

Student Achievement Committee Meeting

Wednesday, January 18, 2023 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

I. **Call to order**

II. **Decision: Approval of Minutes from December 21, 2022 meeting**

III. **Public Comment:** a. Send your comments to:
KatlyneLaprise@bristolk12.org

IV. b. Be sure to put PUBLIC COMMENT in the subject line.

V. c. Include your name and address.

VI. d. Direct your comments to the Board Chair.

VII. e. Your comments will be read at the meeting by the Board Chair.

VIII. f. All comments should be written in an appropriate manner, particularly if concerning a

IX. personnel matter.

X. g. Any comments not adhering to the guidelines will not be read at the meeting.

XI. **Information: 2023-2024 Program of Studies, presented by Mr. Winger**

XII. **Information: CT Automatic Admissions Program**

XIII. **Information: Update on CSDE K-3 Reading Legislation**

XIV. **Decision: Curriculum Preview: Rising Educations I, presented by Dr. Rechenberg**

XV. **Adjournment**



Student Achievement Committee
December 21, 2022
MINUTES-DRAFT

Present: Catherine Carbone, Michael Dietter, Jennifer Dube, Carly Fortin, Kristen Giantonio, Sara Hale, Jaime Rechenberg, Jillian Romann, Dante Tagariello, Todd Sturgeon

Call to Order:

Commissioner Sturgeon called the meeting to order at 6:38 p.m.

Approval of Minutes from September 21, 2022 and September 26, 2022 Special Meeting:

On a motion made by Commissioner Sturgeon and seconded by Commissioner Tagariello, it was unanimously;

VOTED: to approve the minutes for September 21, 2022 and September 26, 2022

Decision: Student Achievement Committee Dates for 2023

On a motion made by Commissioner Tagariello and seconded by Commissioner Sturgeon, it was unanimously;

VOTED: to approve the Student Achievement Committee Dates for 2023

Decision: K-5 Physical Education and Health Curriculum, First Reading

Mrs. Carly Fortin, Director of Teaching and Learning, presented a new curriculum template. The new template includes Family Overview, Planning for Differentiation through Universal Design for Learning by unit, Planning for Supports for Multilingual Learners using CELP standards by unit, and Learning Targets and Success Criteria for each lesson.

Mrs. Sara Hale, Teaching Dean for Physical Education and Wellness, presented the new physical education and health units for elementary schools. The district has decided to split the elementary curriculum into two parts: K-2 and Grades 3-5.

Commissioner Giantonio suggested that the commissioners receive a copy of the current and proposed curriculum for future curriculum changes.

On a motion made by Dante Tagariello to move this to the full board with recommendation for approval and seconded by Todd Sturgeon, it was unanimously;

VOTED: To approve the first reading for the K-5 Physical Education and Health Curriculum

Information: Cartooning and Animation Preview

On behalf of Mr. Ken Bagley, Mrs. Fortin presented a new course for Bristol Arts and Innovation Magnet School called Cartooning and Animation. This course introduces students to the concepts of Cartooning and other sequential arts. The units are designed to take the students through the creative process to develop and design their own sequential project. The units include: Story Arch/ Sequencing, Scene Building, Character Development, and Presenting.

Information: Advanced Personal Finance

Dr. Jaime Rechenberg, Supervisor of Secondary STEM, presented a new high school course called Advanced Personal Finance. This will be a semester-long course and will be partnered with Tunxis Community College. Units include: Using Financial Statements and Budgets, Paying for College, Using Credits, etc.

Questions and discussion followed.

Information: Bristol Public Schools Career Pathways

Dr. Rechenberg presented that having Career Pathways in our schools will help students be better prepared for postsecondary school and allow them to explore different career paths for free. Bristol Public Schools will include pathways in the following areas: Education, Health and Medical Sciences, Hospitality Management,



Business and Communications, Engineering and Technical Sciences, and Fine Arts. Most of these concentration areas will have at least two career pathways. Many of these courses in the pathways offer college credit.

Questions and discussion followed.

