV 2.1-2. 7</p> | <p>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p>CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.</p> | <p>x</p> | <p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p> | <p>Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality</p> |

| | | | | |
|----------------|---|---|--|--|
| | <p>CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>CIV 2.4 Compare their own point of view with others' perspectives.</p> <p>CIV 2.5 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.</p> <p>CIV 2.7 Describe how people have tried to improve their communities over time.</p> | | | <p>Fairness</p> <p>Legitimate</p> <p>Authority</p> <p>Rules</p> <p>Perspectives</p> <p>Point of view</p> <p>Function</p> <p>Improve</p> <p>Community</p> |
| ECO 2.1-2.3 | <p>ECO 2.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 2.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> | x | Content Knowledge | <p>Scarcity</p> <p>Necessity</p> <p>Benefits</p> <p>Costs</p> <p>Decisions</p> <p>Services</p> <p>Goods</p> <p>Local</p> <p>Produce</p> <p>produced</p> |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |
| GEO 2.1-2.6 | <p>GEO 2.1 Construct geographic representations of familiar places.</p> <p>GEO 2.2 Use geographic representations to describe places and interactions that shape them.</p> <p>GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.</p> <p>GEO 2.4 Explain how the environment affects people's lives.</p> | x | Content Knowledge | <p>Environment</p> <p>Affects</p> <p>Culture</p> <p>places/regions</p> <p>Environmental</p> <p>Characteristics</p> |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | | Product Development | |
| | | | Learning Behavior | |

| | | |
|---|--|--|
| <p>GEO 2.5 Explain how humans affect the culture and environment of places/regions.</p> <p>GEO 2.6 Identify cultural and environmental characteristics of a place/region.</p> | | |
|---|--|--|

UNIT ESSENTIAL QUESTIONS

- How have the actions and beliefs of people throughout time made an impact on society?
- What is your role in society?
- What evidence do we have that individuals have impacted society?
- How and why do we remember certain people and how do we honor their thinking and influence?
- How do we know individuals or people have made a difference in society?
- Who are the people who have impacted Bristol in the past and how have they impacted the way we live today?
- What were the contributions/goods and services made by individuals and groups?
- How has the economic choices of those from the past impacted the economic choices we make today?
- How have humans affected the culture and the environment of the communities we live in? (Town, state, country)
- How can maps help us learn more about the significant changes that people have made in our community?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | | | | | | Common Learning Experiences | | | | | | | | | | |
|-----------------|--|--|---|-------------------|---|----------------------|---|-------------|-----------------------------|-------------|---|---------|---|---------|--|------|--|------|--|
| HIST 2.1-2.11 | <p>I can discuss how individuals made an impact on society with evidence.</p> <p>I can explain why and how we remember certain people.</p> <p>I can explain why we honor their thinking.</p> | <table border="1"> <tr> <td data-bbox="684 1013 726 1076">x</td> <td data-bbox="726 1013 1029 1076">Selected Response</td> </tr> <tr> <td data-bbox="684 1076 726 1140">x</td> <td data-bbox="726 1076 1029 1140">Constructed Response</td> </tr> <tr> <td data-bbox="684 1140 726 1203">x</td> <td data-bbox="726 1140 1029 1203">Performance</td> </tr> <tr> <td data-bbox="684 1203 726 1396">x</td> <td data-bbox="726 1203 1029 1396">Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | x | Performance | x | Observation | x | Reading | x | Writing | | Math | | Tech | <p>Study of famous Americans such as Booker T. Washington, Mae Jemison, Madam C.J. Walker and George Washington Carver and their contributions to society.</p> |
| x | Selected Response | | | | | | | | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | | | | | | | | |
| x | Performance | | | | | | | | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | | | | | | | | |
| | | | <p>CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3</p> | | | | | | | | | | | | | | | | |

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|----------------|--|----------------------|--|--|---------|--|---------|--|------|--|------|--|---|
| CIV 2.1-2.7 | I can explain how individuals and people made a difference in our society. I can identify who the people are that have impacted Bristol in the past. I can discuss how the people in Bristol impacted the way we live today. | x | Selected Response | x | Reading | | Writing | | Math | | Tech | Study of important people in Bristol's town government and school system such as Mayor, councilman, BOE members, and Superintendent. Study of famous Bristol citizens and their impact and contribution to Bristol. | |
| | | x | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | | |
| | | x | Performance | | | | | | | | | | |
| | | x | Observation | | | | | | | | | | |
| ECO 2.1-2.3 | I can explain the different goods and services made by individuals and groups. I can discuss how the economic choices of the people of the past have impacted the economic choices we make today. | x | Selected Response | | | | | | | | | | x |
| x | | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | | | |
| x | | Performance | | | | | | | | | | | |
| x | | Observation | | | | | | | | | | | |
| GEO 2.1-2.6 | I can discuss how humans have affected the culture and the environment we live in. (Town, state, country) I can use a map to help me learn more about the significant changes people have made in our community. | x | | | | | | | | | | Selected Response | x |
| x | | Constructed Response | CT Core Standards: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3 | | | | | | | | | | |
| x | | Performance | | | | | | | | | | | |
| x | | Observation | | | | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| | | | |
|------------------------------|---|--|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|------------------------------|---|--|--|

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| | | <p>Exposure to additional grade level content around famous Americans and their contributions and impact on economics and civics.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of important contributions to society and Bristol.</p> |
|--|--|---|--|

