

Board of Education Meeting

Wednesday, July 12, 2023 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE/MEETING NORMS

2. STAFF AND STUDENT RECOGNITION

2.1. Seal of Biliteracy 2023 Recognition

Presenter: Leszek Ward

2.2. Student-Athlete Recognitions

3. APPROVAL OF MINUTES

4. COMMITTEE REPORTS

5. CHAIR REPORT

Presenter: Chair Dube

6. SUPERINTENDENT REPORT

Presenter: Dr. Catherine Carbone

7. CONSENT AGENDA

7.1. PERSONNEL

7.1.a. Teacher Retirement - Effective June 30, 2023

7.1.b. Teacher Resignations - Effective June 14, 2023

7.1.c. New Teacher Hire - Effective August 28, 2023

7.1.d. A -1 Resignation - Effective June 14, 2023

7.1.e. A -1 Hire - Effective August 28, 2023

7.1.f. A-2 Resignation - Effective June 14, 2023

7.1.g. TEAM Mentors/Cooperating Teachers Applicant

7.2. GRANTS

7.2.a. SDE FRC Grant - Renewal application approval for Family Resource Centers

8. PUBLIC COMMENT

9. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

9.1. Report on Dress Down Days for 2022-2023 School Year

Presenter: Dr. Michael Dietter

9.2. Special Services Report

Presenter: Amy Martino

10. CURRICULUM REVISION

10.1. Grade 6-8 Physical Education Curriculum - First Reading

Presenter: Sara Hale

10.2. 6th Grade Exploratory - Percussion - Second Reading

Presenter: Kenneth Bagley

10.3. 7th Grade Exploratory - Piano - Second **Presenter:** Kenneth
Reading Bagley

10.4. PreK Math Curriculum Revision - Second **Presenter:** Jillian
Reading Romann

10.5. New Course - Introduction to Business
Curriculum - Second Reading

11. **TEXTBOOK ADOPTION**

11.1. Textbook- Accounting I/II - Second **Presenter:** Dr. Jamie
Reading Rechenberg

11.2. Textbook-Introduction to Business - **Presenter:** Dr. Jamie
Second Reading Rechenberg

12. **NEW BUSINESS**

13. **BUILDING REPORTS** **Presenter:** Dr.
Dietter/Tim Callahan

14. **INFORMATION/LIAISON REPORTS**

15. **ADJOURNMENT**

Bristol Central Seal of Biliteracy 2022

Firstname	Lastname	Grade	Language
Angella	Avila	12	Spanish
Jhonny	Avilez	12	Spanish
Emil	Berube	11	Spanish
Olivia	Blanca	11	Spanish
Janelle	Brand	11	Spanish
Rossy	Cabrera Vasquez	11	Spanish
Jimmy	Cantarero	11	Spanish
Estefanie	Cantres Cruz	12	Spanish
Riley	Caudill	11	Spanish
Joshua	Clukey	11	Spanish
Agnerick	Coreano	11	Spanish
Albert	Cruz Boglio	10	Spanish
Xavier	Diaz	12	Spanish
Nicol	Enciso Ocampo	10	Spanish
Brianna	Espinoza	11	Spanish
Kimberly	Flores Arsuaga	12	Spanish
Braian	Frias Mancebo	12	Spanish
Marco	Garcia Avila	12	Spanish
Jonmanuel	Gomez	12	Spanish
Breylin	Gonzalez Nunez	12	Spanish
Alondra	Gonzalez Rodriguez	12	Spanish
Erik	Granda	10	Spanish
Klaudio	Guzhda	12	Albanian
Abigail	Hernandez-Perez	11	Spanish
Abaid	Iftikhar	10	Urdu
Jessinet	Irizarry	11	Spanish
Gabriella	Jimenez-Ramos	12	Spanish
Haylie	LaBelle	11	Spanish
Seth	Lewis	11	Spanish
Jacqueline	Lopez	11	Spanish
Liliana	Lopez Lascarez	11	Spanish

Jarnielys	Marrero Candelaria	12	Spanish
Arianna	Martinez	11	Spanish
MiguelEdwardo	Martinez Peralta	11	Spanish
Anna	Melnyk	10	Ukrainian
Lisset	Miranda	11	Spanish
Miranda	Muscara	11	Spanish
Yadier	Ortiz Bilbraut	12	Spanish
Yahir	Orzuna Diaz	11	Spanish
Isabel	Paolino	11	Spanish
Andrea	Perez	12	Spanish
Ailina	Perez Flores	11	Spanish
Bryan	Perez Mendoza	12	Spanish
Edgar	Puente	11	Spanish
Yariana	Quinones Montalvo	11	Spanish
Briniam	Ramirez Reyes	12	Spanish
Ashley	Ramos	11	Spanish
Fryda	Ramos	11	Spanish
Hailey	Rosado Lopez	11	Spanish
Luqman	Saeed	11	Urdu
Juan	Salcedo Corzo	12	Spanish
Yeferson	Santizo Cantarero	11	Spanish
Mackenzie	Starks	12	Spanish
Jennifer	Sugrue	12	Spanish
Ericson	Tavarez	12	Spanish
Adrian	Turbi	11	Spanish
Joshua	Velez Gonzalez	11	Spanish
Dorian	Wilczynski	12	Polish

Bristol Eastern Seal of Biliteracy 2022

First Name	Last Name	Grade	Language
Devon	Abitabilo	11	Spanish
Ranada	Armour	12	Spanish
Taylor	Berube	12	Spanish
Nicola	Campisano	12	Spanish
Gabriela	Caucci	11	Spanish
Aiden	Cincotta	12	Spanish
Ethan	Cockayne	11	Spanish
Kitavalia	Colon	12	Spanish
Yarielis	Cruz	11	Spanish
Jose	Cruz-Mendoza	11	Spanish
Yadid	Cueva-Guartasaca	11	Spanish
Geik	Doci	12	Italian
Jessica	Doci	10	Italian
Vanessa	Drury	11	Spanish
Rio	Fernandez	11	Spanish
Lissie	Flores Eguasquiza	12	Spanish
Liam	Gagnon	11	Spanish
Sirley	Garcia Zelaya	12	Spanish
Ava	Gesner	11	Spanish
Madison	Gonneville	11	Spanish
Alexandra	Gonzalez	11	Spanish
Mikayla	Gonzalez	11	Spanish
Erica	Guzman	12	Spanish
Jayna	Hatcher	11	Spanish
Youssef	Hussien	12	Spanish
Gabriel	Jakobeit	12	Spanish
Jessica	Lopez	12	Spanish
Sophia	Lu	11	Chinese
Yanairy	Martinez Serrano	12	Spanish
Jonathan	Montgomery	11	Spanish
Gianluca	Morello	11	Spanish

Cindaliz	Negron Garcia	11	Spanish
Serenity	Nieves	12	Spanish
Trinity	Nieves	12	Spanish
Zuleimy	Ortiz	11	Spanish
Natalie	Paira	12	Spanish
Liznamary	Perez Vazquez	12	Spanish
Avigayil	Peri	12	Spanish
Angela	Pierce	12	Spanish
Carlos	Portillo	12	Spanish
Anabelle	Redline	11	Spanish
Yabel	Rivera Gonzalez	11	Spanish
Yarimarie	Rosa	11	Spanish
Neida	Santos	12	Spanish
Ruby	Santos	12	Spanish
Brayden	Schenck	11	Spanish
Declan	Schenck	11	Spanish

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to the following: [June 7, 2023 Meeting Recording](#) **Passcode: !EAXg@B5**

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, June 7, 2023 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, June 7, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Shelby Pons, Maria Simmons, Todd Sturgeon, and Dante Tagariello; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent and Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Business Manager, Erick Rosengren, Council Liaison

EXCUSED: Commissioner Kristen Giantonio

CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING NORMS

Chair Dube called the meeting to order at 7:00 p.m. and asked the audience to stand for The Pledge of Allegiance.

Chair Dube read the meeting norms into the record.

STAFF AND STUDENT RECOGNITION – The Board of Education recognized the following staff and students:

1. 2024 Bristol Teacher of the Year – Holly Caruso Pugliese – South Side School
2. 2024 Bristol Paraprofessional of the Year – Joan Pelkey – Mountain View School
3. Valedictorian and Salutatorian – BCHS and BEHS
Bristol Central High School
Valedictorian – Ava Bouchard
Salutatorian – Madeleine Lamontagne

Bristol Eastern High School
Valedictorian – Aidan Tartarelli
Salutatorian – Julia Armington

4. Sara Hale – Athletics Dean -- Nationally recognized as the Unruliest District Innovator Award

5. Sala Mohamed Imran – NEMS – Gr. 8 - Scholastic Action True Teen Story Contest Winner

6. Fine Arts Student Recognitions

<u>Student Last Name</u>	<u>Student First Name</u>	<u>School</u>	<u>Award</u>
Doyle	Aidan	BEHS	All State Music Festival
Gammell	Eva	BEHS	All State Music Festival
Brew	Ginelle	GHS	CAS Elem Arts Award
Chatfield	Antonio	IVY	CAS Elem Arts Award
D'Emmanuele	Dennis	SSS	CAS Elem Arts Award
Gabbert	Sophia	STA	CAS Elem Arts Award
Hirx	Lillian	MTV	CAS Elem Arts Award
Leary	Raeghan	IVY	CAS Elem Arts Award

6. Fine Arts Student Recognitions – cont’d

<u>Student Last Name</u>	<u>Student First Name</u>	<u>School</u>	<u>Award</u>
Mayorga	Alessandro	STA	CAS Elem Arts Award
Ortiz	Kathalina	HUB	CAS Elem Arts Award
Palacios Diaz	Ana	SSS	CAS Elem Arts Award
Palaia	Lucas	MTV	CAS Elem Arts Award
Riker	Nolan	WBS	CAS Elem Arts Award
Seeger	Amelia	HUB	CAS Elem Arts Award
Smith	Emera	WBS	CAS Elem Arts Award
Velez	Sandiel	EDG	CAS Elem Arts Award
Walters	Grace	GHS	CAS Elem Arts Award
Cody	Sarah	BEHS	CAS HS Performing Arts Award
Garcia-Cyr	Selena	BCHS	CAS HS Performing Arts Award
Peri	Avigayil	BEHS	CAS HS Visual Arts Award
Phan	Elizabeth	BCHS	CAS HS Visual Arts Award
Baim	Andrew	CHMS	CMEA Elem Honors Band
D'Emanuele	Dennis	SSS	CMEA Elem Honors Band
Deschaine	Carter	GHS	CMEA Elem Honors Band
Diaz	Isabell	GHS	CMEA Elem Honors Band
Ferrucci	Blake	WBS	CMEA Elem Honors Band
Floyd	Quinn	CHMS	CMEA Elem Honors Band
Memcott	Mikayla	MTV	CMEA Elem Honors Band
Seeger	Amelia	HUB	CMEA Elem Honors Band
Van Alstyne	Eli	WBS	CMEA Elem Honors Band
Aldama	Carlos	GHS	Fire Prevention Poster Winner
Palaseos-Diaz	Anna	SSS	Fire Prevention Poster Winner
Cuevas	Samantha	BAIMS	Northern Region HS Music Festival
Doyle	Aidan	BEHS	Northern Region HS Music Festival
Gammell	Eva	BEHS	Northern Region HS Music Festival
Kovitch	Jillian	BCHS	Northern Region HS Music Festival
Serafin	Christopher	BEHS	Northern Region HS Music Festival
Almesri	Mohamed	CHMS	Northern Region MS Music Festival
Bougie	Mia	NEMS	Northern Region MS Music Festival
Bush	Hailey	CHMS	Northern Region MS Music Festival
Caez	Keriani	BAIMS	Northern Region MS Music Festival

6. Fine Arts Student Recognitions

<u>Student Last Name</u>	<u>Student First Name</u>	<u>School</u>	<u>Award</u>
Delage	Aibhlin	BAIMS	Northern Region MS Music Festival
Delgado	Aidan	CHMS	Northern Region MS Music Festival
dos Santos	Nathan	CHMS	Northern Region MS Music Festival
Joy	Alaina	NEMS	Northern Region MS Music Festival
Malley	Quinn	CHMS	Northern Region MS Music Festival
Martin	Erin	BAIMS	Northern Region MS Music Festival
Moriarty	Nathan	NEMS	Northern Region MS Music Festival
Osnaga	David	BAIMS	Northern Region MS Music Festival
Parks	Isaiah	BAIMS	Northern Region MS Music Festival
Rodriguez	Izabella	BAIMS	Northern Region MS Music Festival
Rupert	Zoey	NEMS	Northern Region MS Music Festival
Szymanski	Emma	CHMS	Northern Region MS Music Festival
Torres	Xerena	CHMS	Northern Region MS Music Festival
Vastola	Antonietta	NEMS	Northern Region MS Music Festival
Bryan	Shyann	CHMS	Scholastic Art Award Nomination
Caron	Samantha	NEMS	Scholastic Art Award Nomination
Joy	Alaina	NEMS	Scholastic Art Award Nomination
Mayle	Sean	CHMS	Scholastic Art Award Nomination
Pazik	Maja	NEMS	Scholastic Art Award Nomination
Peri	May	NEMS	Scholastic Art Award Nomination
Phan	Elizabeth	BCHS	Scholastic Art Award Nomination
Rupert	Zoey	NEMS	Scholastic Art Award Nomination
Foote	Zephaniah	BEHS	Tri-M Music Honor Society Induction
Gabriella	Piendak	BEHS	Tri-M Music Honor Society Induction
Gammell	Eva	BEHS	Tri-M Music Honor Society Induction
Gawle	Lucas	BEHS	Tri-M Music Honor Society Induction
Gianluca	Morello	BEHS	Tri-M Music Honor Society Induction
Kish	Thomas	BEHS	Tri-M Music Honor Society Induction
Koczur	Jase	BEHS	Tri-M Music Honor Society Induction

7. BoE Student Representative Recognitions

- Bristol Central High School – Fatima Aamir - Senior
- Bristol Eastern High School – Pushpita Hossain - Senior
- Bristol Eastern High School – Max Stavens - Senior

APPROVAL OF MINUTES

May 3, 2023 Regular Meeting

On a motion by Dante Tagariello and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons and Sturgeon,) voted to approve May 3, 2023, Regular Meeting minutes as written. Commissioners Dube and Tagariello Abstained

May 24, 2023 Special BoE Meeting

On a motion by Dante Tagariello and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted to approve May 24, 2023, Special BoE Meeting minutes as written. Commissioner Sturgeon Abstained

COMMITTEE REPORTS

Operations Committee

Commissioner Carlson reported that the committee met on May 10, 2023, the committee received updates on the regular projects. The committee discussed an item that was moved to the full board for a vote this evening, it T will need to be added under New Business. The item will be a proposal to purchase half an acre of property at Stafford Elementary School by D'Amato Enterprises. This proposal is being made to give access to a rear lot that was purchased from the school approximately eight years ago by Mr. D'Amato.

Policy Committee

Chair Dube provided the Policy Committee report. The committee met on May 24, 2023. There were four policy revisions that were discussed and they will be reviewed by Dr. Dieter later this evening.

Student Achievement Committee

Commissioner Sturgeon reported that at the last meeting, four informational topics were discussed. The committee discussed religious observances. They had asked for information about that to better understand the concerns surrounding the issue, and the committee received quite a bit of information from the administration. The second item was the BAIMS lottery, the committee wanted to know how the lottery was working and what the retention rates were, they also received a lot of information on that topic. Summer School programs, course offerings, and locations were discussed and Dr. Rechenberg presented an Into to Business course.

STUDENT REPRESENTATIVE REPORTS

Bristol Eastern High School

Senior Student Representative, Pushpita Hossain provided the monthly Student Representative report. Highlights from the report included AP exam preparation and completion; upcoming final exam preparations; Teacher Appreciation Week entirely led by the Student Council; Bristol Eastern Theater Arts' (BETA) performance of Pippen at the Bristol Arts and Innovation Magnet School Rockwell Theater; recent HALO Awards where BE performing artists won best Dynamic Duo and the performance won the Best Classical Musical; Junior Prom was held on May 6th and Senior Prom was held on May 20th; Lancer Nation Mentors planned a field day for the entire school, feedback from the staff and students were incredibly positive and there are hopes for future field days for our students with the help of these mentors; award ceremonies held; senior events such as Senior Sunset held on June 4th with food, drinks, ice cream, rock signing, and yearbook signing, a senior celebration with ice cream and raffle prizes, the upcoming graduation and the after graduation party. Pushpita, along with Max Stevens have been Bristol Eastern Student Representatives for two years, they thanked everyone (Bristol Eastern Administrators, Dr. Carbone and Commissioners) for the opportunity to report on the school. It was an honor to be able to speak and represent Bristol Eastern for the Board of Education.