Information: REACH Academy Charter School Application

Dr. Catherine Carbone, Superintendent of Bristol Public Schools, informed us that the REACH Academy in Buffalo, New York has applied to the CT State Board of Education to be a state charter school. The State Board of Education will be reaching out to the Bristol Board of Education regarding comments and opinions on whether they agree or disagree that the application should be accepted.

The Board of Education will have no jurisdiction over a charter school. Students that attend the charter school will be chosen by a lottery system. It has not yet been determined where this charter school will take place if accepted.

Dr. Carbone expressed her personal feelings towards the charter school and does not recommend that we have one within Bristol Public Schools. Although charter schools say that all students are welcome to attend and that they service all students, many students with special services fail in charter schools. Also, the reading curriculum for the REACH Academy Charter School does not align with the Science of Reading curriculum, which was requested by the Department of Education. Lastly, having this charter school will have an overall negative impact on our school funding in the long term.

Questions and discussion followed. Commissioner Sturgeon suggested having a workshop with the full Board of Education to further discuss their opinions on the charter school application.

There being no further discussion, Commissioner Sturgeon adjourned the meeting at 7:55 p.m.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristol12.org
2. Be sure to put PUBLIC COMMENT in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career concentration areas pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 5 career concentration areas and pathways: (1) Education; (2) Health & Medical Sciences; (3) Hospitality Management; (4) Business & Communications; (5) Engineering & Technical Sciences. Each career concentration pathway provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Rising Educators I
Course Description for Program of Studies	<p><i>Created with support from the American Federation of Teachers (AFT) and the National Education Association (NEA), the EdRising Curriculum emphasizes the development of key skills, knowledge, and dispositions for high school students as they take their first steps on the path to accomplished teaching. The curriculum includes more than 60 lesson topics organized into five domains. These five domains represent the foundational areas for any rising educator to explore. Within each domain, there are a number of lesson topics. As the teacher leader, you get to select which lesson topics you want to cover in your Academy program. Each lesson topic offers three lesson plans of varying lengths (1-period, 3-period, or 5-period), so you can choose how deeply you want to explore any given topic. (Topics are listed below.)</i></p> <p>Rising Educators I Course Modules: <i>You, Your Profession, Your Students</i></p> <ul style="list-style-type: none"> ● <i>YOU-Self awareness, Personal Expectations, Improvement, Reflectiveness</i> ● <i>YOUR PROFESSION-Understanding The School System, Planning A Path, Being A Professional, Context For Great Teaching</i> ● <i>YOUR STUDENTS-Development, Connecting With Students, Diverse Learners</i>
Grade Level	9-12
Pre-requisites	Child Family Community
Credit (if applicable)	0.5 credit

[Module 1: Structures, Opportunities and Resources](#)

[Module 2: Reflection & Growth](#)

[Module 3: Communities Impact on Learning](#)

Module 1: Structures, Opportunities and Resources

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.1 Analyze career paths within early childhood, education & related services.</p> <p>4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.</p>	<p>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.</p>	<p>The role and purpose of school has evolved throughout history.</p> <p>Education Policy is created on a local, state, and federal level and impacts educators and their students.</p> <p>There are many jobs and careers within the education field with varying education requirements.</p> <p>Professionalism can be described in a variety of ways.</p> <p>Educators' professionalism and values influence relationships with their students as well as their teaching methods.</p> <p>There are various resources available to students in their communities but they are not always matched with the resources they need.</p>	<ul style="list-style-type: none"> ● Appropriated ● Conflict of interest ● Decentralized ● Funding ● Legislation ● Mandates ● Organizational Chart ● Accreditation ● Professional Learning Communities (PLCs) ● Ethics ● Code of ethics ● Morals ● Values ● High personal standards

Module 1: Structures, Opportunities, and Resources

What is the Purpose of School?

Essential Questions:

What is the purpose of schooling in the 21st century?

How have the expectations of teachers changed in the history of education?

How does understanding the history and purpose of schooling promote a teacher’s development and student success?