RESOURCES

- Madam C.J Walker
- George Washington Carver
- History Around You
- Then and Now
- Talking About the Past
- Finding Out About Your Family History
- Families Then and Now
- History Rocks
- River Communities Past and Present
- Desert Communities Past and Present
- Arctic Communities Past and Present
- Plains Communities Past and Present

Geodes:

- Module 2/Set 1 - Looking West
- Module 2/Set 2 - Go West
- Module 2/Set 3-Mountains Majestic
- Module 2/Set 4 - Mavericks of the West
- Module 3/Set 1 - Right to Learn
- Module 3/Set 2 - Extraordinary
- Module 3/Set 3 - Uniting Communities
- Module 3/Set 4 - I Voted



Bristol Public Schools
Office of Teaching & Learning

| | |
|-----------------------|---|
| Department | Elementary Humanities |
| Department Philosophy | <p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students’ through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p> <p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset |

| | |
|-------------|----------------|
| Course | Social Studies |
| Grade Level | Grade 1 |

| District Learning Expectations and Standards | Unit 1 | Unit 2 | Unit 3 |
|--|--------|--------|--------|
| INQ K–2.1 Explain why the compelling question is important to the student. | x | x | x |
| INQ K–2.2 Identify disciplinary ideas associated with a compelling question. | x | x | x |
| INQ K–2.3 Identify facts and concepts associated with a supporting question. | x | x | x |
| INQ K–2.4 Make connections between supporting questions and compelling questions. | x | x | x |
| INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. | x | x | x |
| INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. | x | x | x |
| INQ K–2.7 Evaluate a source by distinguishing between facts and opinion. | x | x | x |
| INQ K–2.8 (begins in Grades 3–5) | | | |
| INQ K–2.9 (begins in Grades 3–5) | | | |
| INQ K–2.10 Construct an argument with reasons. | x | x | x |
| INQ K–2.11 Construct explanations using correct sequence and relevant information. | x | x | x |
| INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies. | x | x | x |

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| INQ K–2.13 Ask and answer questions about arguments. | x | x | x |
| INQ K–2.14 Ask and answer questions about explanations. | x | x | x |
| INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. | x | x | x |
| INQ K–2.16 Identify ways to take action to help address local, regional, and global problems. | x | x | x |
| INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. | x | x | x |
| HIST 1.1 Compare life in the past to life in the present. | x | x | x |
| HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change. | x | x | x |
| HIST 1.3 Compare perspectives of people in the past to those in the present. | x | x | x |
| HIST 1.4 Identify different kinds of historical sources | x | x | x |
| HIST 1.5 Explain how historical sources can be used to study the past. | x | x | x |
| HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself | x | x | x |
| HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development. | x | x | x |
| HIST 1.8 Generate possible reasons for an event or development in the past. | x | x | x |
| CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). | x | x | x |
| CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. | x | x | x |
| CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | x | x | x |

| | | | |
|--|---|---|---|
| CIV 1.4 Apply civic virtues when participating in school settings. | x | x | x |
| CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | x | x | x |
| CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school. | x | x | x |
| CIV 1.7 Explain how people can work together to make decisions in the classroom. | x | x | x |
| CIV 1.8 Identify and explain how rules function in public. | x | x | x |
| CIV 1.9 Describe how people have tried to improve their communities over time. | x | x | x |
| ECO 1.1 Explain how scarcity necessitates decision-making. | x | x | x |
| ECO 1.2 Identify the benefits and costs of making various personal decisions. | x | x | x |
| ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. | x | x | x |
| ECO 1.4 Explain how people earn income. | x | x | x |
| GEO 1.1 Construct maps, graphs and other representations of familiar places. | x | x | x |
| GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. | x | x | x |
| GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. | x | x | x |
| GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions. | x | x | x |

UNIT 1: Citizenship in Our Community/Geography and Maps

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary |
|-----------------|---|------------------|--|---|
| HIST 1.1-1.8 | HIST 1.1 Compare life in the past to life in the present. | x | Content Knowledge | Compare Life Past Present Significant Shaped Historical Change Perspectives Sources Study Origin Information Event Development Reasons |
| | HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | HIST 1.3 Compare perspectives of people in the past to those in the present. | | Physical Skill | |
| | HIST 1.4 Identify different kinds of historical sources. | x | Product Development | |
| | HIST 1.5 Explain how historical sources can be used to study the past. | | Learning Behavior | |
| | HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself. | | | |
| | HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development. | | | |
| | HIST 1.8 Generate possible reasons for an event or development in the past. | | | |
| CIV 1.1-1.9 | CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). | x | Content Knowledge | Roles Responsibilities Authority Local State National Judge Mayor Governor Police |
| | CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | | Physical Skill | |
| | CIV 1.4 Apply civic virtues when participating in school settings. | x | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|----------------|---|---|--|--|
| | <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p> | | | <p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p> |
| ECO 1.1-1.4 | <p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p> | x | Content Knowledge | <p>Scarcity</p> <p>Necessity</p> <p>Decision-making</p> <p>Benefits</p> <p>Cost</p> <p>Goods</p> <p>Services</p> <p>Local</p> <p>Income</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| GEO 1.1-1.4 | <p>GEO 1.1 Construct maps, graphs and other representations of familiar places.</p> <p>GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.</p> | x | Content Knowledge | <p>Maps</p> <p>Graphs</p> <p>Places</p> <p>Photographs</p> <p>Representations</p> <p>Relationships</p> <p>Interactions</p> <p>Globes</p> <p>Models</p> <p>Cultural</p> <p>Environmental</p> <p>Characteristics</p> <p>Weather</p> <p>Climate</p> <p>Places</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |

| ADDITIONAL CONSIDERATIONS | | | |
|--|--|---|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| | | <p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level.</p> <p>Inquiry and study of additional community members.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p> |
| RESOURCES | | | |
| <p>Teacher Resources: Possible Slide deck</p> <p>Books:</p> <ul style="list-style-type: none"> ● All Kinds of Families - C3 Framework, Capstone ● Growing Up - C3 Framework, Capstone ● City Life/Farm Life - C3 Framework, Capstone ● Clothes around the World - C3 Framework, Capstone ● The Farm - C3 Framework, Capstone ● Houses around the World - C3 Framework, Capstone ● In the Past - C3 Framework, Capstone ● Life Now and Long Ago - C3 Framework, Capstone ● Community Helpers at a Fire - C3 Framework, Capstone ● Community Helpers at School - C3 Framework, Capstone ● Community Helpers at a Construction Site - C3 Framework, Capstone ● Community Helpers at the Hospital - C3 Framework, Capstone ● Find out about Farming - C3 Framework, Capstone ● Following Rules - C3 Framework, Capstone ● Going to School- C3 Framework, Capstone ● Going to the Doctor - C3 Framework, Capstone | | | |

- Homes that Move - C3 Framework, Capstone
- Let's Communicate - C3 Framework, Capstone
- Our Community Center - C3 Framework, Capstone
- Our Fire Station - C3 Framework, Capstone
- People At Work - C3 Framework, Capstone
- People Who Keep Us Safe - C3 Framework, Capstone
- Rural Homes - C3 Framework, Capstone
- Safe at Play - C3 Framework, Capstone
- Sports Rules -
- Taking a Trip, Comparing Past and Present
- Teachers Help
- At the Library
- Where do People Work?
- France - Geode Module 4, Set 1
- Egypt - Geode Module 4, Set 1
- Ireland - Geode Module 4, Set 1
- Russia - Geode Module 4, Set 1
- Sharing Stories Geode Module 4, set1
- Unusual Libraries - Geode, Module 1, set 2

UNIT 2: Our Needs as a Community/Geography and Maps

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary |
|-----------------|---|------------------|--|---|
| HIST 1.1-1.8 | HIST 1.1 Compare life in the past to life in the present. | x | Content Knowledge | Compare Life Past Present Significant Shaped Historical Change Perspectives |
| | HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | HIST 1.3 Compare perspectives of people in the past to those in the present. | | Physical Skill | |
| | HIST 1.4 Identify different kinds of historical sources. | x | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|----------------|---|---|--|--|
| | <p>HIST 1.5 Explain how historical sources can be used to study the past.</p> <p>HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>HIST 1.8 Generate possible reasons for an event or development in the past.</p> | | | <p>Sources</p> <p>Study</p> <p>Origin</p> <p>Information</p> <p>Event</p> <p>Development</p> <p>Reasons</p> |
| CIV 1.1-1.9 | <p>CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).</p> <p>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV 1.4 Apply civic virtues when participating in school settings.</p> <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p> | x | Content Knowledge | <p>Roles</p> <p>Responsibilities</p> <p>Authority</p> <p>Local</p> <p>State</p> <p>National</p> <p>Judge</p> <p>Mayor</p> <p>Governor</p> <p>Police</p> <p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| ECO 1.1-1.4 | ECO 1.1 Explain how scarcity necessitates decision-making. | x | Content Knowledge | <p>Scarcity</p> <p>Necessity</p> |

| | | | | |
|----------------|---|---|--|---|
| | ECO 1.2 Identify the benefits and costs of making various personal decisions. ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. ECO 1.4 Explain how people earn income. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | Decision-making Benefits |
| | | | Physical Skill | Cost Goods |
| | | x | Product Development | Services Local |
| | | | Learning Behavior | Income |
| GEO 1.1-1.4 | GEO 1.1 Construct maps, graphs and other representations of familiar places. GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions. | x | Content Knowledge | Maps Graphs |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | Places Photographs |
| | | | Physical Skill | Representations Relationships |
| | | x | Product Development | Interactions Globes |
| | | | Learning Behavior | Models Cultural Environmental Characteristics Weather Climate Places regions |