Bristol Central High School

Senior Student Representative Fatima Aamir was unable to attend this evening's meeting. Chair Dube read her submitted report. Highlights from the report included the Boys' track team finished their season undefeated (14-0) with a victory at the CCC South championship Meet. The baseball team also won against eastern on their senior night, ending off their season on a positive note; girls' softball team also won the Class L quarterfinal and are on their way to the state semifinals; the Interact club students received the Bristol Youth Services Community Award for all their hard work to make the school community a better place throughout this whole year; The Central Stage also held

Bristol Central High School – cont'd

a tag sale with proceeds benefiting Central Stage; BCHS was able to hold a cultural day in the gym where students can represent their diverse backgrounds but come together as one school community to learn each other's backgrounds; Senior prom was held on May 19th; finals preparation with some tutoring sessions offered to the freshmen by the NHS students; and graduation is right around the corner and all the seniors have mixed emotions but this is just the beginning and the first step towards something new and amazing. Fatima was the Bristol Central Student Representative for last two years she wrote "I'm so thankful for this opportunity to represent BCHS and share a student perspective on the school".

CHAIR REPORT

Chari Dube provided the monthly Chair Report. A change has been made to the committees. The following change was read into the record: The alternate to the Policy Sub Committee will be changed from Dante Tagariello to Jill Fitzsimons-Bula. This will be effective this month.

Chair Dube shared an end-of-year message; "I would like to congratulate all scholars, teachers, and staff on a successful school year. This was our first normal school year after the arduous COVID pandemic and I'm sure that was rewarding to anyone and everyone who was involved. I wish everyone well to stay, happy and stay healthy and to continue to learn even when you are on your summer break".

SUPERINTENDENT REPORT

Dr. Carbone presented the monthly Superintendent Report. Highlights from the report included Edgewood Recognition held Monday, June 5, 2023, End of the Year events/information, which include early release, and graduation/promotion information from across the district. Districtwide early release the last three days of school, with June 13, 2023, being the last day of the 2022-2023 school year; Dr. Carbone asked that commissioners inform principals and Susan of their graduation attendance plans. BCHS and BEHS Graduation - June 13, at 6:00 p.m. BPA Graduation - June 13, at 11:00 a.m. Promotion - NEMS Monday, June 12 at 6:00 p.m.; Promotion - WB Monday, June 12 at 5:00 p.m.; Promotion - CHMS Tuesday, June 13, at 10:00 a.m.; Promotion - BAIMS Tuesday, June 13, at 9:00 a.m. and Promotion - GH Tuesday, June 13, at 9:00 a.m.

CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which will include Items 8.A.1. through 8.B.2

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello and Dube) voted to approve the Consent Agenda as written.

PERSONNEL

VIII.A.1. Teacher Retirement - Effective June 30, 2023

Greenleaf, David - BCHS - Mathematics Teacher
Prescott, Julie - CHMS - Library Media Specialist

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept the Teacher Retirements as written.

VIII.A.2. New Teacher Hires - Effective August 28, 2023

Butler, Alexandra - Destinations - Special Education Teacher
Carriere, Michele - WB - Grade 6-8 Wellness/Health Teacher

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to approve the New Teacher Hires as written.

VIII.A.3. A-1 Resignation - Effective June 14, 2023

Archibald, Kathleen - BCHS - World Language Department Coordinator
McCane, Tara - CHMS - Purple Team Leader

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept the A-1 Resignation as written.

VIII.A.4. A-2 Resignation - Effective May 29, 2023

Turner, Joseph - BEHS - Percussion Advisor

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to approve the A-2 Resignation as written.

VIII.A.5. Teacher Request for Unpaid Leave of Absence

Dinnan, Sarah - BCHS - English Teacher - Effective June 12 through June 13, 2023

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to approve the Teacher Request for Unpaid Leave of Absence as written.

VIII.B. GRANTS

VIII.B.1. Ellen P. Hubbell School and Stafford School were named as a recipient of the Laura Bush Foundation for America's Libraries Grant

VIII.B.2. SDE Primary Mental Health Grant, "BOOST" Grant managed by FRC application approval

On a motion by Dante Tagariello and a second by Todd Sturgeon the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept the Laura Bush Foundation for America's Libraries Grant and approve the SDE Primary Mental Health Grant, "BOOST" application as written.

Jillian Romann – Elementary STEM Supervisor provided additional information regarding the Laura Bush Foundation for America's Libraries Grant that was just approved. Our Library Media Specialist Sarah Lewis who is at both Ellen P. Hubbell and Stafford School applied for the Laura Bush Foundation Grant through the American Libraries Grant she received \$5,000 for both schools and will be surveying students to find out what books they would like to see in the libraries to expand the collections in both of those spaces. We are very excited that she won for both of our libraries and we're really lucky for this experience

PUBLIC COMMENT

Written Public Comment was received prior to this evening's meeting. Chair Dube read the Public Comment rules for clarity.

Kristen Giantonio – 275 Allentown Road – wrote the board regarding gate fees.

No other members of the public in-person or online wished to address the board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Special Services Report

Amy Martino, Director of Special Services presented the monthly Special Services Report. As of May 1, 2023, 116 students with disabilities require out-of-district placements at private special education school programs. There are 79 students requiring special education programming services at other public out-of-district schools, including magnet schools. During the month of April 2023, 10% of newly registered students were identified as students with special education programming needs at the time of registration. One (1) student enrolled in BPS during the month of April

Special Services Report – cont'd

2023 received their programs and services at out-of-district special education school programs at the time of enrollment. During the month of April, there were fifty (50) 211 and sixteen (16) 911 calls.

CURRICULUM REVISION

New Course - Introduction to Business Curriculum - First Reading

Carly Fortin, Director of the Office of Teaching and Learning presented the New Course - Introduction to Business Curriculum for a First Reading. Introduction to Business is designed to be a foundational course within the Business and Finance Concentration Area. The course is listed in all but one of the concentration area pathways. This course provided foundational knowledge of economics, management, business law, marketing, and accounting & finance. Special thanks to Michelle Cote and Sharon Jacques for the time and effort in developing this course. The curriculum was attached to the agenda for review, if you have questions in the intervening month, please contact Dr. Rechenberg or Mrs. Fortin.

TEXTBOOK ADOPTION

Textbook - Introduction to Business - First Reading

Carly Fortin, Director of the Office of Teaching and Learning presented the textbook for the Introduction to Business course for a First Reading. Once the curriculum was drafted for the Introduction to Business course the committee also began to review resources that could be used for the course as a textbook. The committee reviewed three textbooks using our textbook selection rubric and are recommending *BUSN 12- Introduction to Business* as the textbook for this course. The purchase of the textbooks would be made available through the Perkins Grant. This is a First Reading. The textbooks are available for your review in the Office of Teaching and Learning. The vote for approving the textbook would occur at the next Board of Education meeting.

Textbook-Accounting I/II - First Reading

Carly Fortin, Director of the Office of Teaching and Learning presented the Accounting I/II textbook for the for a First Reading. Because we articulate our Accounting 1 and 2 curriculum with Tunxis Community College we need to use the same resources that are being used on the college campus. Our teachers reviewed two textbooks that are being used at Tunxis to narrow our selection to one. Based on our committee's review we are recommending approval of the *Century 21 Accounting, 11th ed., General Journal, Gilbertson, Lehman, Gentene*. Both books are available in the Office of Teaching and Learning should you wish to review them in the intervening month. The vote for approving the textbook would occur at the next Board of Education meeting.

POLICY REVISION

Policy 1416 - Community Relations - Fiscal Authorities

Dr. Dieter presented Policy 1416 - Community Relations - Fiscal Authorities. The Policy Committee did not make any changes to the existing policy. Dr. Dieter asked for a motion to mark the policy as reviewed and date stamped as appropriate.

On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept Policy 1416 - Community Relations - Fiscal Authorities as written.

Policy 1600 - Relations between Non-Public and other Educational Organizations and the Schools

Dr. Dieter presented Policy 1600 - Relations between Non-Public and other Educational Organizations and the Schools. The Policy Committee reviewed and did not make any changes to the existing policy. Dr. Dieter asked for a motion to mark the policy as reviewed and date stamped.

On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept Policy 1600 - Relations between Non-Public and Other Educational Organizations and the Schools as written.

Policy 1640 - Relations with Colleges and Universities Shared Services

Dr. Dietter presented Policy 1640 - Relations with Colleges and Universities Shared Services. The Policy Committee reviewed and did not make any changes to the existing policy. Dr. Dietter asked for a motion to mark the policy as reviewed and date stamped as appropriate.

On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to approve Policy 1640 - Relations with Colleges and Universities Shared Services as written.

Policy 1660 - Cooperative Arrangements with Business and Industry

Dr. Dietter presented P Policy 1660 - Cooperative Arrangements with Business and Industry. The Policy Committee reviewed and did not make any changes to the existing policy. Dr. Dietter asked for a motion to mark the policy as reviewed and date stamped.

On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to accept Policy 1660 - Cooperative Arrangements with Business and Industry as written.

NEW BUSINESS

Commissioner Shelby Pons asked that an item be added to New Business for action, the item is an amendment to BoE Policy 3453 - School Activity Funds.

On a motion by Shelby Pons and a second by Dante Tagariello and

Following a Roll Call Vote, *the motion to add an amendment to BoE Policy 3453 - School Activity Funds to New Business* **PASSED** with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Dube) **IN FAVOR** of the motion; and one (1) Commissioner (Sturgeon) **OPPOSED**.

Commissioner Pons moved that the amendment shall be added in the first paragraph of Policy 3453 following the last sentence of the same paragraph and shall read:

For the purpose of this policy Student Activity funds shall fall within the meaning under CGS Chapter 170 Section 1037 with the exception that no Student Activity fund shall be set up to include gate fees for sporting events or attendance fees for other schools sponsored events whereby Bristol residence and Bristol students shall be charged a fee for entrance to the same event. Notwithstanding the proceeding exceptions or requirements otherwise mandated under State or Federal statute Student Activity funds may be set up for gate fees for sporting events or attendance fees for other school-sponsored events wherein those same fees shall be charged to non-Bristol resident adults and children who attend the same event.

Each commissioner was given the opportunity to speak to the motion. Commissioner Sturgeon, Commissioner Anderson, Commissioner Simmons, Commissioner Carlson, Commissioner Pons, Commissioner Fitzsimons-Bula, and Commissioner Tagariello.

Discussion followed regarding how the policy will affect gate fees for certain events such as the Battle of the Bell and other ways to have addressed the omission of gate fees. Commissioner Pons stated that the policy would be for school-sponsored events held on Bristol Public Schools property.

On a motion by Shelby Pons and a second by Dante Tagariello and

Following a Roll Call Vote, *the motion to amend BoE Policy 3453 - School Activity Funds as read into the record* **PASSED** with six (6) Commissioners (Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Dube) **IN FAVOR** of the motion and two (2) Commissioners, (Anderson and Sturgeon) **OPPOSED**.

NEW BUSINESS – cont'd

Commissioner Carlson asked that an item from the Operations Committee be added under New Business, the item would be the proposed sale of approximately .56 acre of land at Stafford School, adjacent to existing property owned by Mr. Ed D'Amato.

On a motion by Eric Carlson and a second by Dante Tagariello, *the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to add the proposed sale of approximately .56 acres of land at Stafford School, adjacent to existing property owned by Mr. Ed D'Amato to New Business for a vote.*

Commissioner Carlson read the full motion:

To approve the proposed sale of approximately .56 acre of land at Stafford School, connecting a rear lot owned by Ed D'Amato of Patricia Lane, to Morris Avenue, and to move to the City Council for approval. Commissioner Tagariello seconded the motion.

Questions and discussion followed regarding Morris Avenue parking and the walking path being affected by the proposed sale.

On a motion by Eric Carlson and a second by Dante Tagariello and

Following a Roll Call Vote, *the proposed purchase of approximately .56 acres of land located at Stafford School connecting the rear lot owned by Ed D'Amato of Patricia Lane to Morris Avenue and to forward to the City Council for approval PASSED with eight (8) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) IN FAVOR of the motion.*

BUILDING REPORTS

Dr. Dieter, Deputy Superintendent provided the monthly building reports.

Northeast Middle School

OSCGR, Shortlisted the project for the State Legislature; QA&M has been approved as the architect; RFQ is out for Construction Manager at Risk; We are awaiting final written approval from the State to begin the project; Construction Manager at Risk was selected by the committee as D'Amato Downes and that will be forwarded to the City for approval.

Chippens Hill, ESSER, ARP

Construction Documents and Estimates have been finalized; The job is out to bid, anticipate bids coming in late June; Construction completion in August 2024.

Edgewood Renovation

Construction Documents and Estimates have been finalized; Paperwork submitted to OSCGR for Priority Grant Funding; The draft application has been filed at the State, looking at a January decision on funding approval.

Bristol Central & Bristol Eastern Culinary Arts

Construction Documents and Estimates have been finalized; Paperwork submitted to OSCGR for Priority Grant Funding; The draft application has been filed at the State, looking at a January decision on funding approval.

Athletic Fields and Site Upgrades

Site Civil Engineer is finalizing drawings and specifications and providing pricing for various upgrades that will be taking place across the district.

INFORMATION/LIAISON REPORTS

Liaison Reports for commissioners at elementary schools was given. Commissioner Simmons shared a report from David Huber at South Side School, Commissioner Anderson shared that parents at Stafford School are expressing

INFORMATION/LIAISON REPORTS – cont'd

concern regarding the purchase of Stafford School property and Commissioner Sturgeon shared a report from Ivy Drive School.

ADJOURNMENT

There being no other business to come before the Board, and,

On a motion by Dante Tagariello and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Sturgeon, Tagariello, and Dube) voted to adjourn the meeting (8:56 p.m.).

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

DRAFT

CONTACT



CERTIFICATION

Secondary Biology (7-12)

CT030 - (Pending)

Secondary Chemistry (7-12)

CT031 - (Pending)

REFERENCES

Hector Maldonado - Internship:

Cooperating Teacher

- 860-573-0137

Nancy Perea - Supervisor:

Homebound Tutor

- 203-525-6167

Marc Kotler - Supervisor: LTS

and TA

- 860-573-5742

AWARDS/RECOGNITION

Magna Cum Laude - May 2018

Gerontology Club Founder and President:

Fall 2017 – Spring 2018

Gerontology Honor Society President: Fall

2017 – Spring 2018

CSU Appropriations Committee Panelist:

Spring 2018

Dean's List: Spring 2015 – Spring 2018

President's List: Spring 2017 – Spring 2018

Elect Her Conference: Spring 2017 and 2018

Chemistry Club Board Member: Fall 2016

KATT WARD

Secondary Science Teacher

I'm a passionate secondary science teacher with a focus on biology and chemistry. I continue to improve my teaching skills in both middle and high school settings, and I love working with students both in one-on-one and whole-class settings. My background in General and Organic Chemistry, Physics, and Biomolecular Science classes from Central Connecticut State University has given me a solid foundation in the subject matter.

Outside of the classroom, I've gained valuable experience in research, technological services, and emergency services. I'm proud of my strong communication skills, which have allowed me to connect with students, parents, and colleagues in meaningful ways. Whether I'm explaining a complex scientific concept or listening to a student's concerns, I'm always focused on fostering a supportive and engaging learning environment. Overall, I'm excited to bring my passion and expertise to any science teaching role.

PROFESSIONAL EXPERIENCE

LONG-TERM SUBSTITUTE TEACHER, TEACHING ASSISTANT, AND TUTOR

West Hartford Public Schools

July 2020 - Present

- LTS – Taught the seventh-grade science curriculum using NGSS and Common Core standards. Created lesson plans, assignments, and tests. Graded papers/assignments, communicated with parents and students, and completed evaluations from supervisors. Created a safe space for student learning.
- TA - Assisted teachers during school hours. Filled in for teachers who were out, assisted teachers with lab experiments, and sat in on classes with students who needed one-on-one assistance. Assisted with the collection and filing of paperwork for student files.
- Club Advisor – Started/created a virtual and in-person Science Club for students to participate in hands-on science experiments and apply what they learned in class to real-world situations. Used student interests to tailor complex, engaging experiments to deeper student learning and understanding.
- Tutor - Reviewed classroom material with students to help them understand key subjects, including Algebra, Biology, Chemistry, Physics, Earth Science, English, and History. Tracked and recorded student progress to identify areas of and for improvement and provided students and parents with positive feedback within the West Hartford Public School district.