CEA Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
	<ul style="list-style-type: none"> I can articulate how education policy has evolved through American history. I can describe how teacher roles have changed through American History. I can collaborate with my peers to reach consensus on how educators should approach the purpose of school. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>X</td> <td>Constructed Response (CR)</td> </tr> <tr> <td>X</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)	X	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Philosophy of Education
	Selected Response (SR)											
X	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
<p>Pacing: 3 Blocks</p>			<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.W.10 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Defend your position on the purpose of education (debate or essay) 								

How does my district work?

Essential Questions:

What is policy, how is it formed and how will it affect me as an educator?

How do political organizations, like school boards, influence the work of educators?

How do school systems and their organization influence the work of educators?

<p>Hyperlink standard code Advance CTE.</p>	<ul style="list-style-type: none"> I can identify the government structures used in creating educational policy on a federal, state, and local level. I can evaluate the local policies that influence my opportunities as a student. I can hypothesize how the policies discussed may affect my work as 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>X</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)		Performance (P)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Guest Speakers from BPS
	Selected Response (SR)									
X	Constructed Response (CR)									
	Performance (P)									
<p>Pacing: 3 Blocks</p>			<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Policy Evaluation 						

	an educator.	Observation (O)		
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Career Paths, Roles, and Opportunities

Essential Questions:

How would you describe and explain different roles in education?

What are the requirements and features of educator preparation programs at colleges and universities?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> I can categorize career opportunities in the educational field. I can determine the requirements of educators preparation programs at colleges and universities. 	<table border="1"> <tr> <td>X</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	X	Selected Response		Constructed Response		Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Guest Speakers from various jobs throughout the district
			X	Selected Response								
	Constructed Response											
	Performance (P)											
	Observation											
<p>Pacing: 3 Blocks</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Quiz 									

Professionalism

Essential Question:

What is a professional educator?

How do professional teachers maintain their values as individuals and uphold the values and policies of the institutions that employ them?

How is mastery of content knowledge a significant marker of a professional educator?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> I can explain how a teacher's persona impacts connections between teacher, students, and colleagues. I can define professionalism and describe values and characteristics of teacher professionalism. I can explain how teachers maintain their values as individuals and uphold the values and policies of the schools they represent. I can argue that mastery of content knowledge is a significant marker of a professional educator. 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none">
				Selected Response								
x	Constructed Response											
	Performance											
	Observation											
<p>Pacing: 3 Blocks</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.W.10 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Creation of a code of ethics 									

Mapping Resources Available to Support Students

Essential Questions:

How could you compile a resource sheet of individuals and organizations available to support students?

How do accomplished teachers' partner with others to share resources?

What does practicing sharing information about student resources in groups look like in action?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> I can link students to appropriate resources based on individual needs. I can explain the importance of teachers' collaborating with the community to provide resources to address student needs. 	<table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td></td><td>Constructed Response</td></tr> <tr><td>X</td><td>Performance (P)</td></tr> <tr><td></td><td>Observation</td></tr> </table>		Selected Response		Constructed Response	X	Performance (P)		Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Scavenger Hunt to compile local resources.
		Selected Response										
	Constructed Response											
X	Performance (P)											
	Observation											
Pacing: 3 Blocks	CCSS Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.W.10 CCSS.ELA-LITERACY.CCRA.SL.2 	Assessments: <ul style="list-style-type: none"> Scenario-based Assessment 										

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> Teaching is a job, not a profession. Teachers have to dress and act a very specific way to be considered professional. There is only one way to be professional. Sometimes it is necessary to sacrifice high personal standards to be successful. There is a clear right and wrong in most situations. Ethics do not vary and are universal. Personal ethics and professional ethics usually align. All students learn in the same way. The purpose of school today in no way relates to the history of schooling in the past. Going into education means becoming a teacher. Teachers may not realize that identifying the resource is not enough to serve the student, the teacher will need to demonstrate a level of sophistication as a collaborator to not only identify the resource but also utilize the resource effectively. Teachers may believe that resources are like checklists and can be applied in a blanket fashion. Each student is an individual and each need is unique to that student. Teachers may trust that people identified as resources will know exactly what to do and will be willing to provide services requested by the teacher. Resourceful teachers know how to navigate the waters of collaboration to create a team of professionals focused on supporting the student. 	