UNIT ESSENTIAL QUESTIONS

- How do needs and wants affect how we live?
- How is someone's life different based on where they live?
- What factors change a community?
- How do the leaders in our community help to make it a good place to live?
- How do people earn a living in our community and how do various jobs affect our community?
- Why is money important?
- How are the ways people earned a living in the past different from the ways people earn a living today?
- How does weather/climate affect the way we live?
- What do maps tell us about the communities we belong to?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | | Additional Student Outcomes | | | | | | Common Learning Experiences | | |
|-----------------|---|-------------------------------|----------------------|--|---------|---|---------|--|------|-----------------------------|------|--|
| HIST 1.1-1.8 | I can explain why communities change. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore how communities have changed Explore why communities have changed Compare and contrast past and present communities Explore man-made and geographical landforms and how we use and need maps. |
| | | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about the impact of historical events. | | | | | | | | |
| | I can explain the reasons why communities change. | x | Performance | | | | | | | | | |
| | | x | Observation | | | | | | | | | |
| CIV 1.1-1.9 | I can explain who the leaders are in our community. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Create a school community flowchart Determine duties of members of the community (mayor, superintendent, building leaders, etc). |
| | | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about civic responsibilities and engagement. | | | | | | | | |
| | I can explain what the leaders in our community do. | x | Performance | | | | | | | | | |
| | I can explain how the leaders in our community make our community a good place to live. | x | Observation | | | | | | | | | |
| ECO 1.1-1.4 | I can explain how people earn a living in our community. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore the difference between wants and needs and how a lack of resources affects everyone |
| | | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 | | | | | | | | |
| | I can explain the various jobs in our community. | x | Performance | | | | | | | | | |

| | | | | | | | | | | | | | |
|----------------|---|---|----------------------|--|---------|---|---------|--|------|--|------|---|--|
| | <p>I can identify jobs in our community and how they affect our community.</p> <p>I can explain why money is important.</p> <p>I can compare and contrast the different ways to earn a living from the past to the present.</p> | x | Observation | <p>CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1</p> <p>Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about economics.</p> | | | | <p>Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world</p> | | | | | |
| GEO 1.1-1.4 | <p>I can explain how the weather affects where I live.</p> <p>I can understand how maps tell us about the communities we belong to.</p> <p>I can understand how a map can help me to understand my community.</p> | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | <p>Examine map features and functions while drawing conclusions and comparing various locations</p> <p>Explore man-made and geographical landforms and how we use and need maps</p> | |
| | | x | Constructed Response | <p>Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1</p> | | | | | | | | | |
| | | x | Performance | | | | | | | | | | |
| | | x | Observation | <p>Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about geography topics.</p> | | | | | | | | | |

| ADDITIONAL CONSIDERATIONS | | | |
|---|--|---|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| | | <p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level.</p> <p>Inquiry and study of additional community members.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p> |
| RESOURCES | | | |
| <p>Teacher Resources: Possible Slide deck</p> <p>Books:</p> <ul style="list-style-type: none"> ● Compass Roses and Directions ● A Visit to the Farm ● Homes that Move ● Houses Around the World ● Map Scales ● Maps Can Tell us Things ● Rural Homes ● A School Map ● Symbols and Keys ● Types of Maps ● What is a Map? ● Wind and Earth-Geode, Module 3, set 1 ● The Mighty Wind - Geode, Module 3, set 4 | | | |

UNIT 3: The Relationship Between Family, School, and Community/Geography and Maps

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary |
|-----------------|--|------------------|--|---|
| HIST 1.1-1.8 | HIST 1.1 Compare life in the past to life in the present. | x | Content Knowledge | Compare Life Past Present Significant Shaped Historical Change Perspectives Sources Study Origin Information Event Development Reasons |
| | HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | HIST 1.3 Compare perspectives of people in the past to those in the present. | | Physical Skill | |
| | HIST 1.4 Identify different kinds of historical sources. | x | Product Development | |
| | HIST 1.5 Explain how historical sources can be used to study the past. | | Learning Behavior | |
| CIV 1.1-1.9 | CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). | x | Content Knowledge | Roles Responsibilities Authority Local State National Judge Mayor Governor Police |
| | CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | | Physical Skill | |
| | CIV 1.4 Apply civic virtues when participating in school settings. | x | Product Development | |
| | | | Learning Behavior | |

| | | | | |
|----------------|---|---|--|---|
| | <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p> | | | <p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p> |
| ECO 1.1-1.4 | <p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p> | x | Content Knowledge | <p>Scarcity</p> <p>Necessity</p> <p>Decision-making</p> <p>Benefits</p> <p>Cost</p> <p>Goods</p> <p>Services</p> <p>Local</p> <p>Income</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| GEO 1.1-1.4 | <p>GEO 1.1 Construct maps, graphs and other representations of familiar places.</p> <p>GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.</p> | x | Content Knowledge | <p>Maps</p> <p>Graphs</p> <p>Places</p> <p>Photographs</p> <p>Representations</p> <p>Relationships</p> <p>Interactions</p> <p>Globes</p> <p>Models</p> <p>Cultural</p> <p>Environmental</p> <p>Characteristics</p> <p>Weather</p> <p>Climate</p> <p>Places</p> <p>regions</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |

UNIT ESSENTIAL QUESTIONS

- How do past actions in our community still influence our community today?
- What do maps tell us about the communities we belong to?
- How do you and your family remember important events?
- How do people and events from the past influence each other?
- Why are communities constantly changing? What changes them?
- What happens when people don't agree on the changes?
- What is my role within my community?
- How do my actions affect others who live in my community?
- How do members of our community help each other with our needs?
- How do you use maps to identify places that represent your cultural history?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | | | | | | Common Learning Experiences | | |
|---|--|-------------------------------|--|---------|---|---------|--|------|-----------------------------|------|--|
| HIST 1.1-1.9 | I can identify the important events in my life. | x Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives |
| | I can identify the important events in my family. | x Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 | | | | | | | | |
| | I can think of different ways to remember important events in my life and my family. | x Performance | | | | | | | | | |
| | I can explain why communities change. | x Observation | | | | | | | | | |
| I can explain different ways a community changes and list the reasons why. | | | | | | | | | | | |
| I can explain the reasons why people don't agree on changes and discuss possible solutions. | | | | | | | | | | | |