TEACHING INTERNSHIP

Wallingford Public Schools, Lyman Hall High School

August 2022 - January 2023

- Taught the tenth-grade biology curriculum using NGSS and Common Core standards. Created lesson plans, assignments, and tests. Graded papers/assignments, communicated with parents and students, and completed evaluations from supervisors. Created a safe space for student learning.

SUMMER SCHOOL CO-TEACHER

Manchester Public Schools, Manchester High School

July 2022 - August 2022

- Co-taught with other teachers over the summer program to assist students in credit recovery for Algebra II courses. Assisted with grading assignments and planning lessons. Worked one-on-one with students for work completion.

EDUCATION

Central Connecticut State University

Spring 2022 - Spring 2023

Master's in the Art of Teaching- Secondary Science

- GPA: 4.0

Central Connecticut State University

Fall 2014 - Spring 2018

Bachelor's in Biomolecular Sciences

- GPA: 3.83
- Minors: Chemistry and Gerontology

Month	Fund	Total
Sept.	Henry Barnard Memorial Fund	\$2,170.00
Oct.	BOE Immediate Response Fund	\$1,798.00
Nov.	Bristol Police Scholarship	\$5,197.00
Nov.	Bristol Business Ed. Foundation	\$1,598.00
Dec.	Bristol Food Pantries	\$1,806.00
Dec.	Bristol FRC & KIM Programs	\$1,313.00
Jan.	District Wide Unified Arts Program	\$2,057.00
Feb.	Bristol Adult Resource Center	\$1,608.00
March	BPS Community Closet	\$1,081.00
March	Attendance/School - BAIMS	\$1,523.00
April	BC/BE/BPA Scholarships	\$1,543.00
May	United Way Day of Caring	\$1,354.00
June	Shepard Meadows Equestrian Ctr.	\$753.00
	TOTAL	\$23,801.00

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Physical Education	Physical Education	6-8	N/A

Course Description:

The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well being while working on improving physical fitness and team building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities and opportunities related to physical fitness with a focus on personal improvement.

The curriculum is designed to allow students to select from a variety of activities which include:

1. Team sports: ex. Soccer, Basketball, Volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.
3. Lifetime, leisure activities, e.g. Badminton, pickleball, and backyard games.

Aligned Core Resources:

None

Connection to the [BPS Vision of the Graduate](#)

Health Literacy

- Information and services in ways that enhance overall health, and physical activity
- Understand preventative physical and mental health measures, including proper diet, exercise, risk avoidance, and stress reduction.
- Understand basic public health and safety issues

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

None

Standard Matrix

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

District Learning Expectations and Standards	Physical Fitness	Team Sports	Individual Activities	Lifetime Activities	Cooperative Games
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	S	P	P	S	S

S1.H1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).	S	S	P	P	P
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	P	S	S	S	S
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	S	P	P	S	S
S2.H1 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	S	P	P	P	S
S2.H2 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S	P	P	S	S
S2.H3 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.	S	S	P	S	S
S2.H5 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.	S	P	P	S	S
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	P	S	S	S	S
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	P	S	S	S	S

S3.H2.L1 Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	P	S	S	S	S
S3.H3.L1 Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	P	S	S	S	S
S3.H4.L1 Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	P	S	S	S	S
S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	P	S	S	P	S
S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P	S	S	P	S
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.36	P	S	S	S	S
S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	P	S	S	S	S
S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	P	S	S	S	S
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)	P	S	S	S	S
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	S	S	S	S	P

S4.H2 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	S	P	S	S	P
S4.H3 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics	S	P	S	S	P
S4.H4 Demonstrates the ability to solve problems and think critically in physical activity and/or dance setting, both as an individual and in groups.	S	P	P	P	S
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	P	S	S	P	S
S5.H1 Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	P	S	S	P	S
S5.H2 Challenge is a focus in Level 2.	P	S	S	P	S
S5.H3 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	P	S	S	P	S
S5.H4 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	P	S	S	P	S

Unit Links

1. Physical Fitness	5
2. Team Sports	8
3. Individual Sports	17
4. Lifetime Activities	21
5. Cooperative Games	24

Unit Title:	
1. Physical Fitness	
Relevant Standards: Bold indicates priority	
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Essential Question(s):	Enduring Understanding(s):
How can I improve my physical fitness?	Students will be able to demonstrate their understanding of the 4 fitness components, and the importance of exercising 3-5 times per week.
Demonstration of Learning:	Pacing for Unit
<p>I can strengthen my abdominals by performing a curl up with good form.</p> <p>I can identify the four components of fitness.</p> <p>I can strengthen my upper body by performing a push up with good form.</p> <p>I can strengthen my heart by participating in a cardiorespiratory activity.</p> <p>I can increase my flexibility by performing stretching activities.</p> <p>I can challenge myself to reach my fitness goals</p>	10 classes
Family Overview (link below)	Integration of Technology:
Unit 1 Physical Fitness Family Overview	<i>Teacher discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Muscular strength</p> <p>Muscular endurance</p> <p>Cardiovascular endurance</p> <p>Flexibility</p> <p>Interval training</p> <p>FITT principle</p> <p>Hamstring</p> <p>Pectoral muscles</p> <p>Abdominals</p> <p>Pacing</p>	<p>CT Physical Fitness Test manual</p> <p>CT Physical Fitness Test related sources</p> <p>How to write a SMART goal</p>

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students can chart their improvements in the four fitness components of the CT physical fitness test.		Students may be discouraged depending on their prior years' score. Students may not enjoy participating in the CT Physical Fitness Test.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during physical fitness unit		Endurance, strength, and flexibility are utilized during all future units of instruction.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
9.3 Develop self assessment and reflection		Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely.	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.10 Make accurate use of standard English to communicate in grade appropriate speech and writing.		I can communicate with my classmates and teachers about my progress toward meeting my fitness goals..	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1-5 (Pre-test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can create SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Student performs the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>The Student performs the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>The Student is able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> ● Curls ups <ul style="list-style-type: none"> ○ Must reach 4 inches ○ Head touches crinkle paper after every curl up ○ Elbow straight, knees bent ○ Stay on cadence ● Push ups <ul style="list-style-type: none"> ○ Arms bent at 90 degrees ○ Stay on cadence ● Sit and Reach test <ul style="list-style-type: none"> ○ One leg bent, other leg straight ○ End of fingers even with each other ● Pacer test <ul style="list-style-type: none"> ○ Must reach

		throughout the year.	designated side before beep
6-10 (Post-Test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can analyze and evaluate SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>Students are able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level throughout the year.</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> ● Curls ups <ul style="list-style-type: none"> ○ Must reach 4 inches ○ Head touches crinkle paper after every curl up ○ Elbow straight, knees bent ○ Stay on cadence ● Push ups <ul style="list-style-type: none"> ○ Arms bent at 90 degrees ○ Stay on cadence ● Sit and Reach test <ul style="list-style-type: none"> ○ One leg bent, other leg straight ○ End of fingers even with each other ● Pacer test <ul style="list-style-type: none"> ○ Must reach designated side before beep

Unit Title: Team Sports

2. Team Sports

Relevant Standards: Bold indicates priority

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Essential Question(s):

- How can I work with others to become successful?
- How can I demonstrate my knowledge of game play?
- How can I apply knowledge of concepts, skill, and strategies in my movement and performance?
- How can I exhibit proper etiquette and respect for others during game play?

Enduring Understanding(s):

Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.

Demonstration of Learning:

I can work as a team with my classmates.

I can demonstrate my understanding of proper game play by utilizing skills learned.

I can follow all of the rules of game play.

Pacing for Unit

18 classes

Family Overview (link below)

[Unit 2 Team Sports Family Overview](#)

Integration of Technology:

Teacher discretion

Unit-specific Vocabulary:

Offense
Defense
Passing
Throw/Receive
Shooting
Dribbling
Moving to an open space

Aligned Unit Materials, Resources, and Technology (beyond core resources):

[PhysEdGames](#)
[Throwing and Catching](#)
[Football - receiving](#)
[Football - throwing](#)
[Football - skills, strategy, concepts](#)
[Soccer - Instep passing](#)
[Soccer - skills, strategy, concepts](#)
[lacrosse - skills](#)
[Basketball - skills](#)
[Basketball - skills 2](#)

		Basketball - shooting Hockey - grip and shooting technique Volleyball- Setting Volleyball- Bumping Volleyball- Handout	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Application across the school environment, and after school activities.		Students may not believe that they need to utilize their teammates to accomplish their goals. Students may feel that their teammates will hinder them instead of helping their efforts.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during team sports unit.		Students will be able to rely on their teammates/classmates during future lessons/units.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Build fluencies with graduated levels of support for practice and performance. (5.3)		<ul style="list-style-type: none"> Provide differentiated models to emulate. Provide differentiated feedback. Provide multiple examples of novel solutions to authentic problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<p>I can describe the basic rules of the game.</p> <p>I can describe how to correctly utilize my teammates in order to be successful.</p> <p>I can demonstrate my knowledge of strategy by being able to ask and answer relevant questions.</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1	<p>I can properly grip, throw, and receive the football using correct form.</p> <p>I can create open space to receive a pass during a football game.</p>	<p>3 - Always demonstrates knowledge or ability to complete a spiral pass.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p> <p>3 - Always demonstrates knowledge or ability to</p>	<p>Football drills and games</p> <ul style="list-style-type: none"> throw/receive drills dynamic/static routes <p>Cues: Throwing a football</p> <ul style="list-style-type: none"> Grip towards the back of the football on laces Snap wrist when released/on follow through

		<p>create open space during game play.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p>	<p>Receiving a football</p> <ul style="list-style-type: none"> • Give diamond target with hands • Catch with hands and pull into body <p>Create open space</p> <ul style="list-style-type: none"> • Move to an open area • Open area should be opportunistic for team
2	I can demonstrate proper strategy during football game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the ability to help teammates become successful.</p> <p>1 - Inconsistently has the ability to help teammates become successful.</p>	Small sided/large games
3	<p>I can demonstrate the ability to dribble under control while using both feet.</p> <p>I can demonstrate the use of an instep pass to a partner, and be able to trap the ball using correct form.</p>	<p>3 - Always demonstrates control while dribbling with both feet.</p> <p>2 - Sometimes demonstrates control while dribbling with both feet.</p> <p>1 - Inconsistently demonstrates control while dribbling with both feet.</p> <p>3 - Always demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>2 - Sometimes demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>1 - Inconsistently demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p>	<p>Soccer drills and games</p> <ul style="list-style-type: none"> • Dribbling, passing, trapping, skills • Give and go passing • Position responsibilities • Game strategy • Small sided <p>Cues: Dribble</p> <ul style="list-style-type: none"> • Inside and outside of foot (not toe) • Small taps on ball • Keep ball close to feet <p>Instep passing/trapping</p> <ul style="list-style-type: none"> • Plant foot should be next to ball in direction of where ball is intended • Use instep to strike ball • Softly stop (trap) ball with instep or bottom of foot • Don't let ball bounce off foot when trapping
4	I can demonstrate proper strategy during soccer game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the</p>	Small sided/large games

		ability to help teammates become successful. 1 - Inconsistently has the ability to help teammates become successful.	
5	I can demonstrate/explain the fundamentals of passing, receiving, and cradling a lacrosse ball.	3 - Always demonstrates knowledge of passing, receiving, and cradling. 2 - Sometimes demonstrates knowledge of passing, receiving, and cradling. 1 - Inconsistently demonstrates knowledge of passing, receiving, and cradling.	Lacrosse drills and games <ul style="list-style-type: none"> • Scooping, cradling, shooting on goal • Passing and receiving • Small sided/large sided games Cues: Throwing <ul style="list-style-type: none"> • Pull (pull the stick back behind your shoulder). • Position (opposite foot forward). • Push (push the stick forward with upper hand while pulling lower hand toward body). • Point (follow through and point head of stick to your target) Catching <ul style="list-style-type: none"> • Show a target to the passer by having the crosse facing passer • Maintain eye contact with the passer • Move toward ball/pass with stick vertical and head of stick even with head of receiver • Extend the crosse up/high with top hand extended • Absorb impact as ball hits the crosse
6	I can demonstrate/explain the correct rules of gameplay for lacrosse.	3 - Always demonstrates knowledge of gameplay to help the team become successful. 2 - Sometimes demonstrates knowledge of gameplay to help the	Small sided/large games

		<p>team become successful.</p> <p>1 - Inconsistently demonstrates knowledge of gameplay to help the team become successful.</p>	
7	<p>I can demonstrate/explain how to properly dribble the basketball while moving.</p> <p>I can demonstrate/explain the correct form of a bounce, chest, and overhead pass.</p>	<p>3 - Always demonstrates proper technique of dribbling while under control.</p> <p>2 - Sometimes demonstrates proper technique of dribbling while under control.</p> <p>1 - Inconsistently demonstrates proper technique of dribbling while under control.</p> <p>3 - Always demonstrates proper technique of bounce, chest, and overhead passes.</p> <p>2 - Sometimes demonstrates proper technique of bounce, chest, and overhead passes.</p> <p>1 - Inconsistently demonstrates proper technique of bounce, chest, and overhead passes.</p>	<p>Basketball drills and games</p> <ul style="list-style-type: none"> • Dribbling drills, defensive dribbling • Static passing, give and go passing drills • Shooting drills using BEEF (balance, eyes, elbow, follow through). • Small sided/large sided games <p>Cues:</p> <ul style="list-style-type: none"> • Use of finger pads • Eyes up • Bouncing balls at medium or waist height.
8	<p>I can shoot the basketball using correct form.</p> <p>I can demonstrate proper strategy during basketball game play which can help my team become successful.</p>	<p>3 - Always demonstrates proper technique using BEEF.</p> <p>2 - Sometimes demonstrates proper technique using BEEF.</p> <p>1 - Inconsistently demonstrates proper technique using BEEF.</p> <p>3 - Always demonstrates knowledge of gameplay to help the team become successful.</p> <p>2 - Sometimes demonstrates knowledge of gameplay to help the team become successful.</p> <p>1 - Inconsistently demonstrates knowledge of gameplay to help the team become successful.</p>	<p>Shooting games</p> <ul style="list-style-type: none"> • Practice shooting at hoops • Relay race shooting practice • Knockout • Layup lines <p>Small/large sided games</p>

9	<p>I can demonstrate/explain the correct way to ball handle while holding the hockey stick correctly.</p> <p>I can demonstrate/explain how to correctly pass and receive during practice and game play.</p> <p>I can demonstrate/explain the difference between a wrist and slap shot.</p>	<p>3 - Always demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control. 2 - Sometimes demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control. 1 - Inconsistently demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control.</p> <p>3 - Always demonstrates ability to send and receive a pass using correct force 2 - Sometimes demonstrates the ability to send and receive a pass using correct force. 1 - Inconsistently demonstrates the ability to send and receive a pass using correct force..</p> <p>3 - Always demonstrates wrist/stick control when shooting. 2 - Sometimes demonstrates wrist/stick control when shooting. 1 - Inconsistently demonstrates wrist/stick control when shooting.</p>	<p>Floor Hockey drills and games</p> <ul style="list-style-type: none"> ● Ball handling obstacle course ● Passing/receiving to/from a partner ● Line hockey ● Shooting relay lines ● Small sided/large sided games <p>Cues:</p> <ul style="list-style-type: none"> ● Use of both sides of the blade of the hockey stick ● Eyes up ● Soft touches
10	<p>I can demonstrate proper strategy during hockey game play which can help my team become successful.</p>	<p>3 - Always has the ability to help teammates become successful. 2 - Sometimes has the ability to help teammates become successful. 1 - Inconsistently has the ability to help teammates become successful.</p>	<p>Small/large sided games</p>
11	<p>I can demonstrate/explain proper arm/hand position when striking a volleyball.</p>	<p>3 - Always strikes the volleyball and it moves towards its intended target. 2 - The student Sometimes strikes the volleyball and it moves</p>	<p>Volleyball drills and games</p> <ul style="list-style-type: none"> ● Passing and receiving to/from a target ● king/queen of the court games ● Serving practice