- *Teachers may believe that all the resources they will need will be available on the school campus.*

RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

Module 2: Reflection & Growth

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</p> <p>4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.</p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.</p> <p>4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.</p> <p>4.2.5 Analyze strategies that promote growth and development of children, youth and adults.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p>13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p>	<p>All individuals have biases that can affect their teaching and learning.</p> <p>There are strategies educators can use to minimize or remove bias from their instruction.</p> <p>Utilizing someone's passions and strengths supports individual success.</p> <p>Practicing reflective habits helps educators to continually improve their craft over time.</p>	<ul style="list-style-type: none"> ● <i>Collective expertise</i> ● <i>Mutual agreement</i> ● <i>Reciprocity</i> ● <i>Open lines of communication</i> ● <i>Responsive feedback</i> ● <i>Metacognition</i> ● <i>Implicit Bias</i> ● <i>Marginalized</i>

Module 2: Reflection & Growth

Understanding Bias, Equity, & You

Essential Questions:

- What is bias? What are some examples?
- How can we recognize and reflect on our own biases?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> • I can define and give examples of bias. • I can examine and reflect and examine my own biases. • I can develop strategies to minimize bias in my own instruction. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Identifying bias in a variety of sources/resources.</i>
		Selected Response (SR)										
X		Constructed Response (CR)										
		Performance (P)										
	Observation (O)											
<p>Pacing: 5 Blocks</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.W.10 • CCSS.ELA-LITERACY.CCRA.SL.1 • CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Self-Reflection</i> • <i>Revising a classroom material to minimize bias</i> 									

Asset Based Approach

Essential Question:

- What is the difference between an asset-based perspective and a deficit-based perspective?
- How will recognizing students' passions and strengths help them in their studies?
- How do you identify and examine personal strengths and weaknesses?
- What is the importance of emphasizing student strengths rather than weaknesses?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> • I can identify the difference between asset based and deficit based perspectives. • I can predict how utilizing students' passions and strengths will positively impact their learning and academic achievement. • I can determine my own personal 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Personality assessments, values inventory etc.</i>
		Selected Response (SR)								
x		Constructed Response (CR)								
x	Performance (P)									
<p>Pacing: 0.5 Blocks</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.SL.1 • CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Articulate the value of an asset based approach and</i> 							

	<p>strengths and weaknesses.</p> <ul style="list-style-type: none"> I can justify why emphasizing students strengths instead of weaknesses better supports students' success. 	<table border="1"> <tr> <td data-bbox="684 90 739 172"></td> <td data-bbox="739 90 1024 172">Observation (O)</td> </tr> </table>		Observation (O)		<p><i>how that has impacted or could impact your education.</i></p>
	Observation (O)					

Reflective Habits of Mind

Essential Questions:

- What are key reflective practices and models to self-assess, practice, and create action plans around improving practice and becoming role models for students as they develop their own reflective habits of mind?
- How do teachers use reflective practices to become more aware of their knowledge as professionals, challenge their assumptions of everyday practices, and consider new ways of teaching that can improve the quality of learning?
- What role do ethical practices play in education to develop reflective habits?

	<ul style="list-style-type: none"> I can appraise a variety of practices and strategies to help me to develop reflective habits of mind. 	<table border="1"> <tr> <td data-bbox="684 573 739 686">X</td> <td data-bbox="739 573 1024 686">Selected Response</td> </tr> </table>	X	Selected Response	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> 				
X	Selected Response									
<p>Pacing: 3 blocks</p>	<ul style="list-style-type: none"> I can explain how teachers use reflective practices to help their students. 	<table border="1"> <tr> <td data-bbox="684 703 739 751"></td> <td data-bbox="739 703 1024 751">Constructed Response</td> </tr> <tr> <td data-bbox="684 751 739 816"></td> <td data-bbox="739 751 1024 816">Performance (P)</td> </tr> <tr> <td data-bbox="684 816 739 917"></td> <td data-bbox="739 816 1024 917">Observation</td> </tr> </table>		Constructed Response		Performance (P)		Observation	<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Quiz
	Constructed Response									
	Performance (P)									
	Observation									

Growth Mindset

Essential Question:

- How can the brain change and impact an individual's outlook on learning?