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|----------------|---|---|----------------------|--|---------|---|---------|--|------|--|------|---|
| CIV 1.1-1.9 | I can explain how the leaders in my community make it a good place to live. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives Create a class book about the community |
| | I can identify the role models within the community I belong to. I can identify my role within my community. I can explain my role within my community. I can explain how my actions affect others who live in my community. | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 | | | | | | | | |
| | | x | Performance | | | | | | | | | |
| | | | Observation | | | | | | | | | |
| x | | | | | | | | | | | | |
| ECO 1.1-1.4 | I can explain the difference between needs and wants. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Research the natural and manmade features in and around our community/ selected place |
| | I can explain how members of the community help each other with our needs. | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 | | | | | | | | |
| | | x | Performance | | | | | | | | | |
| | | | Observation | | | | | | | | | |
| x | | | | | | | | | | | | |
| GEO 1.1-1.4 | I can identify places on a map that represent my culture. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Examine map features and functions while drawing conclusions and comparing various location Explore man-made and geographical landforms and how we use and need maps |
| | | x | Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 | | | | | | | | |
| | | x | Performance | | | | | | | | | |
| | | | Observation | | | | | | | | | |
| x | | | | | | | | | | | | |

| ADDITIONAL CONSIDERATIONS | | | |
|--|--|--|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| | | <p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level</p> <p>Inquiry and study of additional community members/ personal history</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p> |
| RESOURCES | | | |
| <p>Teacher Resources</p> <p>Books:</p> <ul style="list-style-type: none"> ● Bradford Street Buddies: Backyard Camp Out, Block Party Surprise, Springtime Blossoms ● Clothes Around the World - C3 Framework, Capstone ● Counting Money - C3 Framework, Capstone ● Finding out about Money - C3 Framework, Capstone ● Things I Want and Things I Need ● Wants or Needs ● Toys in the Past ● We Need Money | | | |



Bristol Public Schools
Office of Teaching & Learning

| | |
|------------------------------|---|
| Department | Elementary Humanities |
| Department Philosophy | <p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p> <p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none">1. Clear Learning Targets aligned to the grade level essential learning2. Purposeful and engaging learning tasks3. Student Discourse and Discussion Protocols |

| | |
|--------------------|--|
| | <ul style="list-style-type: none"> 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset |
| Course | Social Studies |
| Grade Level | Kindergarten |

| District Learning Expectations and Standards | Unit 1 | Unit 2 | Unit 3 |
|--|---------------|---------------|---------------|
| INQ K–2.1 Explain why the compelling question is important to the student. | x | x | x |
| INQ K–2.2 Identify disciplinary ideas associated with a compelling question. | x | x | x |
| INQ K–2.3 Identify facts and concepts associated with a supporting question. | x | x | x |
| INQ K–2.4 Make connections between supporting questions and compelling questions. | x | x | x |
| INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. | x | x | x |
| INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. | x | x | x |
| INQ K–2.7 Evaluate a source by distinguishing between facts and opinion. | x | x | x |
| INQ K–2.8 (begins in Grades 3–5) | | | |
| INQ K–2.9 (begins in Grades 3–5) | | | |
| INQ K–2.10 Construct an argument with reasons. | x | x | x |

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| INQ K–2.11 Construct explanations using correct sequence and relevant information. | x | x | x |
| INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies. | x | x | x |
| INQ K–2.13 Ask and answer questions about arguments. | x | x | x |
| INQ K–2.14 Ask and answer questions about explanations. | x | x | x |
| INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. | x | x | x |
| INQ K–2.16 Identify ways to take action to help address local, regional, and global problems. | x | x | x |
| INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. | x | x | x |
| HIST K.1 Compare life in the past to life today. | | | x |
| HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change. | | | x |
| HIST K.3 Compare perspectives of people in the past to those in the present. | | | x |
| HIST K.4 Identify different kinds of historical sources. | | | x |
| HIST K.5 Explain how historical sources can be used to study the past. | | | x |
| HIST K.6 Identify the maker, date, and place of origin for a historical source from information within the source itself. | | | x |
| HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development. | | | x |
| HIST K.8 Generate possible reasons for an event or development in the past. | | | x |

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|--|---|---|---|
| CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police) | x | | x |
| CIV K.2 Explain how all people, not just official leaders, play an important role in a community. | x | | x |
| CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | x | | x |
| CIV K.4 Apply civic virtues when participating in school settings. | x | | x |
| CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | x | | x |
| CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school. | x | | x |
| CIV K.7 Explain how people can work together to make decisions in the classroom. | x | | x |
| CIV K.8 Identify and explain how rules function in public. | x | | x |
| CIV K.9 Describe how people have tried to improve their communities over time. | x | | x |
| ECO K.1 Explain how scarcity necessitates decision-making. | x | x | x |
| ECO K.2 Identify the benefits and costs of making various personal decisions | x | x | x |
| GEO K.1 Construct maps, graphs and other representations of familiar places. | | x | |
| GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. | | x | |
| GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. | | x | |

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| GEO K.4 Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions. | | x | |
|---|--|---|--|