	I can demonstrate/explain the correct techniques for underhand and overhead pass, a spike, and underhand and overhand serves.	<p>towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p> <p>3 - Always strikes the volleyball and it moves towards its intended target.</p> <p>2 - The student Sometimes strikes the volleyball and it moves towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p>	<ul style="list-style-type: none"> • Small sided/large sided game <p>Cues</p> <ul style="list-style-type: none"> • Setting: Raise the roof, follow through above the head • Bumping: create a wall with forearms, bend knees, follow through to shoulder height • Serving: Underhand- Grandfather clock, create a pendulum • Strike ball with fist • Follow through straight ahead • Overhead: Throwing motion strike with open hand with palm.
12	I can utilize the culmination of skills and knowledge learned to successfully play a game of volleyball.	<p>3 - Always demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>2 - Sometimes demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>1 - Inconsistently demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p>	Small/large sided games
13	<p>I can demonstrate/explain how to pass to a teammate in handball.</p> <p>I can demonstrate/explain how to successfully make a give and go pass.</p>	<p>3 - Always moves the ball towards its intended target.</p> <p>2 - Sometimes moves the ball towards its intended target.</p> <p>1 - Inconsistently moves the ball towards its intended target.</p> <p>3 - Always moves the ball towards its intended target.</p> <p>2 - Sometimes moves the</p>	<p>Teams Handball drills and game</p> <ul style="list-style-type: none"> • Passing/receiving drills/games. • Cricket dodge • Give and go passing drills • Small sided/large sided game

		ball towards its intended target. 1 - Inconsistently moves the ball towards its intended target.	
14	I can demonstrate/explain successful offensive and defensive strategies.	3 - Always demonstrates the ability to place self in opportunistic positioning during gameplay. 2 - Sometimes demonstrates the ability to place self in opportunistic positioning during gameplay. 1 - Inconsistently demonstrates ability to place self in opportunistic positioning during gameplay.	Small sided/large sided game
15-16	I can demonstrate/explain the proper technique of how to throw and catch a baseball/softball. I can demonstrate/explain the proper technique of how to swing a bat.	3 - Always moves the ball towards its intended target. Ball is caught correctly in the glove. 2 - Sometimes moves the ball towards its intended target. Ball is caught correctly in the glove. 1 - Inconsistently moves the ball towards its intended target. Ball is caught correctly in the glove. 3 - Always demonstrates the proper techniques of a swing to strike the ball. 2 - Sometimes demonstrates the proper techniques of a swing to strike the ball. 1 - Inconsistently demonstrates the proper techniques of a swing to strike the ball.	Baseball/softball drills and games <ul style="list-style-type: none"> • Throwing/catching practice • Group practice swinging for form • Hit the bat game • Fielding drills • Small sided/large sided games
17-18	I can demonstrate/explain diamond game rules during gameplay.	3 - Always follow rules/strategy during gameplay. 2 - Sometimes follows rules/strategy during gameplay. 1 - Inconsistently follows rules/strategy during	Diamond games <ul style="list-style-type: none"> • Matball/kickball • Powerball • Wiffle ball • Tennis baseball

	I can use an implement to contact the manipulative.	gameplay. 3 - Always moves manipulative towards the intended target. 2 - Sometimes moves manipulative towards the intended target. 1 - Inconsistently moves manipulative towards the intended target.	
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Unit Title: Individual Sports	
3. Individual Sports	
Relevant Standards: Bold indicates priority	
<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>How can I apply knowledge of concepts, skill, and strategies in my movement and performance?</p> <p>How can participation in individual sports enhance my personal fitness?</p>	<p>Skill based learning</p> <p>Students will be able to demonstrate their understanding</p>
Demonstration of Learning:	Pacing for Unit
<p>Demonstration of proper form and technique in regards to weight lifting.</p> <p>Demonstration of proper form and technique in regards to a variety of track events.</p>	5 classes
Family Overview (link below)	Integration of Technology:
Unit 3 Individual Sports Family Overview	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Agility ● Speed ● Strength ● Endurance ● Lifetime activities ● Adapting Activities ● Activity Specific 	<p>PhysEdGames</p> <p>Perfect Pickleball</p> <p>Track and Field Resources</p> <p>Weight lifting resources and cues</p>

<ul style="list-style-type: none"> ● Strength training safety ● Forehand ● Backhand ● Open space ● Spotting ● FITT Principle ● Goal Setting ● Reflection ● Self Assessment ● Peer Assessment ● Teamwork ● Strategy ● Skill Development ● Progression ● Fundamentals ● Form ● Tactics ● Shot selection ● Strategy ● Adapting 	<p>Weight Lifting- Pushing resource</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Application for after school activities</p> <p>Integration of math and science</p>	<p>Lifting heavy weights is the only way to grow muscle.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Scaffolding from previous years in the weight lifting and track and field unit.</p>	<p>Students will be able to build a comprehensive workout program to improve their overall fitness.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>7.1 Optimize individual choice and autonomy 8.1 Heighten salience of goals and objectives</p>	<p>Differentiate the degree of difficulty or complexity within which core activities can be completed</p> <p>Vary the degrees of freedom for acceptable performance</p> <p>Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition</p>
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>Learning Targets:</p>
<p>4-5.8 Determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>6-8.5 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>	<p>Students will be able to determine the meaning of general academic and content-specific words, phrases.</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1, 2	I can demonstrate / explain proper running forms	<p>3- Always running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p>2- Sometimes running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p>1- Inconsistently running with head, neck and shoulders in line with hips, long strides, and land on the balls of your feet.</p>	<p>Sprinting-40 yard dash Distance- 100 meter run Hurdling- 110 meter Relays- 400 meter relay</p> <p>Cues:</p> <ul style="list-style-type: none"> • Running with head, neck and shoulders in line with hips, • long strides, • land on the balls of your feet
	I can demonstrate / explain how to properly throw a manipulative	<p>3- Always stepping with opposition, elbow up, follow through down and across the body</p> <p>2- Sometimes stepping with opposition, elbow up and following through down and across the body</p> <p>1- Inconsistently stepping with opposition, elbow up and following through down and across the body.</p>	<p>Cues:</p> <ul style="list-style-type: none"> • Shot put- rest shot on finger knuckles, pushing motion with momentum, not a throw. • Discus- rotate trunk release flat • Turbo-Javelin- straight arm extended, release high, and follow through at eye level
	I can demonstrate proper jumping technique	<p>3- Always kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p>2- Sometimes kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p>1-Inconsistently kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p>	<p>Cues-</p> <ul style="list-style-type: none"> • Broad Jump- leave from two feet, land on two feet • Running Long jump- Leave off of one foot land on two feet. • Vertical- Bend knees, leave off of 2 feet swing arms, explode up

3, 4, 5	I can demonstrate proper weight lifting form and technique	<p>3- Always execute proper push, pull, curl technique on muscle specific exercises.</p> <p>2- Sometimes execute proper push, pull, curl technique on muscle specific exercises.</p> <p>1- Inconsistently execute proper push, pull, curl technique on muscle specific exercises.</p>	<p>Cues- Fitness Log</p> <ul style="list-style-type: none"> ● Cardio- breathe through nose out of mouth ● Weight Training: ● Push- hands equal distance on bar, bar over correct area of body, slow and controlled. ● Pull- palms away from body, slow and controlled ● Curl- engaged core, slow controlled movements <p>Create your own workout Pyramid Training</p>
	<p>I can understand the names of exercises that focus on certain muscle groups.</p> <p>I can differentiate between a set and a repetition.</p> <p>I can demonstrate how to properly read a workout plan.</p>	<p>3- Always demonstrates a deep understanding of muscle groups and exercises that target a specific muscle</p> <p>2- Sometimes demonstrates a slight understanding of muscle groups and exercises that target a specific muscle</p> <p>1- Inconsistently demonstrates understanding of muscle groups and exercises that target a specific muscle.</p> <p>3- Always tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p>2- Sometimes tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p>1- Inconsistently tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p>	

Unit Title: Lifetime activities	
4. Lifetime Activities	
Relevant Standards: Bold indicates priority	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can I achieve a healthy level of fitness throughout my lifespan? How can I maintain a healthy level of fitness throughout my lifespan? 	Team work, fair play, skill based learning, accepting differences, respectful, inclusive
Demonstration of Learning:	Pacing for Unit
I can demonstrate interest in activities throughout a lifetime.	6 classes
Family Overview (link below)	Integration of Technology:
Unit 4 Lifetime Activities Family Overview	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Rotation Serve (overhead, underhand, jump serve) Bump Set Spike Pass Boundaries Dig Volley Communicate Kill Smash Drop shot Shuttlecock Clear Overhand Forehand	Phys. Ed Games Pickleball - info and concepts Badminton - skill cues Nitroball - info Yardgames - info

Backhand Rally Etiquette Respect Strategize Teamwork			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Integration of math and science		You have to be an elder to participate in lifetime activities.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during lifetime activities unit		Students will be able to self-organize lifetime activities.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
8.3 Foster collaboration and community		<ul style="list-style-type: none"> ● Create cooperative learning groups with clear goals, roles, and responsibilities ● Create school-wide programs of positive behavior support with differentiated objectives and supports ● Provide prompts that guide learners in when and how to ask peers and/or teachers for help ● Encourage and support opportunities for peer interactions and supports 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9- 12.7 Adapt language choices to purpose, task, and audience when speaking and writing		<p>Students can use a wide variety of complex general academic and content specific words and phrases.</p> <p>Students can employ both formal and more informal styles effectively, as appropriate</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1, 2	I can demonstrate and explain knowledge of rules during a racket/ paddle sport	<p>3- Always play by and are self-aware of the specific sport rules.</p> <p>2- Sometimes play by the rules and are self-aware of the specific sport rules</p> <p>1- Inconsistently plays by</p>	<p>Cues- Serve- underhand volley Clear Rally Smash Overhead Forehand shot-face of</p>

		the rules and is self-aware of the specific sport rules.	paddle or racket towards target. Grip-shake hands with handle Backswing-draw the sword Dink shot-deception Drive Flat face Follow through
	I can properly demonstrate a plethora of shots (backhand, forehand, clear, smash, drop and serve)	<p>3- Always performs the proper shot when presented with proper form and success</p> <p>2- Sometimes performs the proper shot when presented with proper form and success</p> <p>1- Inconsistently performs the proper shot when presented with proper form and success.</p>	<p>Cues: Forehand shot- strings or face of paddle towards target. Grip- shake hands with grip for continental Backswing- draw the sword Dink shot- deception Drive Flat face Follow through- take the earring off (high over the shoulder)</p>
3	<p>I can explain and perform how to properly strike a nitroball</p> <p>I can apply the knowledge to apply to cumulative activity of a game of nitroball</p>	<p>3- Always uses an open hand to strike the ball, (bump, set, spikes)</p> <p>2- Sometimes uses an open hand to strike the ball (bump, set, spike)</p> <p>1- Inconsistently uses an open hand to strike the ball (bump, set, spike)</p>	Cues- Open hand strike, create a wall with your forearms to bump, raise the roof for setting
4,5	I can explain and demonstrate how to play a variety of backyard games	<p>3- Always aware of the specific game rules</p> <p>2- Sometimes aware of the specific game rules</p> <p>1- Inconsistently aware of the specific game rules.</p>	Corn-hole Ladderball Canjam Crossnet

Unit Title:	
5. Cooperative Games	
Relevant Standards: Bold indicates priority	
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can cooperative learning be demonstrated in small and large group activities? • What are the necessary skills needed to successfully participate in group activities? 	Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.
Demonstration of Learning:	Pacing for Unit
I can work as a team with my classmates I can follow all of the rules of game play	6 classes
Family Overview (link below)	Integration of Technology:
Unit 5 Cooperative Games Family Overview	<i>Teacher discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Teamwork Cooperative Offense Defense Respect Communication Sportsmanship	PhysEdGames Cooperative game ideas 1 Cooperative game ideas 2 Cooperative game ideas 3 Tchoukball info
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Application across the school environment (brain breaks, general classroom, etc.)	Students may believe that it is only possible to cooperate with other students with whom they are friendly.
Connections to Prior Units:	Connections to Future Units:
Scaffolding from previous years during our cooperative games unit.	Students will need to participate in cooperative games in all units during physical education class.

Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Develop self-assessment and reflection (9.3) Foster collaboration and community (8.3)		<ul style="list-style-type: none"> • Develop and manage healthy emotional responses and interactions. • Share clear expectations for how groups should work together. • Provide prompts that guide learners in when and how to ask peers and/or teachers for help. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
4-5.1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 4-5.2 Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		I can describe the concept of fairness. I can describe what teamwork means to me and how teamwork can help achieve goals. I can work with others by listening to outside ideas and input.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1	I can work with others	3 - Always work with others towards a common goal. 2 - Sometimes work with others towards a common goal. 1 - Inconsistently work with others towards a common goal.	Floor is lava/ cross the river Get to know you games Rock, paper, scissor
2	I can give directions in a positive manner/ receive directions from a peer.	3 - Always able to explain strategy of game 2 - Sometimes able to explain strategy of game 1 - Inconsistently able to explain strategy of game	Capture the cone Perimeter patrol Bucketball
3-6	I can work with others by listening to outside ideas and input.	3 - Always able to listen to others and work towards a common goal. 2 - Sometimes able to listen to others and work towards a common goal. 1 - Inconsistently able to listen to others and work towards a common goal.	Invasion/ Ultimate games <ul style="list-style-type: none"> • Ultimate football • Ultimate frisbee • Ultimate handball • Yoshi • Swatball • Tchoukball • Striker • Four Corner Hunt

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
6th Grade Exploratory - Percussion	Music	6 - BAIMS Exploratory	
Course Description:			
Students will be introduced to the basics of percussion through the use of Bucket Drums, African Drums, and Drum Set.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Meaningfully contribute to a global society EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understand other nations and cultures including the use of non-English language <p>Demonstrate Academic Knowledge and Skills CONTENT MASTERY</p> <ul style="list-style-type: none"> • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
		Equity Curriculum Review - 6th Grade Exploratory - Percussion	

Standard Matrix

District Learning Expectations and Standards	Intro to Percussion Technique	Intro to Bucket Drumming	Intro to African Drumming	Intro to Drum Set
Creating				
MU:Cr1.1 Generate and conceptualize artistic ideas and work.		S	S	S
MU:Cr2.1 Organize and develop artistic ideas and work.				
MU:Cr3.1 Refine and complete artistic work.		S	S	S
Performing				
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P	P	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S			
MU:Pr6.1 Convey meaning through the presentation of artistic work.		P	P	P
Respond				
MU:Re7.1 Perceive and analyze artistic work.				
MU:Re8.1 Interpret intent and meaning in artistic work.				
MU:Re9.1 Apply criteria to evaluate artistic work.		S	S	S
Connecting				
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		S	S	S

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide

faster access to each unit

[Intro to Percussion Technique](#)

[Intro to Bucket Drumming](#)

[Intro to African Drumming](#)

[Intro to Drum Set](#)

Unit Title:

[Intro to Percussion Technique](#)

Relevant Standards: Bold indicates priority

MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Essential Question(s):

Pr4.3 How do performers interpret musical works?
Pr5.1 How do musicians improve the quality of their performance?

Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.
Pr.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Demonstration of Learning:

Playing assessment, Written assessment, Visual assessments

Pacing for Unit

~4 classes

Family Overview (link below)

Students are introduced to proper stick technique and rhythm notation.

Integration of Technology:

Use of MusicFirst,

Unit-specific Vocabulary:

Flam, Paradiddle, 5 Stroke Roll

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Drum Pads, 5 gallon buckets, drum sticks, "The Bucket Drumming Book," "Swick's Classroom" & other youtube play along videos.