<p>Hyperlink standard code Advance CTE.</p>	<ul style="list-style-type: none"> I can defend why having a growth mindset is important to individual success. 	<table border="1"> <tr> <td data-bbox="684 1081 739 1195"></td> <td data-bbox="739 1081 1024 1195">Selected Response</td> </tr> <tr> <td data-bbox="684 1195 739 1260"></td> <td data-bbox="739 1195 1024 1260">Constructed Response</td> </tr> </table>		Selected Response		Constructed Response	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none">
	Selected Response							
	Constructed Response							
<p>Pacing: 1 block</p>		<table border="1"> <tr> <td data-bbox="684 1276 739 1325"></td> <td data-bbox="739 1276 1024 1325">Performance</td> </tr> <tr> <td data-bbox="684 1325 739 1430">x</td> <td data-bbox="739 1325 1024 1430">Observation</td> </tr> </table>		Performance	x	Observation	<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.SL.2 	<p>Assessments:</p> <ul style="list-style-type: none"> Class Discussion/ Debate
	Performance							
x	Observation							

High Personal Standards

Essential Question:

- How can high personal standards and strong ethical beliefs lead to success?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> ● I can explain how high personal standards and strong ethical beliefs lead to success. ● I can develop my own code of strong ethical beliefs that will contribute to my future success. 	Selected Response	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> ● <i>Each of the above standards should be found throughout the unit sequences.</i> 	Mandatory Lessons/Activities:
		Constructed Response		
Pacing: 5 Blocks		Performance	CCSS Connections: <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.CCRA.W.10 ● CCSS.ELA-LITERACY.CCRA.SL.2 	Assessments: <ul style="list-style-type: none"> ● <i>Revision of Code of Ethics</i>
		x Observation		

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

- Implicit bias does not affect people’s beliefs about other people.
- Implicit bias is the same as stereotyping.
- Having biases make me a bad person.
- People who are typically marginalized (non-white, non-male, non-middle class, non-Christian, cisgender, non-disabled, U.S.-born citizen, etc.) cannot be biased.
- People who have a diverse group of friends can’t be biased.
- Trying to fix biases is a waste of time.
- Sometimes it is necessary to sacrifice high personal standards to be successful.
- There is a clear right and wrong in most situations.
- Ethics do not vary and are universal.
- Personal ethics and professional ethics usually align.

OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

Module 3: Communities Impact on Learning

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</p>	<p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p>		<ul style="list-style-type: none"> •

Module 3: Communities Impact on Learning

Who are you and how has it impacted your learning?

Essential Questions:

- How do your cultural beliefs and values impact your educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> • I can recognize examples of how my cultural beliefs and values have impacted my educational experience. 	Selected Response (SR)	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • <i>Self Reflection Activity</i>
Pacing: 3 Blocks		X Constructed Response (CR)		
		Performance (P)	Assessments: <ul style="list-style-type: none"> • 	
		Observation (O)		

Other Peoples' Identity and Learning

Essential Questions:

- How do other people's cultural beliefs and values impact their educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
	<ul style="list-style-type: none"> • I can recognize how people's cultural beliefs and values have impacted their educational experience. 	Selected Response (SR)	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • <i>Listening Activity</i>
Pacing: 5 Blocks		Constructed Response (CR)		
		Performance (P)	Assessments: <ul style="list-style-type: none"> • 	

		Observation (O)		
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Teachers Understanding their Learners

Essential Questions:

Why is it important to identify the role and significance of bias before, during, and after we enter a classroom?
 How can you evaluate what students need, why they need it and how best to provide it?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> I can identify ways to create space to better understand all learners in the classroom community. 	X Selected Response (SR)	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> Each of the above standards should be found throughout the unit sequences. 	Mandatory Lessons/Activities: <ul style="list-style-type: none">
		Constructed Response (CR)		
Pacing: 2 Blocks		Performance (P)	CCSS Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.2 	Assessments: <ul style="list-style-type: none">
		Observation (O)		

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

RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