UNIT 1: Me as a Citizen in My Community

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific / Academic |
|----------------|--|------------------|--|---|
| CIV K.1-K-9 | CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police) | x | Content Knowledge | Roles Responsibilities Authority Judge Mayor Governor Official leaders Accomplish Police Official leaders Community Civic virtues Rules Conflict |
| | CIV K.2 Explain how all people, not just official leaders, play an important role in a community. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | | Physical Skill | |
| | CIV K.4 Apply civic virtues when participating in school settings. | x | Product Development | |
| | CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | | Learning Behavior | |
| | CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school. | | | |
| | CIV K.7 Explain how people can work together to make decisions in the classroom. | | | |
| | CIV K.8 Identify and explain how rules function in public. | | | |
| | CIV K.9 Describe how people have tried to improve their communities over time. | | | |
| ECO K.1-K.2 | ECO K.1 Explain how scarcity necessitates decision-making. | x | Content Knowledge | Cost & benefit Decision making Scarcity Necessity |
| | ECO K.2 Identify the benefits and costs of making various personal decisions. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |

| | | | | |
|--|--|---|---------------------|--|
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |

UNIT ESSENTIAL QUESTIONS

- What makes a community?
- Who are the people in my school and town who create rules and make sure people follow the rules?
- What does a community provide for people who live there?
- What are the ways that people contribute to our community?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | Common Learning Experiences |
|-----------------|---|-------------------------------|--|--|
| CIV K.1-K-9 | I can explain why we have police, firefighters, teachers, and schools. I can tell the classroom and school rules and why we need to follow them. I can explain how people work together to make decisions | x Selected Response | x Reading x Writing Math Tech | Examine the need for rules and consequences at home, at school, and in the community Explore the roles, rights, and responsibilities of being a good citizen within a family, school, and community Analyze the roles people play within a family, school, and community |
| | | x Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1 Students will question, form opinions and arguments, provide explanations and their point of view on civic and economic topics. | |
| | | x Performance | | |
| | | x Observation | | |
| ECO K.1-K.2 | I can identify how the community provides for people who live there. I can identify some of the resources my family has. | x Selected Response | x Reading x Writing Math Tech | Explore the roles, rights, and responsibilities of being a good citizen within a family, school, and community Analyze the roles people play within a family, school, and |
| | | x Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1 | |
| | | x Performance | | |
| | | x Observation | | |

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|--|---|--|---|-----------|
| | I can identify some of the resources my school has. | | Students will question, form opinions and arguments, provide explanations and their point of view on civic and economic topics. | community |
|--|---|--|---|-----------|

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|------------------------------|---|---|--|
| | n/a | Exposure to additional grade level economic and civic engagement learning targets at a deeper level Inquiry and study of additional community members Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts | Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of economics and civics |

RESOURCES

Teacher Resources: **Possible Slide deck**

Books:

- Watch Out
- Making Money
- School
- What Rules Should We Have in Our Classroom?
- How You Can Be a Good Friend?
- This Is My School
- Teachers
- Staying Safe at School
- My First Day at School
- Who's Who at School
- At the Library
- Schools Have Rules

- I am Honest
- The Zookeeper
- At the Farm

UNIT 2: Me, My Family, My Community and Geography

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary |
|--------------------|--|------------------|--|---|
| ECO K.1-K. 2 | ECO K.1 Explain how scarcity necessitates decision-making. ECO K.2 Identify the benefits and costs of making various personal decisions. | x | Content Knowledge | Resources Family Needs vs. wants |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| GEO K.1-K. 4 | GEO K.1 Construct maps, graphs and other representations of familiar places. GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. GEO K.4 Explain how weather, | x | Content Knowledge | Purpose Function Map Weather Influence Seasonal |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |

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| climate, and other environmental characteristics affect people’s lives in places or regions. | | |
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UNIT ESSENTIAL QUESTIONS

How does where people live affect how they live?
 How do we use maps and globes to learn about the world?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | Common Learning Experiences |
|---|--|--------------------------------------|--|--|
| ECO K.1-K.2 | I can name resources used by my family. | x Selected Response | x Reading x Writing Math Tech | Analyze how people live differently in other places |
| | I can name resources used by my school. | x Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1 | |
| | | x Performance | | |
| | | x Observation | | |
| I can explain the difference between needs and wants. | x Observation | | | |
| GEO K.1-K.4 | I can explain the purposes and functions of maps. | x Selected Response | x Reading x Writing Math Tech | Examine the purpose and function of maps Explore absolute and relative location Apply the concepts of directionality, spatial relations, and size Identify how weather affects individuals and understand |
| | I can explain how the weather influences our homes, our seasonal activities, and our community | x Constructed Response | Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1 | |
| | | x Performance | | |
| | | x Observation | | |

| | | | | |
|--|--|--|--|---|
| | | | | <p>how seasonal changes affect daily choices</p> <p>Analyze how people live differently in other places</p> |
|--|--|--|--|---|

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|-----------------------|--|---|--|
| | | <p>Exposure to additional grade level geography learning targets at a deeper level</p> <p>Inquiry and study of additional maps and communities</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography</p> |

RESOURCES

Teacher Resources: **Possible Slide deck**

Books:

- My Street
- The School Garden
- Celeste Goes to School
- Hui Goes to School
- Pablo Goes to School
- Capstone Pattern Books:
- Things I Want and Things I Need
- Geodes:
- Tap-Tap to Tuk-Tuk (Module 4 Set 4)