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

N/A		I get to hit things, it doesn't require practice, it is easy.	
Connections to Prior Units:		Connections to Future Units:	
N/A		Students will use what they learn in this unit to play the different types of percussion instruments in the future units.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>6-8.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 		<p>I CAN:</p> <p>Hold my drumsticks correctly</p> <p>Read rhythm patterns correctly</p> <p>Play rhythms on a practice pad correctly</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	Hold my drumsticks correctly Read rhythm patterns correctly Play rhythms on a practice pad correctly	Visual assessments, Playing assessments, Written assessments	N/A

Unit Title:
Intro to Bucket Drumming
Relevant Standards: Bold indicates priority

MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
<p>Playing assessment, Written assessment, Visual assessments</p>	<p>~9 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>The Bucket Drumming unit is designed to introduce students to the fundamentals of bucket drumming, using buckets and drumsticks. This unit is suitable for beginners with little to no musical experience as well as intermediate drummers looking to explore a unique style of percussion. Through a combination of theoretical knowledge, practical exercises, and hands-on drumming, students will develop the skills necessary to create rhythms and performances using buckets as their primary instrument.</p>	<p>Music First Platform, Youtube play along videos (Swick's Classroom), BucketDrumming.net</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Drum Sticks, Center, Rim, Side, Quarter Notes, Eighth Notes, Sixteenth Notes</p>	<p>5 Gallon Buckets, Drum Sticks</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

Rhythm reading & Fractions, Bucket Drumming with Street Art/Busking.		You just hit stuff, it all sounds the same, you don't have to practice, it's easy	
Connections to Prior Units:		Connections to Future Units:	
The skills learned in Unit 1 will be utilized fully in this unit		Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>6-8.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 		<p>I CAN:</p> <p>Identify different parts of the bucket</p> <p>Read bucket music</p> <p>Play bucket music correctly</p> <p>Create rhythm patterns using different parts of the bucket</p> <p>Play rhythms patterns that I created on the bucket</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of the bucket, read bucket music	Visual and playing assessments, written assessments	BucketDrumming.net
Lesson 2-5	Read bucket music, play bucket music correctly	Playing assessments	BucketDrumming.net, The Bucket Drumming Book, Youtube play along videos (Swicks Classroom)
Lesson 6-9	Create rhythm patterns using different parts of the bucket Play rhythms patterns that I created on	Written and playing assessments	MusicFirst - notation software, Bucket Drumming Book,

	the bucket		BucketDrumming.net

Unit Title:	
Intro to African Drumming	
Relevant Standards: Bold indicates priority	
<p>MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
Playing assessment, Visual assessments	~5 Classes
Family Overview (link below)	Integration of Technology:
The African Drumming unit is designed to introduce students to the rich and diverse world of African drumming. Drawing from the rhythms and traditions of various African cultures, this unit provides experiences	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>

<p>in African drumming techniques, rhythms, history, and cultural context. Students will learn to play traditional African drums, explore rhythmic patterns, understand the cultural significance of drumming in African societies, and develop their playing skills..</p>	
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Quarter Notes, Eighth Notes, Sixteenth Notes, Djembe, Tubano, Tone, Slap</p>	<p>Djembes, Tubanos, Gathering Drums, Hand Drums, Talking Drums.</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connection with Social Studies African Unit,</p>	<p>Drumming is just hitting stuff, you don't have to work together in a drum circle, you don't have to practice, it's easy.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit</p>	<p>Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>Learning Targets:</p>
<p>6-8.2</p> <ul style="list-style-type: none"> ● actively listen to others ● present information and ideas ● respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> ● communicate basic information using words and phrases acquired in conversations, reading, and being read to 	<p>I CAN: Identify different African Drums Play African Drums correctly Create rhythm patterns using different parts of the African Drums</p>

		Play rhythms patterns that I created on the African Drums	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 - 2	Identify different African Drums Play African Drums correctly	Playing assessments, visual assessments	World Music Drumming by Will Schmid
Lesson 3-5	Create rhythm patterns using different parts of the African Drums Play rhythms patterns that I created on the African Drums	Playing assessments, visual assessments	World Music Drumming by Will Schmid

Unit Title:	
Intro to Drum Set	
Relevant Standards: Bold indicates priority	
<p>MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>

	<p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
Visual and Playing Assessments	~4 Classes
Family Overview (link below)	Integration of Technology:
The Introduction to Drum Set unit teaches the fundamentals of drumming and exploring the versatile and exciting world of the drum set. This unit continues with drumming techniques, rhythm, coordination, and musicality. Students will be introduced to the basic skills necessary to play the drum set effectively in various musical styles.	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Bass drum, snare drum, high tom, low tom, floor tom, hi-hat, crash cymbal, ride cymbal, quarter note, eighth note, sixteenth note	Drum sets, drum sticks,
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	Doesn't require coordination, don't need to practice, it's easy
Connections to Prior Units:	Connections to Future Units:
Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit	N/A
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal

8.3 - Foster Collaboration and community		- Develop ensemble playing	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 <ul style="list-style-type: none"> actively listen to others present information and ideas respond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to 		I CAN: Identify different parts of a drum set Read drum set music Play drum set music correctly Create rhythm patterns using the whole drum set Play rhythm patterns that I created on the drum set	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of a drum set, read drum set music	Playing assessments, visual assessments, written assessments	
Lesson 2	Play drum set music correctly	Playing assessments, visual assessments	
Lesson 3-4	Create rhythm patterns using the whole drum set, play rhythm patterns that I created on the drum set	Playing assessments, visual assessments	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
7th Grade Music Exploratory - Piano	Music	7 - BAIMS Exploratory	
Course Description:			
This course provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
Accelerated Piano Adventures (Faber book 1), Pianos		<p>Meaningfully contribute to a global society</p> <p>EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understand other nations and cultures including the use of non-English language <p>Demonstrate Academic Knowledge and Skills</p> <p>CONTENT MASTERY</p> <ul style="list-style-type: none"> • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
		Equity Curriculum Review - Piano - 7th Grade Exploratory	
Standard Matrix			

District Learning Expectations and Standards	Intro to Playing Piano	Orientation to the Staff	Bass Clef Notes	3rds (skips) on the staff	Eighth Notes
Creating					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.					
MU:Cr2.1 Organize and develop artistic ideas and work.					
MU:Cr3.1 Refine and complete artistic work.					
Performing					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S	S	S	S	S
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P	P	P
Respond					
MU:Re7.1 Perceive and analyze artistic work.					
MU:Re8.1 Interpret intent and meaning in artistic work.					
MU:Re9.1 Apply criteria to evaluate artistic work.	S	S	S	S	S
Connecting					
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.					

MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					
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Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Intro to Playing Piano](#)

[Orientation to the Staff](#)

[Bass Clef Notes: Middle C, B, A, G, F](#)

[3rds \(Skips\) on the Staff](#)

[Eighth Notes](#)

Unit Title:

Intro to Playing Piano

Relevant Standards: **Bold indicates priority**

MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

Essential Question(s):

Pr4.3 How do performers interpret musical works?
 Pr 5.1 How do musicians improve the quality of their performance?
 Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
 Pr9.1 How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.
 Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
 Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
 Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~4 Lessons
Family Overview (link below)	Integration of Technology:
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Keys, natural, sharp, flat, interval of a second, interval of a third, musical alphabet, forte, piano, whole note, half note, quarter note, measure, double bar line, pentascale, repeat sign	Keyboard worksheets, Music Theory Worksheets
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Piano is easy, I don't have to read music
Connections to Prior Units:	Connections to Future Units:
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
6-8.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas 	I CAN: Maintain proper playing posture Identify the finger numbers for playing the piano

<ul style="list-style-type: none"> • respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 		<ul style="list-style-type: none"> Identify different parts of the piano Maintain proper hand position while playing piano Identify high and low on the piano Identify different types of piano keys Identify the musical alphabet in relation to the keyboard Read rhythms Read piano notation 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	<ul style="list-style-type: none"> Maintain proper playing posture Identify the finger numbers for playing the piano Identify different parts of the piano Maintain proper hand position while playing piano Identify high and low on the piano Identify different types of piano keys Identify the musical alphabet in relation to the keyboard Read rhythms Read piano notation 	Playing, visual, and written assessments	Faber Accelerated Piano Adventures, Unit 1

Unit Title:	
Orientation to the Staff	
Relevant Standards: Bold indicates priority	
<p>MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>

Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~ 6 lessons
Family Overview (link below)	Integration of Technology:
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Staff, grand staff, treble clef, bass clef, time signature 4/4, 3/4, Middle C, mezzo forte, damper pedal, repeat sign, legato, slur,	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Piano is easy, I don't have to read music
Connections to Prior Units:	Connections to Future Units:
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
6-8.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions 	I CAN: Identify notes on the grand staff Identify $\frac{3}{4}$ and $\frac{4}{4}$ time signatures Play the piano with good technique

6-8.3		Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	
<ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to 			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-6	Identify notes on the grand staff Identify $\frac{3}{4}$ and $\frac{4}{4}$ time signatures Play the piano with good technique Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 2

Unit Title:	
Bass Clef Notes: Middle C, B, A, G, F	
Relevant Standards: Bold indicates priority	
<p>MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
Pr4.3 How do performers interpret musical works? Pr 5.1 How do musicians improve the quality of their performance? Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pr9.1 How do we judge the quality of musical work(s) and performance(s)?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~4 lessons
Family Overview (link below)	Integration of Technology:

This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.		Piano Keyboards, MusicFirst - Theory	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Bass clef notes C, B, A, G, F			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
		Piano is easy, I don't have to read music	
Connections to Prior Units:		Connections to Future Units:	
N/A		This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 		I CAN: Identify notes on the bass staff Perform rhythms with dotted half notes Play the piano with good technique Play the correct notes on the piano with both hands	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	Identify notes on the bass staff Perform rhythms with dotted half notes	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 3

	Play the piano with good technique Play the correct notes on the piano with both hands		
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Unit Title:	
3rds (Skips) on the Staff	
Relevant Standards: Bold indicates priority	
<p>MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
Pr4.3 How do performers interpret musical works? Pr 5.1 How do musicians improve the quality of their performance? Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pr9.1 How do we judge the quality of musical work(s) and performance(s)?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~4 lessons
Family Overview (link below)	Integration of Technology:
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Interval of a third, skips, steps, quarter rest	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

	Piano is easy, I don't have to read music		
Connections to Prior Units:	Connections to Future Units:		
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.		
Differentiation through Universal Design for Learning			
UDL Indicator	Teacher Actions:		
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing 		
Supporting Multilingual/English Learners			
Related CELP standards:	Learning Targets:		
<p>6-8.2</p> <ul style="list-style-type: none"> ● actively listen to others ● present information and ideas ● respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> ● communicate basic information using words and phrases acquired in conversations, reading, and being read to 	<p>I CAN: Identify intervals of thirds on the staff Play rhythms with quarter rests Play melodies that have ties Play the piano with good technique Play the correct notes on the piano with both hands</p>		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	Identify intervals of thirds on the staff Play rhythms with quarter rests Play melodies that have ties Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 4

Unit Title:

Eighth Notes

Relevant Standards: **Bold indicates priority**

MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

Essential Question(s):

Pr4.3 How do performers interpret musical works?
 Pr 5.1 How do musicians improve the quality of their performance?
 Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
 Pr9.1 How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.
 Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
 Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
 Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Playing, Visual, and Writing Assessments

Pacing for Unit

~ 4 lessons

Family Overview (link below)

This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.

Integration of Technology:

Piano Keyboards, MusicFirst - Theory

Unit-specific Vocabulary:

Mezzo piano, beamed eighth notes, phrasing, pick up notes, upbeats

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

Piano is easy, I don't have to read music

Connections to Prior Units:	Connections to Future Units:
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.

Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
<p>Perception 1.2 - Offer alternatives for auditory information</p> <p>Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p>Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions <p>6-8.3</p> <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 	<p>I CAN:</p> <p>Play rhythms with eighth notes</p> <p>Play melodies that have pickup notes</p> <p>Play melodies with appropriate phrasing</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	Play rhythms with eighth notes Play melodies that have pickup notes Play melodies with appropriate phrasing Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 4

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
PreK Mathematics	Mathematics	PreK	N/A

Course Description:

Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. The Bristol mathematics curricula embeds this *learn-by-doing* philosophy by focusing on high expectations for all students and providing students with opportunities that build conceptual understanding, computational and procedural fluency, and problem solving through the use of a variety of strategies, tools, and technologies. The mathematics curriculum is responsive to the individual needs of students, while providing a structure tied to the Connecticut Early Learning and Development Standards (CT ELDS).

The *learn-by-doing* philosophy develops mathematically literate and productive students who can effectively and efficiently apply mathematics in their lives to make informed decisions about the world around them by doing math. To be mathematically literate, one must understand major mathematics concepts, possess computational facility, and have the ability to apply these understandings to situations in daily life. Making connections between mathematics and other disciplines is key to the appropriate application of mathematics skills and concepts to solve problems. The ability to read, discuss, and write within the discipline of mathematics is an integral skill that supports mathematical understanding, reasoning and communication. The opportunity to think critically and creatively to solve problems is important to deepen mathematical knowledge and foster innovation. A rich hands-on mathematical experience is essential to provide the foundational knowledge and skills that prepare students to be mathematically literate, productive citizens.

Aligned Core Resources:

Bridges in Mathematics ([Scope and Sequences](#))

Connection to the [BPS Vision of the Graduate](#)

- COMMUNICATION**
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- CONTENT MASTERY**
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- GOAL DIRECTED**
- Set goals with tangible and intangible success criteria
 - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- CRITICAL THINKING AND PROBLEM SOLVING**
- Transfer knowledge to other situations
 -

Additional Course Information:	Link to Completed Equity Audit
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Knowledge/Skill Dependent courses/prerequisites

N/A

[2023 PreK Math- Equity Curriculum Review](#)

Standard Matrix

District Learning Expectations and Standards	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Strand A: Early learning experiences will support children to understand counting and cardinality.									
Number Names (Major)									
M.60.1 Say or sign the number sequence up to at least 20	6	10	10	10	10	10+	10+	20	20+
Cardinality (Major)									
M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	5	5	6	7	10	10	10	10	10+
M.60.3 Count out a set of objects up to five	5	5	6	6	Within 10	10	10	10	10
Written Numerals (Major)									
M.60.4 Recognize written numerals up to at least 10	N/A	N/A	4	5	6	8	10	10	10
Recognition of Quantity (Major)									

M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	5	6	6	6	6	6	6	6	6
Comparison (Additional)									
M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	5	5	6	6	Within 10	10	10	10	10
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).									
Number Operations (Supporting)									
M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)	5	6	N/A	6	5	6	6	10	10
M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects) (Additional)	N/A	N/A	N/A	N/A	5	5	3, 4, 5, 6	3, 4, 5, 6	3, 4, 5, 6
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).									
Measurement (Additional)									
M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter,	Size, weight	Length, weight	Size	length	length	Size, length, weight	N/A	length	duration

same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)									
M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	Size, weight	Length, weight	Size	length	length	Size, length, weight	N/A	length	duration
Data (Supporting)									
M. 60.11 Represent data using a concrete object or picture graph according to one attribute	Graphing Our Apples	Which Book	Feely Shapes Graph	Summer or Winter?	Sorting object on minigraph mats	Teddy Bear Graph	N/A	N/A	Tub Toy Graph
Sorting and Classifying									
M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	color	Color, shape, size, texture, type	Color, shape, size, sides, corners	use	Attributes with two categories	Same set in different ways	Same set in different ways	color	Same set in different ways
Stand D: Early Learning Experiences will support children to understand shapes and spatial relationships (geometry and spatial sense)									
Spatial Relationships									
M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	N/A	N/A	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	N/A	N/A	N/A
Identifying Shapes									

M.60.14 Identify and describe a variety of 2-dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	Recognize: Circle	Recognize: Square, Circle, Triangle, Rectangle	Recognize: Hexagon, Rhombus, Trapezoid Name: Square, Circle, Triangle, Rectangle	Recognize: Square, Circle, Triangle, Rectangle, Hexagon, Rhombus, Trapezoid Name: Square, Circle, Triangle, Rectangle, Hexagon, Rhombus, Trapezoid
Composing Shapes				
M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	N/A	Pictures	Pictures, Larger Shapes	
Unit Links				
<i>If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit</i>				

Unit Title:
September
Relevant Standards: Bold indicates priority
<p>Strand A</p> <p>Number Names</p> <ul style="list-style-type: none"> ● M.60.1 Say or sign the number sequence up to at least 20 <p>Cardinality</p>

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What skills and knowledge are needed to understand counting and cardinality? ● What skills and knowledge are needed to understand the attributes and relative properties of objects? 	Count to 5+ Sort objects by color Number sequence to 10 Count within 10

<ul style="list-style-type: none"> What skills and knowledge are needed to understand shapes and spatial relationships? 	Subitize to 5 Match sets and numerals to 5 Compare objects by size Compare sets by counting and matching																									
Demonstration of Learning:	Pacing for Unit																									
<ul style="list-style-type: none"> Developmental Indicators for the Assessment of Learning 4th Edition Work Samples (Optional) 	September- 4 Modules, 5 sessions per module																									
Family Overview (link below)	Integration of Technology:																									
September Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																									
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																									
<table border="1"> <tr> <td>Colors: Red, green</td> <td>Shapes: square, star, triangle, cube, trapezoid, hexagon, rhombus</td> <td>round</td> <td>Number words 1-10</td> <td>half</td> </tr> <tr> <td>month</td> <td>day</td> <td>pattern</td> <td>today</td> <td>September</td> </tr> <tr> <td>sides</td> <td>corners</td> <td>birthday</td> <td>count</td> <td>sort</td> </tr> <tr> <td>color</td> <td>graph</td> <td>column</td> <td>more/less</td> <td>count</td> </tr> <tr> <td>long/short</td> <td>up/down</td> <td>big/little</td> <td>larger/smaller</td> <td>heavy/light</td> </tr> </table>	Colors: Red, green	Shapes: square, star, triangle, cube, trapezoid, hexagon, rhombus	round	Number words 1-10	half	month	day	pattern	today	September	sides	corners	birthday	count	sort	color	graph	column	more/less	count	long/short	up/down	big/little	larger/smaller	heavy/light	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
Colors: Red, green	Shapes: square, star, triangle, cube, trapezoid, hexagon, rhombus	round	Number words 1-10	half																						
month	day	pattern	today	September																						
sides	corners	birthday	count	sort																						
color	graph	column	more/less	count																						
long/short	up/down	big/little	larger/smaller	heavy/light																						
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																									
<ul style="list-style-type: none"> Connections can be made to science through 	<ul style="list-style-type: none"> Some students may not understand that counting is a strategy to 																									

<ul style="list-style-type: none"> ○ Apples ○ Life cycle ● Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary ● Connections can be made to creative art through <ul style="list-style-type: none"> ○ Apple art activities ● Connections can be made to social studies through <ul style="list-style-type: none"> ○ Calendar activities 	<p>determine 'how many' and that the last number counted says how many.</p> <ul style="list-style-type: none"> ● Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names). ● Some students may not organize the set of objects to avoid counting objects already counted. ● Some students may have a mismatch between the oral words and the objects counted. ● Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.
Connections to Prior Units:	Connections to Future Units:
N/A	Students will build upon these skills each month.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Comprehension 3.1	<ul style="list-style-type: none"> ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) ● Pre-teach critical prerequisite concepts through demonstration or models
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<p>K.1- Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>K.2- participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> ● I can identify key words within the number corner routine. ● I can share my thinking by using yes/no and respond to wh- prompts.
Learning Target Success Criteria/ Assessment	Resources

I can share my mathematical thinking in the classroom. (Modules 1-4)

- I can share my thinking with the class
- I can turn and talk with a partner
- I can use a sentence to tell my partner what I am thinking
- I can explain how I solved

I can count to tell how many (Modules 1-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name and represent numbers to 5. (Module 1)

- I can connect a number symbol to its name
- I can show the number of objects that matches the number symbol

I can name, describe, and sort objects into categories. (Modules 1 & 2)

- I can sort by color
- I can sort by size
- I can sort by type

I can use 1:1 matching to solve problems. (Modules 1, 3-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly

I can compare two sets of up to 5 objects.

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can describe and compare objects.

- I can show or explain if an object is lighter, heavier or the same weight
- I can show or explain how objects are smaller, larger or the same size

I can subitize up to 5. (Modules 2-4)

- I can quickly recognize how many

Bridges

- Teacher's Manual Vol. 1
- Suggested Manipulatives
- Suggested Blackline Masters

Illustrative Mathematics Center Games

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

I can put shapes together to form new shapes. (Module 4)

- I can put two or more shapes together
- I can name the new shape

Unit Title:

October

Relevant Standards: Bold indicates priority

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):					Enduring Understanding(s):									
<ul style="list-style-type: none"> ● What skills and knowledge are needed to understand counting and cardinality? ● What skills and knowledge are needed to understand the attributes and relative properties of objects? ● What skills and knowledge are needed to understand shapes and spatial relationships? 					Count to 5 and within 10 Read numerals to 5 Compare objects by length Sort objects by type and different attributes Identify shapes Match sets and numerals to 6 Compare sets by matching Subitize to 6									
Demonstration of Learning:					Pacing for Unit									
<ul style="list-style-type: none"> ● PreK Math Individual Growth Interviews ● Work Samples (Optional) 					October - 4 Modules, 5 sessions per module									
Family Overview (link below)					Integration of Technology:									
October Unit					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>									
Unit-specific Vocabulary:					Aligned Unit Materials, Resources, and Technology (beyond core resources):									
<table border="1"> <tr> <td>Colors: Brown</td> <td>Shapes: hexagon</td> <td>big/little</td> <td>calendar/ day/month</td> <td>count</td> </tr> </table>					Colors: Brown	Shapes: hexagon	big/little	calendar/ day/month	count	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build				
Colors: Brown	Shapes: hexagon	big/little	calendar/ day/month	count										

Green Orange Red Yellow Orange blue	rhombus square trapezoid triangle			
small/medium/big	fewest	graph	heavy/light heavier/lighter	How many
line	match	pair	More than one	most
Next	Number words 0-10	October	One more	Ordinal numbers 1st-6th
pattern	round	today	week	yesterday
length/weight	long/longer than	same	short/shorter than	Balance scale


Illustrative Mathematics Center Game - Subtraction Towers

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

- Connections can be made to science through
 - Pumpkins
 - Leaves
 - Life cycle
- Connections can be made to literacy and language through
 - Read alouds
 - Theme related vocabulary
- Connections can be made to creative art through
 - Pumpkin art activities
 - Leaf themed art activities
- Connections can be made to social studies through
 - Calendar activities

- Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.
- Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).
- Some students may not organize the set of objects to avoid counting objects already counted.
- Some students may have a mismatch between the oral words and the objects counted.
- Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.
- One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.

	 <ul style="list-style-type: none"> Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.
Connections to Prior Units:	Connections to Future Units:
Students will build upon the counting, subitizing, sorting and comparing skills from the September unit.	Students will build the foundation for the numeracy and patterning skills needed for the November unit.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Expression and Communication 5.3	<ul style="list-style-type: none"> Provide scaffolds that can be gradually released with increasing independence and skills Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
K.2- Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> I can answer yes or no questions in relation to contexts for counting.
Learning Target Success Criteria/ Assessment	Resources
<p>I can name and represent numbers to 5. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can connect a number symbol to its name <input type="checkbox"/> I can show the number of objects that matches the number symbol <p>I can share my mathematical thinking in the classroom. (Modules 1-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can share my thinking with the class <input type="checkbox"/> I can turn and talk with a partner <input type="checkbox"/> I can use a sentence to tell my partner what I am thinking <input type="checkbox"/> I can explain how I solved <p>I can count to tell how many. (Modules 1-4)</p>	<p>Bridges</p> <ul style="list-style-type: none"> Teacher’s Manual Vol. 1 Suggested Manipulatives Suggested Blackline Masters <p>Illustrative Mathematics Center Games</p> <ul style="list-style-type: none"> <i>What’s Behind My Back</i> <i>Shake and Spill</i> <i>Grab and Count</i> <i>Tower Build</i> <i>Subtraction Towers</i>

- I can move the objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name and describe objects. (Module 1)

- I can show or explain an attribute of an object

I can name, describe, and sort objects into categories. (Modules 1-2)

- I can sort by color
- I can sort by size
- I can sort by type

I can describe and compare three-dimensional shapes. (Module 1-2)

- I can show or explain if an object is round
- I can show or explain if an object is hard

I can use 1:1 matching to solve problems. (Modules 1, 3-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly

I can compare and describe sets of objects. (Modules 2-4)

- I can show or explain if a set is less
- I can show or explain if a set is more
- I can show or explain if a set is equal

I can subitize up to 5. (Modules 2-4)

- I can quickly recognize how many are in a set

I can describe and compare objects. (Module 2)

- I can show or explain if an object is lighter, heavier or the same weight.
- I can show or explain how objects are shorter, longer or the same length

I can compare two sets of up to 5 objects. (Module 3)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

Unit Title:

November

Relevant Standards: **Bold indicates priority**

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):					Enduring Understanding(s):				
<ul style="list-style-type: none"> • What skills and knowledge are needed to understand counting and cardinality? • What skills and knowledge are needed to understand the attributes and relative properties of objects? • What skills and knowledge are needed to understand shapes and spatial relationships? 					Count to 6 Compare objects by size Sort shapes by type Identify and describe shapes Understand positional words Subitize to 6 Read numerals to 6 Match sets and numerals to 5 Identify, name, describe, and draw shapes Sort objects by multiple attributes Write numerals to 4				
Demonstration of Learning:					Pacing for Unit				
<ul style="list-style-type: none"> • November Observation Checklist (Optional) 					November - 4 Modules, 5 sessions per module				
Family Overview (link below)					Integration of Technology:				
November Unit					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>				
Unit-specific Vocabulary:					Aligned Unit Materials, Resources, and Technology (beyond core resources):				
Shapes Circle Hexagon Pentagon	big/little	calendar	behind	Color words	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers				

Rectangle Square Triangle Rhombus trapezoid				
corners	count	day	How many	large
length	line	match	month	more
More than one	next	November	Number words -6	pattern
repeat	shape	sides	small	straight
today	week	yesterday	curved	medium-sized
Number words 1-6	Position words (In, on, next to, inside, outside, and so on)	graph	Ordinal numbers 1st, 2nd	

<p>Opportunities for Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary ● Connections can be made to creative art through <ul style="list-style-type: none"> ○ Shape related art activities ● Connections can be made to social studies through <ul style="list-style-type: none"> ○ Calendar activities ○ Shape Hunt throughout the school community 	<p>Anticipated misconceptions:</p> <p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p>
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One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.



Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.

Connections to Prior Units:	Connections to Future Units:
Students will build upon the numeracy and patterning skills from the October unit.	Students will build the foundation for the data and geometry skills needed for the December unit.

Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
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Recruiting Interest 7.1	<ul style="list-style-type: none"> ● Provide learners with as much discretion and autonomy as possible by providing choices in such things as: <ul style="list-style-type: none"> ○ The type of rewards or recognition available ○ The tools used for information gathering or production ○ The sequence or timing for completion of subcomponents of tasks ● Allow learners to participate in the design of classroom activities and academic tasks ● Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
K.8- Determine the meaning of words and phrases in oral presentations and literary and informational text.	I can identify a square, circle, triangle and rectangle.

Learning Target Success Criteria/ Assessment	Resources
I can describe and compare objects. (Module 1-4) <input type="checkbox"/> I can show or explain how objects are the same	Bridges <ul style="list-style-type: none"> ● Teacher’s Manual Vol. 1

- I can show or explain how objects are different
- I can show or explain how objects are smaller, larger or the same size

I can name, describe and compare shapes. (Module 1-4)

- I can identify a hexagon, rhombus and trapezoid
- I can identify and name a square, circle, triangle and rectangle

I can use positional language to describe objects in my world. (Module 1, 2 & 3)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can count to tell how many. (Module 1, 2 & 4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can compare two sets of up to 6 objects. (Module 1, 3 & 4)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can draw shapes. (Module 1, 2 & 4)

- I can draw a circle
- I can draw a triangle
- I can draw a square

I can sort objects by attributes. (Module 1 & 3)

- I can sort by color
- I can sort by shape
- I can sort by size
- I can sort by sides
- I can sort by corners

I can write numerals to 4. (Module 2 & 4)

- Suggested Manipulatives
- Suggested Blackline Masters

Illustrative Mathematics Center Games

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can grip my pencil
- I can form the numbers 1-4

I can subitize up to 6. (Module 3)

- I can quickly recognize how many

Unit Title:

December

Relevant Standards: Bold indicates priority

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">● What skills and knowledge are needed to understand counting and cardinality?● What skills and knowledge are needed to understand and describe relationships to solve problems?● What skills and knowledge are needed to understand the attributes and relative properties of objects?● What skills and knowledge are needed to understand shapes and spatial relationships?	Count to 7 Count within 10 Add within 4 pictures Subtract 1 or 2 from quantities within 10 using objects Identify and describe shapes Subitize to 6 Read numerals to 7 Read and write numerals to 5 Compare sets to 5 Identify and name shapes Compare sets by matching Compare objects by length Sort objects Match sets and numerals to 7 Sort objects by function

Demonstration of Learning:					Pacing for Unit
<ul style="list-style-type: none"> December Observation Checklist (Optional) 					December - 4 Modules, 5 sessions per module
Family Overview (link below)					Integration of Technology:
December Unit					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:					Aligned Unit Materials, Resources, and Technology (beyond core resources):
add	backward	Colors: Black blue	calendar	cold	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
corners	Count	Days of the week	daytime	December	
forward	graph	Shapes: hexagon Rhombus Square Trapezoid triangle	How many	hot	
less	lines	match	month	more	
More than one	next	nighttime	Number words 0-10	Ordinal numbers 1st-4th	
plus	predict	repeat	sides	summer	
temperature	thermometer	today	winter	after	
around	before	shape	straight	Too short/too long	
compare	equal	graph	How many	longer/longer than	

more	most	row	same/same length	shorter/shorter than	
Opportunities for Interdisciplinary Connections:					Anticipated misconceptions:
<ul style="list-style-type: none"> • Connections can be made to science through <ul style="list-style-type: none"> ○ Snowflakes ○ Water Cycle • Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary • Connections can be made to creative art through <ul style="list-style-type: none"> ○ Snowflake art activities • Connections can be made to social studies through <ul style="list-style-type: none"> ○ Calendar activities 					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. $8-5=5-8$.</p>
Connections to Prior Units:					Connections to Future Units:

Students will build upon the data and geometry skills from the November unit.	Students will continue to build the subitizing and sorting skills needed in the January unit.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Comprehension 3.2	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
K.2- Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can participate in short conversations to solve counting problems.
Learning Target Success Criteria/ Assessment	Resources
<p>I can name, describe and compare shapes. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid <input type="checkbox"/> I can identify and name a square, circle, triangle and rectangle <p>I can draw shapes. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw a circle <input type="checkbox"/> I can draw a square <p>I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show how I put together to solve <input type="checkbox"/> I can show how I take away to solve <p>I can describe and compare objects. (Module 1 & 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show or explain how objects are the same <input type="checkbox"/> I can show or explain how objects are different <input type="checkbox"/> I can show or explain how objects are shorter, longer or the same length 	<p>Bridges</p> <ul style="list-style-type: none"> ● Teacher’s Manual Vol. 1 ● Suggested Manipulatives ● Suggested Blackline Masters <p>Illustrative Mathematics Center Games</p> <ul style="list-style-type: none"> ● <i>What’s Behind My Back</i> ● <i>Shake and Spill</i> ● <i>Grab and Count</i> ● <i>Tower Build</i> ● <i>Subtraction Towers</i>

<p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can move objects into a line <input type="checkbox"/> I can point to each object <input type="checkbox"/> I can count slowly <p>I can use the last number I said to tell how many I can subitize up to 6. (Module 2 & 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can quickly recognize how many <p>I can write numerals to 5. (Module 2 & 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can grip my pencil <input type="checkbox"/> I can form the numbers 1-5 <p>I can compare two sets of up to 6 objects. (Module 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how two sets are the same <input type="checkbox"/> I can explain how two sets are different <input type="checkbox"/> I can show or explain which set has less <input type="checkbox"/> I can show or explain which set has more <p>I can sort objects by attributes. (Module 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can sort by how we use an object 	
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Unit Title:
January
Relevant Standards: Bold indicates priority
<p><u>Strand A</u></p> <p>Number Names</p> <ul style="list-style-type: none"> ● M.60.1 Say or sign the number sequence up to at least 20 <p>Cardinality</p> <ul style="list-style-type: none"> ● M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set ● M.60.3 Count out a set of objects up to five

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

- **M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):																									
<ul style="list-style-type: none"> • What skills and knowledge are needed to understand counting and cardinality? • What skills and knowledge are needed to understand and describe relationships to solve problems? • What skills and knowledge are needed to understand the attributes and relative properties of objects? • What skills and knowledge are needed to understand shapes and spatial relationships? 	Count to 10 Read numerals to 6 Write numerals to 6 Match sets and numerals to 8 Add 1 within 5 Subitize to 6 Read and write numerals within 10 Match sets and numerals to 8 Compare sets to 10 Sort objects by color Identify, name, and draw shapes Count within 10 Compare sets by matching																									
Demonstration of Learning:	Pacing for Unit																									
<ul style="list-style-type: none"> • PreK Math Individual Growth Interviews • January Observation Checklist (Optional) 	January - 4 Modules, 5 sessions per module																									
Family Overview (link below)	Integration of Technology:																									
January Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																									
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																									
<table border="1"> <tbody> <tr> <td>alike</td> <td>behind</td> <td>calendar</td> <td>Color words</td> <td>count</td> </tr> <tr> <td>Days of the week</td> <td>different</td> <td>fewer/less</td> <td>graph</td> <td>How many</td> </tr> <tr> <td>January</td> <td>line</td> <td>match</td> <td>month</td> <td>more</td> </tr> <tr> <td>More than one</td> <td>next</td> <td>number</td> <td>Number words 1-10</td> <td>pair</td> </tr> <tr> <td>pattern</td> <td>predict</td> <td>rectangle-shaped</td> <td>repeat</td> <td>round</td> </tr> </tbody> </table>	alike	behind	calendar	Color words	count	Days of the week	different	fewer/less	graph	How many	January	line	match	month	more	More than one	next	number	Number words 1-10	pair	pattern	predict	rectangle-shaped	repeat	round	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
alike	behind	calendar	Color words	count																						
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More than one	next	number	Number words 1-10	pair																						
pattern	predict	rectangle-shaped	repeat	round																						

same	sort	square	today	triangle-shapes
yesterday	add	circle	Ordinal numbers 1st-6th	plus
column	first	equal	less	same/equal

Opportunities for Interdisciplinary Connections:

- Connections can be made to science through
 - Snow melting science experiments
- Connections can be made to literacy and language through
 - Read alouds
 - Theme related vocabulary
- Connections can be made to creative art through
 - Winter theme art projects
- Connections can be made to social studies through
 - Calendar activities

Anticipated misconceptions:

Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.

Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).

Some students may not organize the set of objects to avoid counting objects already counted.

Some students may have a mismatch between the oral words and the objects counted.

Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.

One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.



Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.

Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.

Students may incorrectly think that subtraction is commutative, i.e. $8-5=5-8$.

Connections to Prior Units:

Connections to Future Units:

Students will build upon the subitizing and sorting skills from the December unit.

Students will build the foundation for interval counting, adding and subtracting one, and pairing skills needed for the February unit.

Differentiation through Universal Design for Learning

UDL Indicator

Teacher Actions:

Comprehension 3.3
January

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches
- Provide interactive models that guide exploration and new understandings
- Introduce graduated scaffolds that support information processing strategies
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
- Progressively release information (e.g., sequential highlighting)
- Remove unnecessary distractions unless they are essential to the instructional goal

Supporting Multilingual/English Learners

Related CELP standards:

Learning Targets:

K.9- Create clear and coherent grade appropriate speech and text.

I can use first, next, after that and last to solve addition problems.

**Learning Target
Success Criteria/
Assessment**

Resources

I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 1)

- I can show how I put together to solve
- I can show how I take away to solve

I can count to tell how many. (Module 1-4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name, describe and compare shapes (Module 1 & 3)

Bridges

- Teacher’s Manual Vol. 1
- Suggested Manipulatives
- Suggested Blackline Masters

Illustrative Mathematics Center Games

- *What’s Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can identify a circle, square, triangle and rectangle
- I can identify a hexagon, rhombus and trapezoid
- I can name a square, circle, triangle and rectangle
- I can name a hexagon, rhombus and trapezoid

I can use positional language to describe objects in my world. (Module 2)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can subitize up to 6. (Modules 2-4)

- I can quickly recognize how many

I can write numerals to 6. (Module 2 & 3)

- I can grip my pencil
- I can form the numbers 1-6.

I can describe and compare objects. (Module 2 & 3)

- I can show or explain how objects are the same
- I can show or explain how objects are different
- I can show or explain how objects are shorter, longer or the same length

I can sort objects by attributes. (Module 3)

- I can sort objects into two categories.

I can draw shapes. (Module 3)

- I can draw a circle
- I can draw a square

I can compare two sets within 10 objects. (Module 3 & 4)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

Unit Title:

February

Relevant Standards: Bold indicates priority

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What skills and knowledge are needed to understand counting and cardinality? ● What skills and knowledge are needed to understand and describe relationships to solve problems? ● What skills and knowledge are needed to understand the attributes and relative properties of objects? ● What skills and knowledge are needed to understand shapes and spatial relationships? 	Count to 10+ Add 1 within 10 Generate combinations for 5 Understand and use positional words Subitize to 6 Read numerals to 10 Write numerals to 6 Match sets and numerals to 10 Compare sets to 10 Add, subtract within 6 using objects, pictures, fingers Count within 20 Compare sets by matching Sort objects by two or more different attributes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> ● February Observation Checklist (Optional) 	February - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
February Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

A few	above	add	alike	backward	<p>Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers</p>
behind	below	beside	Color words	count	
Days of the week	doubles	February	forward	How many	
In back of	In front of	Inside	less/fewer	line	
match	month	more	next	Numbers words 1-20	
On top of	outside	pair	partner	pattern	
plus	predict	repeat	same	today	
underneath	yesterday	Belong together	circle	column	
different	graph	plus	Position/location words	sort	
Opportunities for Interdisciplinary Connections:					
<ul style="list-style-type: none"> ● Connections can be made to science through <ul style="list-style-type: none"> ○ Bear related science experiments ● Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary ● Connections can be made to creative art through <ul style="list-style-type: none"> ○ Bear theme art projects ● Connections can be made to social studies through <ul style="list-style-type: none"> ○ Calendar activities 					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p>

		<p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. $8-5=5-8$.</p>
Connections to Prior Units:		Connections to Future Units:
Students will build upon the interval counting, adding and subtracting one, and pairing skills from the January unit.		Students will build the foundation for the counting sequence, adding and subtracting skills needed for the March unit.
Differentiation through Universal Design for Learning		
UDL Indicator		Teacher Actions:
Expression and Communication 5.1	<ul style="list-style-type: none"> Use physical manipulatives (e.g., blocks/shapes, 3D models, two color counters) 	
Supporting Multilingual/English Learners		
Related CELP standards:		Learning Targets:
K.8- Determine the meaning of words and phrases in oral presentations and literary and informational text.		I can identify and use vocabulary such as count, how many and match to help me solve.
Learning Target Success Criteria/ Assessment		Resources
I can name, describe and compare shapes . (Module 1) <input type="checkbox"/> I can identify a circle, square, triangle and rectangle		Bridges <ul style="list-style-type: none"> Teacher’s Manual Vol. 1

- I can identify a hexagon, rhombus and trapezoid
- I can name a square, circle, triangle and rectangle
- I can name a hexagon, rhombus and trapezoid

I can draw shapes. (Module 1)

- I can draw a circle
- I can draw a triangle
- I can draw a square

I can count to tell how many. (Module 1-4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can use positional language to describe objects in my world. (Module 1 & 3)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can subitize up to 6. (Module 2 & 3)

- I can quickly recognize how many

I can describe and compare objects. (Module 2 & 3)

- I can show or explain how objects are the same
- I can show or explain how objects are different
- I can show or explain if an object is lighter, heavier or the same weight.
- I can show or explain how objects are shorter, longer or the same length

I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 2 & 4)

- I can show how I put together to solve
- I can show how I take away to solve

I can write numerals to 8. (Module 3)

- I can grip my pencil
- I can form the numbers 1-8

I can compare two sets of up to 10 objects. (Module 3)

- I can explain how two sets are the same

- Suggested Manipulatives
- Suggested Blackline Masters

Illustrative Mathematics Center Games

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can sort objects by attributes. (Module 4)

- I can sort the same set in different ways

Unit Title:

March

Relevant Standards: **Bold indicates priority**

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">● What skills and knowledge are needed to understand counting and cardinality?● What skills and knowledge are needed to understand and describe relationships to solve problems?● What skills and knowledge are needed to understand the attributes and relative properties of objects?● What skills and knowledge are needed to understand shapes and spatial relationships?	Count to 10+ Read numerals to 10 Subitize to 6 Read and write numerals to 10 Match sets and numerals to 10 Compare sets to 10 Add within 6 using pictures, fingers Identify and name shapes Count within 20 Add within 6 using objects Generate combinations within 6 using objects Subtract 1 within 6 using objects Add 1,2, or 3 within 10 by counting on Sort objects by two or more different attributes Identify and name shapes
Demonstration of Learning:	Pacing for Unit

<ul style="list-style-type: none"> • March Observation Checklist (Optional) 	March																																			
Family Overview (link below)	Integration of Technology:																																			
March Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																																			
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																																			
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Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																																			
<ul style="list-style-type: none"> • Connections can be made to science through <ul style="list-style-type: none"> ○ Making, testing, and predicting different structures through shapes • Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary 	<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p>																																			

<ul style="list-style-type: none"> • Connections can be made to creative art through <ul style="list-style-type: none"> ◦ Shape theme art projects • Connections can be made to social studies through <ul style="list-style-type: none"> ◦ Calendar activities 	<p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. $8-5=5-8$.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Students will build upon the counting sequence, adding and subtracting skills from the February unit.</p>	<p>Students will build the foundation for the conceptual subitizing and addition notation skills needed for the April unit.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Comprehension 3.2</p>	<ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
<p>Supporting Multilingual/English Learners</p>	

Related CELP standards:	Learning Targets:	
K.8- Determine the meaning of words and phrases in oral presentations and literary and informational text.	I can identify a hexagon, rhombus, and trapezoid.	
Learning Target Success Criteria/ Assessment		Resources
<p>I can sort objects by attributes. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can sort the same set in different ways <p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can move objects into a line <input type="checkbox"/> I can point to each object <input type="checkbox"/> I can count slowly <input type="checkbox"/> I can use the last number I said to tell how many <p>I can name, describe and compare shapes . (Module 1, 2 & 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a circle, square, triangle and rectangle <input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid <input type="checkbox"/> I can name a square, circle, triangle and rectangle <input type="checkbox"/> I can name a hexagon, rhombus and trapezoid <p>I can compare two sets of up to 10 objects. (Module 2 & 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how two sets are the same <input type="checkbox"/> I can explain how two sets are different <input type="checkbox"/> I can show or explain which set has less <input type="checkbox"/> I can show or explain which set has more <p>I can subitize up to 6. (Module 2-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can quickly recognize how many <p>I can write numerals to 10. (Module 2 & 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can grip my pencil <input type="checkbox"/> I can form the numbers 1-10. <p>I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show how I put together to solve 		<p>Bridges</p> <ul style="list-style-type: none"> • Teacher’s Manual Vol. 1 • Suggested Manipulatives • Suggested Blackline Masters <p>Illustrative Mathematics Center Games</p> <ul style="list-style-type: none"> • <i>What’s Behind My Back</i> • <i>Shake and Spill</i> • <i>Grab and Count</i> • <i>Tower Build</i> • <i>Subtraction Towers</i>

I can show how I take away to solve

Unit Title:

April

Relevant Standards: Bold indicates priority

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

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Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What skills and knowledge are needed to understand counting and cardinality? ● What skills and knowledge are needed to understand and describe relationships to solve problems? ● What skills and knowledge are needed to understand the attributes and relative properties of objects? ● What skills and knowledge are needed to understand shapes and spatial relationships? 	Count to 10 Count within 20 Subitize to 6 Read numerals to 10 Write numerals to 6 Subtract 1 within 10 using objects Generate combinations for 5 Match sets and numerals to 10 Identify and name shapes Compose with shapes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> ● April Observation Checklist (Optional) 	April - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
April Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

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<ul style="list-style-type: none"> ● Connections can be made to science through <ul style="list-style-type: none"> ○ Observing and describing symmetry in nature ● Connections can be made to literacy and language through <ul style="list-style-type: none"> ○ Read alouds ○ Theme related vocabulary ● Connections can be made to creative art through <ul style="list-style-type: none"> ○ Symmetrical and theme based art projects ● Connections can be made to social studies through <ul style="list-style-type: none"> ○ Calendar activities 					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p>																																												

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Connections to Prior Units:	Connections to Future Units:
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Students will build upon the conceptual subitizing and addition notation skills from the March unit.	Students will build the foundation for the addition strategies used in the May unit.
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Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
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- | | |
|-------------------|---|
| Comprehension 3.3 | <ul style="list-style-type: none"> ● Give explicit prompts for each step in a sequential process ● Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) ● Provide interactive models that guide exploration and new understandings ● Introduce graduated scaffolds that support information processing strategies ● Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media) ● “Chunk” information into smaller elements ● Progressively release information (e.g., sequential highlighting) ● Remove unnecessary distractions unless they are essential to the instructional goal |
|-------------------|---|

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:	
K.9- Create clear and coherent grade appropriate speech and text.	I can use numbers and pictures to put objects in order.	
Learning Target Success Criteria/ Assessment		Resources
<p>I can represent and solve addition and subtraction problems up to 10 in many ways. (Module 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show how I put together to solve <input type="checkbox"/> I can show how I take away to solve <p>I can write numerals to 10. (Module 1 & 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can grip my pencil <input type="checkbox"/> I can form the numbers 1-10. <p>I can subitize up to 6. (Module 1-3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can quickly recognize how many <p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can move objects into a line <input type="checkbox"/> I can point to each object <input type="checkbox"/> I can count slowly <input type="checkbox"/> I can use the last number I said to tell how many <p>I can name, describe and compare shapes . (Module 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a circle, square, triangle and rectangle <input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid <input type="checkbox"/> I can name a square, circle, triangle and rectangle <input type="checkbox"/> I can name a hexagon, rhombus and trapezoid <p>I can compare two sets of up to 10 objects. (Module 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how two sets are the same <input type="checkbox"/> I can explain how two sets are different <input type="checkbox"/> I can show or explain which set has less <input type="checkbox"/> I can show or explain which set has more <p>I can describe and compare objects. (Module 3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show or explain how objects are shorter, longer or the same length 		<p>Bridges</p> <ul style="list-style-type: none"> • Teacher’s Manual Vol. 1 • Suggested Manipulatives • Suggested Blackline Masters <p>Illustrative Mathematics Center Games</p> <ul style="list-style-type: none"> • <i>What’s Behind My Back</i> • <i>Shake and Spill</i> • <i>Grab and Count</i> • <i>Tower Build</i> • <i>Subtraction Towers</i>

I can sort objects by attributes. (optional free choice center- Bug Scavenger Hunt)

Unit Title:

May

Relevant Standards: Bold indicates priority

Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

Strand B

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

Strand D

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What skills and knowledge are needed to understand counting and cardinality? ● What skills and knowledge are needed to understand and describe relationships to solve problems? ● What skills and knowledge are needed to understand the attributes and relative properties of objects? ● What skills and knowledge are needed to understand shapes and spatial relationships? 	Count within 20 Add and subtract using pictures, fingers, and numbers Subitize to 4 Write numerals to 4 Match sets and numerals to 10 Compare sets to 10 Read numerals to 10+ Generate combinations for 4 Add and subtract using objects Add quantities to 6 within 16 by counting on Sort objects by two or more different attributes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> ● Developmental Indicators for the Assessment of Learning 4th Edition ● PreK Math Individual Growth Interviews ● May Observation Checklist (Optional) 	May - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
May Unit	<i>Intentionally aligned use of digital tools and resources to support acquisition of</i>

content, researching, organizing and communicating learning

Unit-specific Vocabulary:

Aligned Unit Materials, Resources, and Technology (beyond core resources):

add/plus	backward	behind	clear	count
Count on	Days of the week	dry/wet	experiment	float
forward	group/groups	heavy/light	How many	less/fewer
line	May	month	more	next
Number words 1-20	pattern	predict/prediction	Repeat	same
sink	sort	subtract/take away	today	tomorrow
yesterday	addition/plus sign	Shapes: trapezoid, triangle, half-circle, Circle, rectangle	Belong together	column
different	graph	more	plus	subtract/take away sign

Illustrative Mathematics Center Game - What's Behind My Back
 Illustrative Mathematics Center Game - Shake and Spill
 Illustrative Mathematics Center Game - Grab and Count
 Illustrative Mathematics Center Game - Tower Build
 Illustrative Mathematics Center Game - Subtraction Towers

Opportunities for Interdisciplinary Connections:


Anticipated misconceptions:

- Connections can be made to science through
 - Sink and Float activities and water based experiments
- Connections can be made to literacy and language through
 - Read alouds
 - Theme related vocabulary
- Connections can be made to creative art through
 - Watercolor painting
- Connections can be made to social studies through

Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.

Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).

Some students may not organize the set of objects to avoid counting objects already counted.

<ul style="list-style-type: none"> ○ Calendar activities 	<p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. $8-5=5-8$.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Students will build upon the addition strategies used in the April unit.</p>	<p>Within the final unit of the school year, students are building the foundational skills and knowledge to prepare for kindergarten:</p> <ul style="list-style-type: none"> ● understand counting and cardinality ● understand and describe relationships to solve problems ● understand the attributes and relative properties of objects ● understand shapes and spatial relationships
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Perception 1.3</p>	<ul style="list-style-type: none"> ● Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts ● Provide physical objects and spatial models to convey perspective or interaction ● Provide auditory cues for key concepts and transitions in visual information
<p>Supporting Multilingual/English Learners</p>	

Related CELP standards:	Learning Targets:	
K.9- Create clear and coherent grade appropriate speech and text.	I can use numbers and pictures to describe the interaction of objects.	
Lesson Sequence Learning Target Success Criteria/ Assessment		Resources
<p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can move objects into a line <input type="checkbox"/> I can point to each object <input type="checkbox"/> I can count slowly <input type="checkbox"/> I can use the last number I said to tell how many <p>I can represent and solve addition and subtraction problems up to 10 in many ways. (Module 1, 2 & 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show how I put together to solve <input type="checkbox"/> I can show how I take away to solve <p>I can subitize up to 6. (Module 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can quickly recognize how many <p>I can write numerals to 10. (Module 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can grip my pencil <input type="checkbox"/> I can form the numbers 1-10. <p>I can name, describe and compare shapes . (Module 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a circle, square, triangle and rectangle <input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid <input type="checkbox"/> I can name a square, circle, triangle and rectangle <input type="checkbox"/> I can name a hexagon, rhombus and trapezoid <p>I can compare two sets of up to 10 objects. (Module 2-4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how two sets are the same <input type="checkbox"/> I can explain how two sets are different <input type="checkbox"/> I can show or explain which set has less <input type="checkbox"/> I can show or explain which set has more <p>I can sort objects by attributes. (Module 4)</p>		<p>Bridges</p> <ul style="list-style-type: none"> • Teacher’s Manual Vol. 1 • Suggested Manipulatives • Suggested Blackline Masters <p>Illustrative Mathematics Center Games</p> <ul style="list-style-type: none"> • <i>What’s Behind My Back</i> • <i>Shake and Spill</i> • <i>Grab and Count</i> • <i>Tower Build</i> • <i>Subtraction Towers</i>

I can sort the same set in different ways

I can describe and compare objects. (optional free choice center- Sinkers)

I can show or explain how objects move slower or faster

Intro to Business 1 CTE Curriculum



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 clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster 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	Introduction to Business 1
Course Description for Program of Studies	This is a basic business course designed to familiarize students with a variety of topics in the field of business. Students will gather a basic understanding of general business, economics, management, marketing, business law, and accounting and finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.
Grade Level	9-10
Pre-requisites	N/A
Credit (if applicable)	0.5

[Unit 1: Economics](#)

[Unit 2: Management](#)

[Unit 3: Business Law](#)

[Unit 4: Marketing](#)

[Unit 5: Accounting & Finance](#)

UNIT 1: Economics

At the completion of this unit, students will have a basic understanding of what economics is, the laws of supply/demand and how to measure an economy.

UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the economic principles and concepts fundamental to business operations	Understand fundamental economic concepts to obtain a foundation for employment in business.	Explain the concept of economic resources (EC:003, LAP-EC-014) (CS) Describe the concepts of economics and economic activities (EC:001, LAP-EC-006) (CS) Determine economic utilities created by business activities (EC:004, LAP-EC-013) (CS) Explain the principles of supply and demand (EC:005, LAP-EC-011) (CS)	Goods Services Wants Needs Scarcity Economics Equilibrium Supply Demand
Understands the economic principles and concepts fundamental to business operations	Understand the nature of business to show its contributions to society.	Explain the role of business in society (EC:070, LAP-EC-070) (CS) Describe types of business models (EC:138) (SP) Describe factors that affect the business environment (EC:105, LAP-EC-105) (SP) Explain how organizations adapt to today's markets (EC:107, LAP-EC-107) (SP)	Business Consumers Factors of Production Inflation Deflation Depression Recession Recovery Prosperity Unemployment
Understands the economic principles and concepts fundamental to business operations	Understand economic systems to be able to recognize the environments in which businesses function.	Explain the types of economic systems (EC:007, LAP-EC-017) (CS) Identify factors affecting a business's profit (EC:010, LAP-EC-002) (CS) Explain the concept of competition (EC:012, LAP-EC-008) (CS)	Competition Profit Market Economy Command Economy Mixed Economy Business Cycle
Understands the economic principles and concepts fundamental to business operations	Acquire knowledge of the impact of government on business activities to make informed economic decisions.	Determine the relationship between government and business (EC:008, LAP-EC-016) (CS)	Capital Inflation GDP

		Discuss the supply and demand for money (EC:096) (MN) Explain the role of the Federal Reserve System (EC:097) (MN)	Standard of Living Debt Deflation Depression Recession Recovery Prosperity Unemployment
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UNIT 1: ESSENTIAL QUESTIONS

- How do different types of economies compare (what to produce, how to produce, for whom to produce)?
- Why study economics?
- What are the advantages and disadvantages of the different economies?
- What role do governments and consumers play in the economic cycle?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Fundamentals Economics	<ul style="list-style-type: none"> • I can determine the difference between wants and needs. • I can identify how economic activity is measured and list the four phases of a business cycle. 	<table border="1"> <tr> <td>x</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> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	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"> • Create a supply and demand curve. • Interpret a chart of statistics to identify trends and current state of an economy.
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	3 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> • Summative Quiz 								
Nature of Business	<ul style="list-style-type: none"> • I can explain the four factors of production and the role of scarcity in decision-making. • I can explain how banks “create” money and earn profits. 	<table border="1"> <tr> <td>x</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> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Class Discussion • Research the causes of inflation and the impact on the economy.
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	2 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> • Summative Quiz 								
Economic Systems	<ul style="list-style-type: none"> • I can compare/contrast the three types of economic systems. 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> </table>		Selected Response	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Using a graphic organizer or a table, compare the 3 types of economic systems 						
	Selected Response											

		Constructed Response		<ul style="list-style-type: none"> Research countries that align with each economic system.
Pacing:	3 Blocks	x Performance (P)	CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> Summative Quiz
		Observation		
Government	<ul style="list-style-type: none"> I can understand the roles of government and consumers in an economic system. 	Selected Response	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Outline outside influences on a business and their impact on the business. Analyze the effects of government regulations on different business situations.
Pacing:	3 Blocks	x Observation	CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> Summative Quiz
		Constructed Response		
		Performance		

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
Businesses have free-rein in the United States.	This will be the first time they are seeing this content due to the introductory level of this course.	Compare the economy of the United States with that of another country.	Student choice in topics to research

RESOURCES

Textbook - TBD

UNIT 2: Management

At the completion of this unit, students will have a basic understanding of the ways a business can be owned, organized and operated.

UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department	Recognize management's role to understand its contribution to business success	Explain management theories and their applications (SM:030) (MN) Explain motivation theories and their applications (SM:080) (MN)	Planning Organizing Staffing Directing Management Plan Organizational Chart Departmentalization Management Levels Motivation Inspiration
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Apply knowledge of business ownership to establish and continue business operations.	Explain types of business ownership (BL:003, LAP-BL-001) (CS)	Sole Proprietorship Unlimited Liability Partnership LLC Corporation Stock Franchise NonProfit Cooperative Producer Processor Manufacturers Wholesaler Retailer
Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	Employ leadership skills to achieve workplace objectives.	Explain the concept of leadership (EI:009, LAP-EI-016) (CS) Explain the nature of ethical leadership (EI:131, LAP-EI-131) (CS)	Leadership Human Resources Integrity Autocratic Democratic Free-reign Teams

			Delegate
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UNIT 2: ESSENTIAL QUESTIONS

- What is the most effective form of business ownership?
- What roles do managers play?
- How do “teams” help businesses run smoothly?
- Why do leadership styles vary?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Management Role	<ul style="list-style-type: none"> ● I can explain the four functions of management. ● I can identify the differences in various management structures. ● I can name the necessary skills for effective management. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	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"> ● Analyze various ethical/management dilemmas by using problem-solving methods ● Create a chart symbolizing the roles of managers and their importance
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	3 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz 								
Business Ownership	<ul style="list-style-type: none"> ● I can identify the differences in the major forms of business organizations and ownership. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">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"> ● 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Identify local, national, and international businesses that align with different categories of ownership.
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	2 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz 								
Leadership	<ul style="list-style-type: none"> ● I can describe the qualities of a leader. ● I can identify the main types of leadership styles. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> </table>		Selected Response	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Perform self-analysis of personal leadership qualities ● Create an organizational chart 						
	Selected Response											

		<table border="1"> <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>		Constructed Response	x	Performance (P)		Observation		<ul style="list-style-type: none"> ● Outline current trends in management and leadership within the business world
	Constructed Response									
x	Performance (P)									
	Observation									
Pacing:	3 Blocks		CCSS Connections: <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> ● Summative Quiz ● Reflection on Own Leadership Style 						

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
Everyone is fit to be a leader. Being a leader is easy.	This will be the first time they are seeing this content due to the introductory level of this course.	Research leadership styles of successful and unsuccessful business owners.	Self-assessment and reflection of personal leadership qualities.

RESOURCES

TBD - Textbook
Leadership Style Self-Assessment
Ethical/Management Dilemmas

UNIT 3: Business Law

At the completion of this unit, students will have a basic understanding of where laws come from, what constitutes a crime and the basic components of a contract.

UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.	Comply with the spirit and intent of laws and regulations (BL:163, LAP-BL-163) (CS)	Civil Law Criminal Law Common Law

operations and transactions		Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Describe methods used to protect intellectual property (BL:051) (SP)	Crime Statute Ordinance Constitution Antitrust Consideration Trademark Patent Copyright
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.	Describe the nature of legally binding contracts (BL:002) (SP)	Tort Genuine Agreement
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Acquire foundational knowledge of the legal environment in which businesses operate to protect the company's well-being.	Describe factors affecting the settlement of legal matters (BL:159) (SP) Describe the litigation process (BL:160) (SP) Discuss the arbitration/mediation process (BL:161) (SP)	Settlement Litigation Arbitration Mediation Procedural Law

UNIT 3: ESSENTIAL QUESTIONS

- What are laws and why do we have them?
- How does a contract differ from an agreement?
- What are the basic requirements, rights, and responsibilities when entering into a contract?
- What is the difference between civil law and criminal law?
- What are the types of business related crimes?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Foundation al Law Knowledge	<ul style="list-style-type: none"> • I can identify the difference between civil and criminal law. • I can explain the sources of laws and how the legal system evolved in our society. • I can compare/contrast patents, trademarks, copyrights. • I can explain the role of government agencies in our legal system. • I can identify the elements of a crime. 	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</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>	x	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"> • Research a government agency and show their role in our legal system. • Compare and Contrast Civil and Criminal Law • Explain the process of obtaining a patent/copyright/trademark.
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	5 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> • Summative Quiz 								
Contracts	<ul style="list-style-type: none"> • I can understand the key elements of a contract. 	<table border="1" style="width: 100%;"> <tr> <td></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> <tr> <td></td> <td style="text-align: center;">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"> • 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Review elements of a contract. • Discuss Rights and Responsibilities when entering into a contract.
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	2 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> • Create a contract between self and parent/guardian. 								

Business' Well-Being	<ul style="list-style-type: none"> I can explain the difference between arbitration and mediation. I can describe the litigation process. 	<table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	x	Selected Response	x	Constructed Response	x	Performance (P)		Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Class Discussion Outline key issues in business disputes
x	Selected Response											
x	Constructed Response											
x	Performance (P)											
	Observation											
Pacing:	2 Blocks		CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> Research a key issue in business and produce a deliverable 								

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
All laws are the same between individuals and businesses.	This will be the first time they are seeing this content due to the introductory level of this course.	Write a law for the classroom providing justification.	Develop a contract between student and parent about an issue of their choice.

RESOURCES

Textbook - TBD

Unit 4: Marketing

At the completion of this unit, students will have a basic understanding of what marketing is and the ways to reach a target market.

UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy	Understand marketing's role and function in business to facilitate economic exchanges with customers.	Explain marketing and its importance in a global economy (MK:001, LAP-MK-004) (CS)	Target Market Market Marketing

organizational objectives		Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS)	Break Even Point Wholesaler Demographics Marketing Mix Direct Distribution Indirect Distribution Retailer Marketing Concept Channel of Distribution Market Research Relationship Marketing Advertising Sales Approach
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UNIT 4: ESSENTIAL QUESTIONS

- How is Marketing used in a business?
- What are the most effective ways to reach a target market?
- Why is marketing important in our global economy?
- How do marketing strategies impact individuals, business, and society?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Marketing	<ul style="list-style-type: none"> • I can explain how marketing is used in a business. • I can identify and describe the 4 P's of marketing. • I can determine the most effective ways to reach a specific target market. • I can explain the importance of marketing in the global economy. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td></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> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)	x	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"> • Evaluation of the 4 P's and their impact on the economy and marketing • Identify the functions of marketing • Evaluate advertisements to determine target markets
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
Pacing:	5 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<p>Assessments:</p> <ul style="list-style-type: none"> • Create an advertisement for a specific target market using the 4 P's. 								

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
Advertisements are meant for everyone. Marketing is only sales. Marketing is the same across the world. The global economy is not impacted by marketing.	This will be the first time they are seeing this content due to the introductory level of this course.	Create an advertisement to a market of their choosing.	Student choice with advertisement creation.

RESOURCES

UNIT 5: Accounting & Finance

At the completion of this unit, students will have a basic understanding of what is the purpose of accounting, the time value of money and various components of loans.

UNWRAPPED STANDARDS

MBA Research	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of accounting to understand its nature and scope.	Describe the need for financial information (FI:579, LAP-FI-579) (CS) Explain the concept of accounting (FI:085, LAP-FI-085) (CS)	Accounting Assets Liabilities Accounting equation Financial accounting Managerial accounting Revenue Expenses Capital Variable costs
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Implement accounting procedures to track money flow and to determine financial status.	Describe the nature of cash flow statements (FI:091, LAP-FI-091) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093, LAP-FI-093) (SP) Describe the nature of income statements (FI:094, LAP-FI-094) (SP)	Balance sheet Financial statement Income statement Statement of cash flows Statement of owner's equity Auditor Net income
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of finance to understand its nature and scope.	Explain the role of finance in business (FI:354, LAP-FI-354) (CS) Discuss the role of ethics in finance (FI:355, LAP-FI-355) (SP)	Stakeholders Securities Rule of 72
Understands tools, strategies, and	Manage financial resources to ensure solvency.	Describe the nature of budgets (FI:106,	Budgeting

<p>systems used to maintain, monitor, control, and plan the use of financial resources</p>		<p>LAP-FI-106) (SP) Interpret financial statements (FI:102) (MN)</p>	<p>Creditors Amortization Interest Compounding Principal</p>
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UNIT 5: ESSENTIAL QUESTIONS

- What is accounting?
- Who uses financial information?
- What is the time value of money (what does it cost, how does it grow?)
- What are the components of a loan?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Foundation al Accounting Knowledge	● I can explain the role of accounting in business.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	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"> ● Sort Accounts into Assets, Liabilities, and Equity ● Participation in Classroom Discussion ● 				
x	Selected Response (SR)											
x	Constructed Response (CR)											
Pacing:	1 Block	<table border="1" style="width: 100%;"> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	CCSS Connections: <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> ● Summative Quiz 				
	Performance (P)											
	Observation (O)											
Accounting Procedures	● I can interpret financial statements.	<table border="1" style="width: 100%;"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)	x	Observation (O)	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> ● 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Review various financial statements ● Interpret financial statements ● Summarize findings of financial statements ● Determine the viability of a business based on the information in the financial statements.
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
Pacing:	3 Blocks		CCSS Connections: <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> ● Performance Task: Interpret and Summarize findings of financial statements. 								
Foundation	● I can determine the purpose of		Lesson Progression and Standards Connection:	Mandatory Lessons/Activities:								

al Finance Knowledge	financial information in the operation of a business.	<table border="1"> <tr><td>x</td><td>Selected Response</td></tr> <tr><td>x</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	x	Constructed Response		Performance (P)		Observation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Participation in Class Discussion • Share with class and demonstrate various online calculators to compare/contrast loans and savings plans.
x	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
Pacing:	1 Block		CCSS Connections: <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> • Summative Quiz 								
Financial Resources	<ul style="list-style-type: none"> • I can evaluate factors that determine the affordability of a loan. • I can calculate interest for loans and investments 	<table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance</td></tr> <tr><td>x</td><td>Observation</td></tr> </table>		Selected Response	x	Constructed Response	x	Performance	x	Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Use online calculators to compare/contrast loans and savings plans • Calculate interest for loans and investments
	Selected Response											
x	Constructed Response											
x	Performance											
x	Observation											
Pacing:	3 Blocks		CCSS Connections: <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	Assessments: <ul style="list-style-type: none"> • Performance Quiz 								

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
Businesses always have money. Businesses always make money.	This will be the first time they are seeing this content due to the introductory level of this course.	Create financial statements using Google Sheets/Microsoft Excel	Students can work in pairs to complete performance activities.

RESOURCES

TBD - Textbook
Online Loan Calculators

Google Sheets or Microsoft Excel