- Floating Market (Module 4 Set 3)
- Pele (Module 1 Set 1 Part 1)
- Galapagos Adventures (Module 1 Set 1 Part 2)
- Fabric of the Andes (Module 1 Set 1 Part 2)
- A Day at the Market (Module 1 Set 1 Part 2)

UNIT 3: Me, My Family, My Community and the Past

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary |
|---|---|------------------|--|--|
| HIST. K.1- K.8 | HIST K.1 Compare life in the past to life today. | x | Content Knowledge | Life Past |
| | HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change. | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | Today Shaped Significant Historical |
| | HIST K.3 Compare perspectives of people in the past to those in the present. | x | Physical Skill | Change Perspectives |
| | HIST K.4 Identify different kinds of historical sources. | | Learning Behavior | Compare Identify Sources Study Origin Maker Particular Development Event |
| | HIST K.5 Explain how historical sources can be used to study the past. | | | |
| HIST K.6 Identify the maker, date, and place of origin for a historical source from information within the source itself. | | | | |
| HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event | | | | |

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|--------------------|---|---|--|--|
| | <p>or development.</p> <p>HIST K.8 Generate possible reasons for an event or development in the past.</p> | | | |
| CIV K.1- K.9 | <p>CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)</p> <p>CIV K.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV K.4 Apply civic virtues when participating in school settings.</p> <p>CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV K.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV K.8 Identify and explain how rules function in public.</p> <p>CIV K.9 Describe how people have tried to improve their communities over time.</p> | x | Content Knowledge | <p>Roles</p> <p>Responsibilities</p> <p>Authority</p> <p>Judge</p> <p>Mayor</p> <p>Governor</p> <p>Official leaders</p> <p>Accomplish</p> <p>Police</p> <p>Official leaders</p> <p>Community</p> <p>Civic virtues</p> <p>Rules</p> <p>Conflict</p> |
| | | x | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |
| ECO K.1-K. 2 | <p>ECO K.1 Explain how scarcity necessitates decision-making. ECO K.2 Identify the benefits and costs of</p> | x | Content Knowledge | <p>Resources</p> <p>Family</p> <p>Needs vs. wants</p> |
| | | x | Skill (Problem-Solving, Writing, | |

| | | | | |
|--|------------------------------------|---|---------------------------------|--|
| | making various personal decisions. | | Speaking, Listening, Reasoning) | |
| | | | Physical Skill | |
| | | x | Product Development | |
| | | | Learning Behavior | |

UNIT ESSENTIAL QUESTIONS

How do our communities and the people who live in them change over time?

| CCSS Standard # | Objective(s): The students will be able to: | Summative Assessment Strategy | Additional Student Outcomes | | | | | | | Common Learning Experiences | | |
|-----------------|---|-------------------------------|-----------------------------|---|---------|---|---------|--|------|-----------------------------|------|--|
| HIST. K.1-K.8 | <p>I can identify how the past is different from today.</p> <p>I can identify how families are the same and different.</p> <p>I can identify how past and present actions of people in a community influence the way they live.</p> | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates) |
| | | x | Constructed Response | | | | | | | | | |
| | | x | Performance | | | | | | | | | |
| | | x | Observation | | | | | | | | | |
| CIV K.1-K.9 | I can identify the ways people contributed to our community. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Explore the ways that people from other times can be alike and different from people today |
| | | x | Constructed Response | | | | | | | | | |
| | | x | Performance | | | | | | | | | |
| | | x | Observation | | | | | | | | | |
| ECO K.1-K.2 | I can explain how needs and wants change over time. | x | Selected Response | x | Reading | x | Writing | | Math | | Tech | Compare family life today to family life in the recent past |
| | | x | Constructed Response | | | | | | | | | |
| | | x | Performance | | | | | | | | | |

| | | | | | |
|--|--|---|-------------|--|--|
| | | x | Observation | | |
|--|--|---|-------------|--|--|

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|-----------------------|--|---|--|
| | | <p>Exposure to additional grade level history learning targets at a deeper level</p> <p>Inquiry and study of additional past communities</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p> | <p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of historical events & communities</p> |

RESOURCES

Books:
 The Old Days and Now
 Old and New Schools
 Old and New
 Capstone Pattern Books:
 Geodes:
 Map to the Past (Module 4 Set 4)
 Build a Log Cabin (Module 3 Set 1)
 Bath Night (Module 3 Set 1)
 Three Sisters (Module 3 Set 1)
 Ice Harvest (Module 3 Set 1)
 Statue of Liberty (Module 3 Set 4)
 Washington Crossing the Delaware (Module 3 Set 4)
 Sea to Shining Sea (Module 3 Set 4)
 Call a Cab (Module 3 Set 2)
 The First Car to Get That Far (Module 3 Set 2)
 The Golden Gate (Module 3 Set 2)

Fly, Amelia, Fly (Module 3 Set 2)
Lightning Ben (Module 3 Set 3)
Ella Sang Back (Module 3 Set 3)
Frank's Ice Pops (Module 3 Set 3)
Scraping the Sky (Module 3 Set 3)

Use Capstone Books:
The Old Days and Now
Old and New Schools
Old and New

Bylaws of the Board

Code of Ethics

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations.

- Boards members and Superintendents ensure the opportunity for high quality education for every student and make the well being of students the **fundamental goal** of all decision-making and actions.
- Board members and Superintendents are **staunch advocates** of high quality free public education for **all** Connecticut children.
- Board members and Superintendents **honor all** national, state and local laws and regulations pertaining to education and public agencies.
- Board members and Superintendents recognize that **clear** and **appropriate communications** are key to the successful operation of the school district.
- Board members and Superintendents will always carry out their respective roles with the highest levels of **professionalism, honesty and integrity**.
- Board members recognize that they represent the **entire** community and that they must ensure that **the** community remains fully informed on school-related matters.
- Superintendents and Board members recognize that the Superintendent serves as the Board of education's **agent** and will, in that role, **faithfully apply** the policies and contracts adopted by the Board.
- Board members adhere to the principle that they shall confine the Board's role to **policy-making, planning** and **appraisal** while the Superintendent shall **implement** the Board's policies.
- Board members and Superintendents both recognize that they serve as a part of an educational team with **mutual respect, trust, civility** and **regard** for each other's respective roles and responsibilities.
- Board members are committed to the concept that the strength of the Superintendent is in being the **educational leader** of the school district.
- Board members and Superintendents practice and promote **ethical behavior** in the **Boardroom** as a **model** for all district employees.
- Board members and Superintendents consider and decide all issues **fairly** and **without bias**.

(cf. [2000.1](#) - Board-Superintendent Relationship)

(cf. [2300](#) - Statement of Ethics for Administrators)

Bylaw adopted by the Board:

Bylaws of the Board

Code of Conduct on Data Use

As a guide to the appropriate use of data in the decision-making process, Board members should:

1. Request information and data gathered by District staff that helps the Board members make better-informed decisions about policies affecting student achievement district-wide.
2. Requests for data should pertain to Board or Board Subcommittee business. Fulfilled data requests will be shared with all Board members at the time of dissemination via email. Request for data as a Board, not as an individual, unless the information is readily available and will not redirect staff time.
3. Use data to represent all of the Board member's constituents honestly and equally and refuse to surrender the Board member's responsibilities to special interest or partisan political groups.
4. Avoid using the Board position, and the information data supplies as a result of Board membership, for personal gain.
5. Recognize that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information.
6. Respect the confidentiality of privileged information.
7. Abide by majority decisions of the Board, while retaining the right to seek changes through ethical and constructive channels.

Bylaw adopted by the Board:

Bylaws of the Board

Civility Code

As a member of the [Bristol](#) Board of Education, I will strive to improve student achievement in public education, and to that end I will:

- Attend all Board meetings insofar as possible, review relevant information and become informed concerning the issues to be considered at those meetings;
- Recognize my responsibility as an agent of the State to seek the improvement of education throughout the State;
- Focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation;
- Ensure that all sides have a fair opportunity to present their respective positions;
- Recognize that a board member has no authority as an individual, and that decisions can only be made by a majority vote at a board meeting;
- Ensure that criticism of opposing viewpoints is expressed as criticism of a position, not a person when advocating for a belief or position;
- Arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in a meeting;
- Respect the opinions of others, and abide by each decision of the Board as a whole, regardless of my personal vote;
- Listen respectfully to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community;
- Strive for a positive working relationship with the superintendent, respecting the superintendent's authority to advise the board, implement board policy, and administer the district;
- Recognize the importance of an effective governance team;
- Respect the rights of the minority while working toward the will of the majority, and recognize the importance of achieving consensus as an important tool in community- building;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the superintendent;
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff by appropriate supervisors;
- Conduct all business in an open and transparent manner, consistent with the intent and spirit of the open meeting law requirements;
- Respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in executive session;
- Model civility to students, employees, and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board.
- Present personal criticism of district operations or of any employee directly to the Superintendent;
- Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from actions that could compromise my ability to act if the issue rises to the board level;
- Take no private action that will compromise the Board and administration;
- Refrain from using the board position for personal or partisan gain and avoid any conflict of interest or the appearance of impropriety;
- Be informed about the duties of school board members and current educational issues through professional development, such as programs sponsored by my state and national school boards associations;
- Remember always that my first and greatest concern must be the educational welfare of the students attending

the [Bristol](#) Public Schools.

Meeting Protocol

All Board meetings are conducted utilizing the *Robert's Rules of Order* parliamentary procedures for meetings.

To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will also:

- come to meetings adequately prepared;
- identify issues of concern before the meeting, whenever possible;
- circulate proposed motions and amendments, whenever possible, at least 48 hours before meeting;
- speak only when recognized;
- not interrupt each other during debate;
- not engage in disruptive and disrespectful side conversations;
- minimize unnecessary repetition;
- not monopolize the discussion;
- address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
- support the chair of the meeting's efforts to facilitate an orderly meeting;
- communicate openly and actively in discussion and dialog to avoid surprises;
- value equal participation of all members;
- practice respectful body language;
- listen actively when other members speak; and
- not surprise or embarrass each other or members of the staff.

(cf. 9005 - Statement of Integrity)

(cf. [9270](#) - Conflict of Interest)

(cf. [9271](#) - Code of Ethics)

Sources:

CABE Model Policy

Virginia School Boards Association Code of Conduct for School Board Members

Texas Association of School Boards Ethics for Board Members

North Carolina School Boards Association Code of Ethics

Illinois Association of School Boards Code of Conduct

Hamden and Norwalk Board of Education Code of Ethics

Bylaw adopted by the Board: