

Board of Education Meeting

Wednesday, August 2, 2023 7:00 PM

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

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

2. **APPROVAL OF MINUTES**

3. **COMMITTEE REPORTS**

4. **CHAIR REPORT**

5. **SUPERINTENDENT REPORT**

6. **CONSENT AGENDA**

6.1. PERSONNEL

6.1.a. Administrative Retirement - Effective September 1, 2023

6.1.b. Administrative Resignations

6.1.c. Teacher Resignations - Effective June 14, 2023

6.1.d. New Teacher Hires - Effective August 28, 2023

6.1.e. A-1 Hires - Effective August 28, 2023

7. **PUBLIC COMMENT**

8. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

8.1. New Teacher Hiring Overview for 2023-2024

8.2. Revisions to 2023-2024 and 2024-2025 School Year Calendars

8.3. Back to School Bash Information

9. **CURRICULUM REVISION**

9.1. Acting for Camera and Voice (Second Reading)

9.2. Playwriting (Second Reading)

9.3. Curriculum Revision - Astronomy (Second Reading)

9.4. Curriculum Revision: Meteorology (Second Reading)

9.5. New Course: Introduction to Business II (First Reading)

10. **POLICY REVISION**

10.1. Policy 3453 - School Activity Funds

11. **NEW BUSINESS**

12. **BUILDING REPORTS**

13. **INFORMATION/LIAISON REPORTS**

14. **VOTE TO CONVENE INTO EXECUTIVE SESSION**

15. **RECONVENE INTO PUBLIC SESSION**

16. **ADJOURNMENT**

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: [July 12, 2023](#)

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, July 12, 2023 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, July 12, 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 7:01 p.m. and asked the audience to stand for The Pledge of Allegiance. Chair Dube asked that the audience join her in a moment of silence for Kristine Colby, Grade 4 Teacher at Ellen P. Hubbell from 9/7/73 to 6/17/08.

Chair Dube read the meeting norms into the record.

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

Seal of Biliteracy 2023 Recognition

Carly Fortin presented the Seal of Biliteracy 2023 Recognition. This spring, 109 students qualified for the Seal of Biliteracy, 32 students more than the year before. Students qualified for the Seal of Biliteracy based on their demonstrated proficiency in Albanian, Spanish, Polish, Ukrainian, Urdu, Arabic, Chinese, Italian, and Portuguese. Students demonstrated proficiency they have acquired through their coursework in Bristol or their lived experiences by taking a variety of different assessments, including the AAPPL, STAMP and OPI/WPT. Seniors who qualified were awarded the Seal this year, while other students who qualified will be awarded the Seal at graduation. Their success represents the rich cultural diversity of Bristol Public Schools and the hard work of students and teachers over the course of many years. (Student Listing Attached)

Student-Athlete Recognitions

Coaches and students from Bristol Central and Bristol Eastern were recognized for their spring season accomplishments and accolades.

Bristol Central Track Coach Tamara Stafford, and students Frankie Porrini, III and Treshawn Blair were present to be recognized.

Bristol Eastern Track Coach Paul Ryskowski, and students Rayshon Andrews, Jack Mulcunry, Justin Sanchez, Ryan Braccia, and Kaelyn Gonzalez were present to be recognized.

APPROVAL OF MINUTES

June 7, 2023 Regular Meeting

On a motion by Dante Tagariello, seconded by Russell Anderson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello and Dube) voted to approve the June 7, 2023 Regular Meeting minutes as written. Commissioner Giantonio Abstained

COMMITTEE REPORTS

Operations Committee

Commissioner Carlson reported that the committee met on June 14, 2023. The committee received a presentation involving the Energy Assistance Program from Eversource.

Student Achievement Committee

Commissioner Fitzsimons-Bula reported the committee met on June 21st and voted to approve four curriculum revisions that will be up for acceptance tonight these include Pre-K math, 6th Grade Exploratory Drumming at BAIMS, 7th Grade Exploratory Piano at BAIMS and Grade 6-8 Physical Education. There were two informational items presented for a first reading, Acting for Camera and Voice and Playwriting. The next Student Achievement meeting will be held on June 19, 2023.

CHAIR REPORT

Chair Dube provided the monthly Chair Report. Chair Dube reported that Commissioner Todd Sturgeon resigned effective July 5, 2023. Chair Dube and Mayor Caggiano are interviewing candidates and should have an appointment selected by the beginning of next week.

Chair Dube shared that she learned just yesterday that our city Charter does indicate that all appointments will have to run in the following election for the remaining half of their term. Therefore, the new appointment that should be voted on in August as well as any other appointments for the term ending in 2025 will be on the ballot for a two-year term.

SUPERINTENDENT REPORT

Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone shared information regarding Edgewood Pre-K Academy Update, NEMS Building Update, a Farm-to-School Update, the recent Climate Camp, the upcoming BAPS retreat and lastly, we currently have 427 Kindergarten enrollments, Dr. Carbone reminded parents to enroll their Kindergarten students.

CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which will include Items 7.A.1. through 7.B.1

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the Consent Agenda as written.

PERSONNEL

Teacher Retirement - Effective June 30, 2023

Lombardo, Cynthia - BEHS – Guidance Counselor

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to accept the Teacher Retirement - Effective June 30, 2023 as written.

Teacher Resignations - Effective June 14, 2023

Carosella, Joseph - BAIMS/NEMS - Wellness Teacher
Hamedi, Jennifer - BAIMS - Grade 6-8 Science Teacher
Friedman, Rebecca - SSS - Grade 2 Teacher
Marlak, Rachel - EDGE - Kindergarten Teacher

Teacher Resignations - Effective June 14, 2023 – cont'd

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to accept the Teacher Resignations - Effective June 14, 2023 as written.

New Teacher Hire - Effective August 28, 2023

Ward, Katt - BAIMS - Grade 6-8 Science Teacher

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the New Teacher Hire - Effective August 28, 2023 as written.

A-1 Resignation - Effective June 14, 2023

Gworek, Gary - NEMS - Yellow Team Leader

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to accept the A-1 Resignation - Effective June 14, 2023 as written.

A-1 Hire - Effective August 28, 2023

Sheedy, Kara - NEMS - Yellow Team Leader

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the A-1 Hire - Effective June 14, 2023 as written

A-2 Resignation - Effective June 14, 2023

Bourke, Logan - BEHS - Math League, Co-Advisor

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to accept the A-2 Resignation - Effective June 14, 2023 as written.

TEAM Mentor/Cooperating Teacher

Jessica Epps - Districtwide Special Education

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the TEAM Mentors/Cooperating Teacher as written.

GRANTS

SDE FRC Grant - Renewal application approval for Family Resource Centers

On a motion by Dante Tagariello, seconded by Eric Carlson, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the SDE FRC Grant - Renewal application approval for Family Resource Centers as written.

PUBLIC COMMENT

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

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Report on Dress Down

Dr. Dietter presented the Report on Dress Down Days for 2022-2023 School Year

The Board of Education agreed to waive the staff dress code for monthly dress-down days that would benefit students and/or staff. Staff donated a total of \$23,801.00 for the 2022-2023 school year

Special Services Report

Amy Martino, Director of Special Services presented the monthly Special Services Report. As of June 1, 2023, 1,822 of the 8,207 enrolled Bristol Public School students are identified as requiring Special Education programming. This enrollment reflects 22.2% of the total BPS student population. As of June 1, 2023, 117 students with disabilities require out-of-district placements at private special education school programs. There are 80 students requiring special education programming services at other public out-of-district schools, including magnet schools. During the month of May 2023, 17% of newly registered students were identified as students with special education programming needs at the time of registration. Zero students enrolled in Bristol Public Schools during the month of May 2023 received their programs and services at out-of-district special education school programs at the time of enrollment. During the month of May, there were (74) 211 and (13) 911 calls.

ESY (Extended School Year) Report

Mrs. Martino, shared information regarding the BPS ESY program. The Bristol Public Schools provides a robust extended school year program for students with IEPs who meet the eligibility criteria for extended school year instruction and related services. This summer, approximately 285 students began the extended school year program on July 5th. The program runs through August 9th and students attend Monday through Thursday each week from 9 am to 12 pm. Lunch and transportation are provided. We have approximately 110 staff supporting our program this summer.

Seal of Biliteracy 2023 Recognition

Students Mackenzie Starks and Yadi Ortiz Bilbraut from Bristol Central High School addressed the Board regarding receiving the Seal of Biliteracy.

CURRICULUM REVISION

Grade 6-8 Physical Education

On a motion by Shelby Pons, seconded by Dante Tagariello, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the Grade 6-8 Physical Education Curriculum Revision.

6th Grade Exploratory – Percussion

On a motion by Jill Fitzsimons-Bula, seconded by Shelby Pons, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve 6th Grade Exploratory – Percussion Curriculum Revision.

7th Grade Exploratory – Piano

On a motion by Shelby Pons, seconded by Jill Fitzsimons-Bula, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve 7th Grade Exploratory – Piano Curriculum Revision.

PreK Math Curriculum

On a motion by Shelby Pons, seconded by Maria Simmons, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve PreK Math Curriculum Revision.

New Course - Introduction to Business Curriculum – Second Reading

On a motion by Dante Tagariello, seconded by Jill Fitzsimons-Bula, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve New Course - Introduction to Business Curriculum.

TEXTBOOK ADOPTION

Textbook - Accounting I/II – Second Reading

On a motion by Dante Tagariello, seconded by Jill Fitzsimons-Bula, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the - Accounting I/II Textbook - Introduction to Business Textbook - Century 21 Accounting, 11th ed., General Journal.

Textbook - Introduction to Business – Second Reading

On a motion by Dante Tagariello, seconded by Jill Fitzsimons-Bula, and following a Roll Call Vote,

The Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, Tagariello and Dube) voted unanimously to approve the BUSN-12: Introduction to Business.

NEW BUSINESS

There was no New Business to come before the Board.

BUILDING REPORTS

Tim Callahan, provided the monthly building reports.

Northeast Middle School

The Northeast Middle School project was approved. Of the \$89 million dollars needed for the project, we are receiving \$52 million from the State.

Chippens Hill, ESSER, ARP

We did not receive any bids back for the work. A lot of people walk through the building looked at the project but with all the money right now for ESSER, ARP companies are busy. We are at a standstill right now. We are looking at other ways to get the project done and hope that we can get an extension for the ESSER funds.

Edgewood Renovation

We have done a lot of work to get this ready for this year. We have a targeted alteration that we're going to get funded by the State. As we did with NEMS last year, we applied for the grant this year we will be hearing next June whether we are approved.

Athletic Fields and Site Upgrades

We are working on the batting cages and dugouts. We also have some analysis being done by Benesh Civil Engineering to help us improve the tracks. The next phase will be to do a full construction renovation of those tracks.

INFORMATION/LIAISON REPORTS


No commissioner had information or a liaison report.

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 meeting was adjourned.
(7:48 p.m.).*

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

DRAFT

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: [July 26, 2023 Meeting Recording](#) **Passcode: .b&xJW2n**

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, July 26, 2023 – 6:45 p.m.
Special Board of Education Meeting

A Special Bristol Board of Education meeting was held on Wednesday, July 26, 2023, at 6:45 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Maria Simmons (virtual - 6:50 p.m.), Dante Tagariello, and Chair Jennifer Dube

ALSO PRESENT: Dr. Catherine Carbone, Superintendent (virtual), Dr. Michael Dietter, Deputy, Superintendent, Lynn Boisvert, Finance Director and Erik Rosengren, Council Liaison

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Dube called the Special Meeting to order at 6:46 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Committee Assignments

Chair Dube briefly addressed the board before reading the revised committee assignments into the record.

Finance Committee

Kristen Giantonio
Eric Carlson
Dante Tagariello, Chair

Alternate

Shelby Pons

Student Achievement

Kristen Giantonio
Maria Simmons
Jill Fitzsimons-Bula, Chair

Alternate

Eric Carlson

Communication & Community Relations

Shelby Pons
Russell Anderson
Maria Simmons, Chair

Alternate

TBD

Operations

Russell Anderson
Jill Fitzsimons-Bula
Eric Carlson, Chair

Alternate

TBD

Personnel

Eric Carlson
Maria Simmons
Dante Tagariello, Chair

Alternate

Jill Fitzsimons-Bula

Policy

Jill Fitzsimons-Bula
Kristen Giantonio
Shelby Pons, Chair

Alternate

Eric Carlson

On a motion by Dante Tagariello, seconded by Shelby Pons and following a Roll Call Vote,

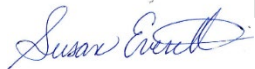
*The motion to approve the Revised Committee Assignments **PASSED** unanimously with six (6) Commissioners (Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Dube) **IN FAVOR** of the motion; and two (2) Commissioners (Anderson and Giantonio) **ABSTAINING**.*

ADJOURNMENT

There being no other business, and,

On a motion by Eric Carlson and a second, by Kristen Giantonio, the Board of Education unanimously voted to adjourn the meeting. (6:52 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

Joseph C. Guerrera

EDUCATION:

Central Connecticut State University

CT Provisional Teaching Certification in History and Social Studies 7-12 (026)

M.A. Public History

Spring 2018

B.S. Secondary Education (History)

Spring 2015

- Magna Cum Laude
- GPA 3.89/4.0
- Phi Alpha Theta, The History National Honor Society
- Kappa Delta Pi, International Honor Society in Education

EXPERIENCE:

US History Teacher

Sage Park Middle School, Windsor, CT

2020-Present

- 8th Grade Social Studies Curriculum Liaison
- Co-Developed local history in school field trip with Windsor Historical Society
- Lead history teacher on Washington DC trip
- Collaborated with team to develop curriculum during school year and in the summer
- Recognized for achievements in mentoring by Superintendent
- Host teacher for two UConn NEAG school students
- Collaborated with experimental SEL (Social Emotional Learning) program
- Hosted weekly extra help sessions afterschool

Social Studies Teacher

St. Bridget School, Cheshire, CT

2018- 2020

- Taught and developed entire curriculum for World Regions, US History, and Geography grades 6-8
- Created classroom policies, course syllabus, and course rubrics
- Organizing open house, parent/teacher conferences, and field trips
- Led a NEACS reaccreditation team

Long Term Social Studies Teacher

Jumoke Academy, Hartford Conservatory, Hartford CT

Academic Year 2017

- Adapted Geography/US History lessons to new standard while adding aspects of local history
- Participated in community outreach projects

Long Term Substitute Teacher

Region 15, Memorial Middle School, Middlebury, CT

Academic Year 2017

- Developed curriculum and lesson materials, modified assignments, participated in team/school meetings, and completed behavioral chart

Long Term Social Studies Teacher

Public Safety Academy, Enfield, CT

Academic Year 2016

- Developed unit plans for AP Civics, Sociology, and Criminal Justice in collaboration with SPED team

RELATED EXPERIENCE WITH STUDENTS:

Summer Camp Social Studies Teacher

St. Bridget's School, Cheshire, CT

2019

- Developed and taught a STEM/History summer program investigating the history of space travel and the science behind it
- Included hands on technology centered activities such as model rockets, rovers, and collaborative research and development

History Day in Connecticut

CCSU, New Britain, CT

2014-2017

- Volunteered as head judge for multiple categories at state finals level, also promoted event

VOLUNTEER EXPERIENCE/INTERNSHIPS:

- **NEACS reaccreditation team**- Led a team of educators for the NEACS evaluation of St. Bridget School. Gathered data from all school departments and participated in committee hearings.
- **New Britain Latino History Harvest** – Publicized the event throughout the community, interviewed with both English and Spanish television stations, explained the concept to locals, contacted media outlets, operated greeting center, organized processing of gathered artifacts, and conducted recorded interviews of locals
- **Education Museum Partnerships**- Established strong relationships by developing, updating, and implementing school programs with several historical societies and museums in Connecticut
- **Grating the Nutmeg** – Collaborated with New Britain Industrial Museum and *Connecticut Explorer* magazine to develop a podcast to commemorate the 100th anniversary of New Britain's efforts in WWI.
- **Big History Project**- Attended training in cross curricular high school content
- **History Day Judge in Connecticut** -Volunteered as a head judge for several years in multiple categories of History Day in Connecticut at the state final level

COMPUTER SKILLS:

Proficient using Powerschool, Pear Deck, All Google programs including classroom, Britannica Schools, Spark Adobe, Seterra, Zoom, icivics, Google Meet, Schoolnet, Common Lit, Educonnect, Kahoot, NEWSOLA, Microsoft Office, Discovery Ed

ADDITIONAL CERTIFICATIONS:

- CPR Certified
- Epi-Pen/inhaler Certified
- Narcan and AED Trained

REFERENCES:

Attached in application

Samantha Laviero

CAREER OBJECTIVE

- To obtain a position utilizing skills learned throughout my educational and teaching experiences like interpersonal skills, culturally responsive teaching, creativity, and higher level thinking.

CORE COMPETENCIES

- Effective communication
- Strong leadership skills
- Diversity, Equity, and Inclusion
- Technologically skilled
- Conceptual thinker
- Self-starter
- Able to identify student needs
- Empathetic

EDUCATION

SYRACUSE UNIVERSITY

September 2016-May 2017

- Dean's List (Fall 2016)

UNIVERSITY OF CONNECTICUT, STORRS

Bachelor of Science, Neag School of Education, May 2020

Major: Secondary English Education

UNIVERSITY OF CONNECTICUT, STORRS

Masters of Arts in Curriculum and Instruction, May 2021

GPA: 4.0/4.0

Inquiry Project: How can creative writing support student's academic writing?

CLASSROOM EXPERIENCE

William J. Johnston Middle School

Colchester, CT

August 2022-Present

Language Arts Teacher, Grade 6

- Worked with team members, as part of a Professional Learning Community, to plan, edit, and develop new course material, lesson plans, and assessments
- Planned and implemented engaging lesson plans aligned with state standards
- Utilized various teaching strategies to meet the needs of all learners in the classroom
- Provided regular feedback to students on their progress and areas for improvement
- Participated in professional development opportunities to stay current on best practices in education
- Implemented social and emotional intervention strategies to improve student safety and engagement in the classroom.
- Co-taught SEL lessons throughout the year to increase students emotional health

Bacon Academy High School

English Teacher, Grade 11

Colchester, CT
August 2021-Present

- Develop innovating lessons assigned with the Common Core standards
- Practice classroom management strategies and building relationships
- Creating assignments to assess student learning
- Tracking data for student progress and growth
- Provided a safe environment for all students of every ability to learn
- Differentiating instruction for every students needs

Smith Middle School

Internship, Grades 7-8

Glastonbury, CT
September 2020-May 2021

Building Language Arts Competencies in the Middle School Years

- Supported struggling students with writing instruction
- Instructed daily lessons to small groups of students
- Progress Monitored student progress over the course of a year
- Participated and gave feedback during S.I.T meetings

Sports and Medical Sciences Academy

Student Teaching, Grades 11-12

Hartford, CT
January 2020- May 2020

- Created and implemented lesson plans weekly
- Graded assignments and essays with individualized feedback
- Utilized technology to create online assignments and resources
- Assisted in creating weekly newscasts for the Media Club

JOB EXPERIENCE

BRISTOL BOYS AND GIRLS CLUB

Assistant Teacher October 2014-2020

- Assisted program director in providing a safe, nurturing, and positive environment for the children
- Utilized various leadership skills to enforce the rules and ensure safety in the classroom
- Employed effective communication with parents and children in order to provide them with a comforting experience
- Served as a positive role model

ADDITIONAL SKILLS

- Proficient in Microsoft Office and Excel
- Quick learner
- Effective writer

CERTIFICATION & ENDORSEMENTS

Endorsements: Secondary Education (7-12)

Praxis and Other Tests: Received Praxis 1 Waiver, Passes Praxis II (5038 and 5039)

Certification: Connecticut Initial Educator Certificate (015)

Teachers College Readers and Writers Project: New Teacher Institute (27 Hours)

Meredith McLaughlin

EDUCATION

- Sixth Year Certificate, University of Hartford**, West Hartford, CT *Expected: May 2023*
Major: School Psychology
NASP Approved Program & CAEP Recognized
- Master of Science, University of Hartford**, West Hartford, CT *May 2022*
Major: School Psychology, GPA: 3.88
Speciality: Clinical Child Counseling
- Bachelor of Arts, University of Saint Joseph**, West Hartford, CT *May 2020*
Major: Psychology
GPA: 3.79 (Cum Laude)

PROFESSIONAL TRAINING

School Psychology Internship

Derynoski Elementary School, Southington Public Schools, Southington, CT *2022 - 2023*
Responsible for approximately 1200 hours of service during a year-long full time training placement including comprehensive psychological services involving cognitive, personality, and adaptive assessments balanced by individual and group counseling, teacher and administration consultation and presenting at PPT meetings.

School Psychology Practicum/Clinical Child Counseling Practicum

Ellen P. Hubbell Elementary School, Bristol Public Schools, Bristol, CT *2021 - 2022*
Responsible for approximately 700 hours of service during a year-long halftime training placement including comprehensive psychological services involving cognitive, personality, and adaptive assessments balanced by individual and group counseling, teacher and administration consultation, addressing and implementing behavioral interventions and IEP/PPT contributions.

Undergraduate Internship, School Psychology

Chippens Hill Middle School, Bristol Public Schools, Bristol, CT *January 2018 - May 2018*
Responsible for approximately 100 hours of service during a semester-long training placement, including shadowing a School Psychologist, observing the administration of cognitive and personality assessments, participating in co-leading individual and group counseling sessions, helping assist teacher and administration consultation, and attending IEP meetings.

PROFESSIONAL CREDENTIALS

Certified School Psychologist

CT Department of Education (Expected 2023)

Nationally Certified School Psychologist

School Psychology - NASP Certification Board (Expected 2023)

Licensed Professional Counselor

CT Department of Health Services (Expected 2025)

Nationally Certified Counselor

Board of Certified Counselors (Expected 2025)

WORK EXPERIENCE

Diagnostic Materials Library Coordinator, The University of Hartford *2021 - 2023*
Department of Psychology - Supervisor: Dr. Natalie Politikos
Responsible for overseeing the distribution and maintenance of psychological testing materials for both clinical psychology Psy.D. students and school psychology students. Library maintains comprehensive cognitive, processing, and personality measures.

Paraeducator, Bristol Public Schools Extended School Year Program *July 2022 - August 2022*

- Help classroom teachers prepare lesson plans and organize classroom materials each day.
- Provide academic support to students, per their Individualized Education Plan.
- Provide social, emotional and behavioral support to students in the classroom as needed.
- Facilitate student arrival and dismissal; communicate with parents at drop-off and pick-up regarding child's behavior in the classroom.

Sarah Porter Schoolhouse, Farmington, CT *October 2018 - March 2021*

- Provide continuous supervision and care to children between the ages of four months and five years
- Create and maintain a safe learning and playing environment for the children
- Observe and document children's behavior, providing written and verbal updates to parents/guardians; notify parents/guardians regarding potential concerns or behavioral issues.

YMCA of Greater Hartford, West Hartford, CT *June 2019 - August 2021*

- Provide high quality social and recreational opportunities and experiences for campers, including organizing activities, offering emotional support, greeting new campers, and implementing camp rules. Supervise campers, and ensure their safety, growth, skill achievement, and overall well-being.
- Work with other counselors and supervisors to plan fun, safe, and interactive activities and field trips that are appropriate for the camp setting.
- Act as a mentor to the counselors in training (CIT's), and teach them the necessary skills to become a good camp counselor and leader.

PROFESSIONAL COMPETENCIES

Cognitive Assessment
Personality Assessment
Social-Emotional/Behavioral Assessment

Individual/Group Counseling
Teacher/Staff Consultation
Behavioral Intervention

Kate A. Olsen

EDUCATION

Fairfield University

Master of Arts

Major: Secondary Education – World Language, Italian

GPA: 3.84

Relevant Experience: long-term substitute for level II Spanish classes from September-December 2022, completed student teaching experience with level II and III Italian classes from January-May 2023

Fairfield, CT

September 2022-present

Fairfield University

Bachelor of Arts

Major: Modern Languages, Italian

GPA: 3.96

Honors: Bellarmine Scholarship, Department of Modern Languages and Literatures Study Abroad Scholarship: March 2020, Fairfield University Dean's List: Fall 2019 - Spring 2022, Alpha Mu Gamma Modern Language Honor Society, Gamma Kappa Alpha Italian Honor Society

Certificate: CT COLT Seal of Biliteracy in Spanish and Italian: March 2019

Fairfield, CT

August 2022

Minors: Teacher Education, Spanish

Florence University of the Arts (FUA)

Concentration in Italian Language and Culture

Relevant Experience: Internship in International Education, Cultural Introduction to Italy travel week course, Internship in Italian language tutoring

Florence, Italy

January–June 2022

EXPERIENCE

Southington Board of Education

Intern/Long-Term Substitute Teacher

Substitute Teacher

Temporary Long-Term Substitute Teacher

Southington, CT

September 2022-December 2022

December 2020-December 2021

January 2021, May 2021

- Monitor students in the classroom when a teacher was absent or put on quarantine and needed to teach remotely
- Taught Spanish levels I, II, and IV during the search for a permanent long-term replacement, or until the teacher returned from leave
- Utilize programs such as Google Meets to run remote classes, Canvas to post assignments and agendas, and PowerSchool for grades and attendance
- Prepare lessons on grammar, culture, and authentic texts

Cheshire Community YMCA

Camp Counselor

- Provided after-care for the Camp Quinnipiac day camp at Norton School for students ages 8-10
- Coordinated activities such as arts and crafts and games
- Facilitated pick up duty with the camp directors

Cheshire, CT

May 2019-August 2019

LEADERSHIP EXPERIENCE

Fairfield University Italian Club

Secretary

- Engaged in advocacy with Council of Student Organizations which resulted in the successful reinstatement of the Italian Club at the University
- Recruited twenty other students through visiting classrooms and the activities fair which allowed for the resumption of club activities in Spring 2021
- Met monthly to discuss events and how to advertise to students on campus
- Took attendance and minutes at all club meetings

Fairfield, CT

September 2020-May 2022

ALYSON PHELAN

PROFESSIONAL SUMMARY

Swimming and Diving Coach with 9 years of experience and over 15 years of experience working with youth. Eager to provide leadership for student-athletes through impactful training, team building, and empowerment efforts that support athletic, developmental, and academic success.

KEY SKILLS & RELATED EXPERIENCE

- | | | |
|--|---|---|
| <input type="checkbox"/> First Aid & CPR Certified | <input type="checkbox"/> Certified Coach | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Mandated Reporter Trained | <input type="checkbox"/> Skill Assessment | <input type="checkbox"/> Group Facilitation |

COACHING HISTORY

Girls Head Swimming & Diving Coach

Bristol Eastern High School, Bristol, CT | 2018-Present

- Instructs both swimmers and divers in proper skill and technique development across all four swimming strokes and five diving categories.
- Prepares daily practice schedules, program sets, and meet schedules to include: preparation of daily practice sets for diving athletes to fulfill necessary meet requirements for a 6- and 11-dive format for 3-7 divers yearly, preparation of daily practice sets for swimming athletes to complete strokes successful with speed and strength.
- Creates additional strength-based training program to enhance skill development for athletes.
- Implements and enforces high student performance and positive student behavior according to the student-athlete handbook and applies team rules to maintain a high degree of sportsmanship.
- Maintains necessary individual and team paperwork for participation, physical health, attendance, concussion, and other health awareness.
- Maintains clear and consistent communication with athletes, parents, coaches, school, and administration.
- Creates recruitment opportunities to encourage new athletes to join and participate in the sport.

Girls Assistant Swimming & Diving Coach

Bristol Eastern School, Bristol, CT | 2015-2018

- Instructs both swimmers and divers in proper skill and technique development across all four swimming strokes and five diving categories.
- Prepares daily practice sets for diving athletes to fulfill necessary meet requirements for a 6- and 11-dive format for 3-7 divers yearly.
- Creates additional strength-based training program to enhance skill development for athletes.
- Implements and enforces high student performance and positive student behavior according to the student-athlete handbook and applies team rules to maintain a high degree of sportsmanship.
- Maintains clear and consistent communication with athletes, parents, coaches, school, and administration.

Co-op Boys Assistant Swimming & Diving Coach

Bristol Central / Bristol Eastern / St. Paul High School, Bristol, CT | 2014-Present

- Instructs both swimmers and divers in proper skill and technique development across all four swimming strokes and five diving categories.
- Prepares daily practice sets for diving athletes to fulfill necessary meet requirements for a 6- and 11-dive format for 3-5 divers yearly.
- Creates additional strength-based training program to enhance skill development for athletes.
- Implements and enforces high student performance and positive student behavior according to the student-athlete handbook and applies team rules to maintain a high degree of sportsmanship.
- Maintains necessary individual and team paperwork for participation, physical health, attendance, concussion, and other health awareness.
- Maintains clear and consistent communication with athletes, parents, coaches, school, and administration.

EMPLOYMENT HISTORY

Youth & Family Coordinator

City of Bristol Parks, Recreation, Youth, & Community Services, Bristol, CT | 2011-Present

- Provide independent, family, and group counseling, advocacy, and outreach services: serving up to 200 youth and families yearly through the age of 18 within Bristol Schools and the Bristol Community at large.
- Supervised 2-3 BSW or MSW intern students yearly: assign tasks, provide weekly supervision and support, and assess and facilitate strategies to meet learning goals.
- Facilitation of up to 15 programs for elementary, middle, and high school-age students yearly regarding social-emotional issues, destructive behavior, life skills, current issues, prevention, leadership, and negative peer-to-peer interactions.
- Coordination of youth-based program proposals to include: grant writing, budget development, planning, and facilitation of program yearly.
- Advocate with community agencies and school boards to enhance students' mental health and overall performance in completing tasks and accomplishing their goals.

School Social Work Intern

Bristol Arts & Innovation Magnet School, Bristol, CT | 2022-2023

- Held an individual caseload of a 2-3 students in which I supported their growth toward reaching their individual goals.
- Facilitated social skills-based programming for 7th-grade students aimed to improve social-emotional development and peer relationships.
- Managed crises using intervention strategies to reduce risk and negative mood and behavior.
- Created social-emotional goals for student's IEP and presented them in PPT meetings.

IICAPS Mental Health Counselor

Wellmore Behavioral Health, Torrington, CT | 2009-2011

- Provide Intensive In-home psychiatric services to males and females with a mental health diagnosis (i.e.: ADHD, ODD, Autism Spectrum Disorder, Anxiety, etc.) ages 3-18 holding a full caseload of 10-12 families that consisted mainly of CSSD clients.
- Perform interventions with the client and family 2-4 times per week related to a specified treatment plan depending on the client's needs and diagnosis.

Residential Counselor

Adelbrook Home, Cromwell, CT | 2007-2011

- Mentor to adolescent females, ages 13-18.
- Provide life skills training, therapeutic group leader, direct-service counseling, and crisis management.

EDUCATION

Master of Social Work in Advanced Clinical Practice | May 2023

Walden University, Minneapolis, MN (online)

Child and Family Embedded Certificate | May 2023

Walden University, Minneapolis, MN (online)

Bachelor of Arts in Psychology | Minor in Criminal Justice | May 2007

The University of Connecticut, Storrs, CT

References

- Linda Rich, LCSW | Clinical Supervisor, Bristol Youth & Community Services, Bristol, CT | W: 860-302-8055
 - Clinical Supervisor & Independent Contractor collaborating colleague – 12 years
- Shari Maltby, MSW | *School Social Worker, Greene-Hills School, Bristol, CT* | C: 860-913-6271
 - Co-facilitator & Independent Contractor collaborating co-worker – 3 years
- Hannah Ojard, LCSW | *School Social Worker, Bristol Arts & Innovation Magnet School, Bristol, CT* | C: 860-597-6304
 - School Social Work Intern Supervisor – 1 year
- Lisa Mastrianni | *Guidance Counselor, Bristol Eastern High School, Bristol, CT* | W: 860-584-7876
 - Co-facilitator, referral source, collaborator – 12 years
- Timothy Barrette | *Science Teacher, Bristol Central High School, Bristol, CT* | C: 860-276-3921
 - Personal & professional reference, Rambassaodor collaborator – 7 years

MEMORANDUM



TO: Catherine Carbone, Ed.D., Superintendent of Schools
FROM: Kimberly Culkin, Ed.D., Chief of Talent Management
SUBJECT: Teacher Hiring Overview for School Year 2023-2024

New Hires as of August 28, 2023:

CERTIFICATION	
Initial	5
Provisional	4
Professional	1
DSAP	1

ETHNICITY	
African American	0
White	11
Hispanic	0

GENDER	
Male	1
Female	10

RESIDENCE	
Berlin	1
Bristol	5
Cheshire	1
Durham	1
Farmington	1
Meriden	1
Watertown	1

HIGHEST DEGREE HELD	
Bachelors	1
Masters	9
6th Year	1

LAST NAME	FIRST NAME	ASSIGNMENT	LOCATION	BACHELORS	MASTERS	6TH YEAR
BUTLER	ALEXANDRA	SPECIAL ED TEACHER	B PREP	UCONN		
CARRIERE	MICHELE	6-8 WELLNESS TEACHER	WB	SACRED HEART UNIV.	CCSU	
GUERRERA	JOSEPH	GRADE 8 SS TEACHER	CHMS	CCSU	CCSU	
LAVIERO	SAMANTHA	GR 7 ELA TEACHER	BAIMS	UCONN	UCONN	
LEVESQUE	ROBYN	GR 7 MATH	WB	CCSU	UNIV. OF ST. JOSEPH	
MCLAUGHLIN	MEREDITH	PSYCHOLOGIST	WB	UNIV. OF ST. JOSEPH	UHART	UHART
MULLANEY	COURTNEY	GRADE 7 MATH	CHMS	CCSU	CCSU	
OLSEN	KATE	ITALIAN/SPANISH	BCHS/BEHS	FAIRFIELD UNIV.	FAIRFIELD UNIV	
PHELAN	ALYSON	SOCIAL WORKER	WB	UCONN	WALDEN UNIV.	
REDDICK	KATHERINE	LATIN TEACHER	BEHS	WILLIAMS COLLEGE	BU and CCSU	
WARD	KATT	GR. 6-8 SCIENCE TEACHER	BAIMS	CCSU	CCSU	

2023 - 2024 District Calendar



Teach and Learn with
Passion and Purpose

AUGUST							1
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SEPTEMBER							19
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OCTOBER							21
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DECEMBER							16
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JANUARY							20
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28	29	30	31				

EXPLANATION OF DATES		
Aug.	28	Teacher Meeting Day
Aug.	29 & 30	Teacher Professional Development Days
Aug.	31	First Day of School
Sept.	4	Labor Day - No School
Sept.	25	Yom Kippur
Oct.	9	Indigenous People Day/Columbus Day - No School
Nov.	7	Prof. Development Day/Election Day - No School
Nov.	10	Veterans Day - No School
Nov.	22	Thanksgiving Recess - Shortened Day All
Nov.	23 & 24	Thanksgiving Recess - No School
Dec.	22	Holiday Recess - Shortened Day All
Dec./Jan.	25 - 2	Holiday Recess - No School
Jan.	1	New Years Day Observance - No School
Jan.	15	Martin Luther King Jr. Day - No School
Feb.	19	Presidents' Day - No School
Feb.	20	Vacation Day - No School
Mar	29	Good Friday - No School
April	8-12	Spring Break - No School
May	27	Memorial Day - No School
June	12	Projected Last Day of School

Parent Conference Days: Shortened Days		
Elem:	Oct. 25, 26, and 27 PM conferences	(Snow Date: Nov. 9)
	March 20, 21, 22	(Snow Date: April 4)
K-8:	Oct. 25, 26, and 27 PM conferences	(Snow Date: Nov. 9)
	March 20, 21, 22	(Snow Date: April 4)
MS:	Oct. 24, 25, 26 and 27 PM Conferences	(Snow Date: Nov. 9)
	March 20, 21	(Snow Date: April 4)
HS:	Oct. 10, 11, 12	(Snow Date: Nov. 9)
	March 7	(Snow Date: April 4)

Shortened Days Not Listed Above
Elementary, K-8 and Middle School - Last 3 days of school
High School - Midterms on the 88-91st school days;
Final Exams - Last five days of school

Emergency Days
Students must attend school 181 days. With no snow days the last day of school will be June 12th . Each snow day will advance the last day of school forward to no later than June 30.

FEBRUARY						
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Total Days of School: 181
No School
Shortened Day - All

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2024 - 2025 District Calendar



Teach and Learn
Passion and Purp

AUGUST							2
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SEPTEMBER							20
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OCTOBER							21
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NOVEMBER							16
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DECEMBER							16
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EXPLANATION OF DATES:		
Aug.	26	Teacher Meeting Day
Aug.	27 & 28	Teacher Professional Development Days
Aug.	29	First Day of School
Sep.	2	Labor Day - No School
Oct.	3	Rosh Hashanah
Oct.	14	Indigenous People Day/Columbus Day - No School
Nov.	1	Diwali
Nov.	5	Prof Development Day/Election Day - No School
Nov.	11	Veterans Day - No School
Nov.	27	Thanksgiving Recess - Shortened Day All
Nov.	28 & 29	Thanksgiving Recess - No School
Dec.	23	Holiday Recess - Shortened Day
Dec./Jan.	24-1	Holiday Recess - No School
Jan.	1	New Years Day Observance - No School
Jan.	6	Three Kings Day
Jan.	20	Martin Luther King Jr. Day - No School
Feb.	17	Presidents' Day - No School
Feb.	18	Vacation Day - No School
March	31	Eid al-Fitr
April	14-18	Spring Break - No School
April	18	Good Friday - No School
May	26	Memorial Day - No School
June	13	Projected Last Day of School

Parent Conference Days: Shortened Days		
Elem:	October 23, 24, 25	(Snow Date: Nov. 7)
	March 19, 20, 21	(Snow Date: April 3)
K-8:	October 23, 24, 25	(Snow Date: Nov. 7)
	March 19, 20, 21	(Snow Date: April 3)
MS:	October 22, 23, 24, 25	(Snow Date: Nov. 7)
	March 19, 20, 21	(Snow Date: April 3)
HS:	October 15, 16, 17	(Snow Date: Nov. 7)
	March 6	(Snow Date: April 3)

Shortened Days Not Listed Above
Elementary, K-8 and Middle School - Last 3 days of school
High School - Midterms on the 88-91st school days; Final Exams - Last five days of school

Emergency Days:
Students must attend school 181 days. With no snow days the last day of school will be June 13th . Each snow day will advance the last day of school forward to no later than June 30.

FEBRUARY				
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MARCH				
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APRIL				
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JUNE				
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29	30			

Total Days of School: 181	
No School	
Shortened Day - All	

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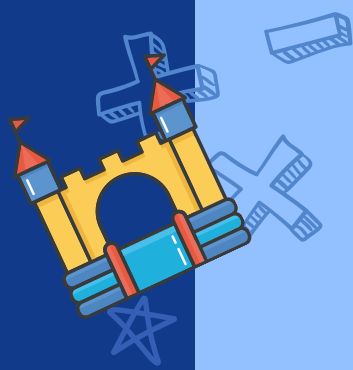
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Bristol **AB** Public Schools



BACK **TO** SCHOOL BASH



GIVEAWAY

Raffles & Prizes
and free bookbags
with supplies for
the first 100 BPS
Students

6:00-8:00
AUG 25 2023

**ALL STUDENTS ARE
ENCOURAGED TO ATTEND AND
MUST BE ACCOMPANIED BY AN
ADULT**

FOOD

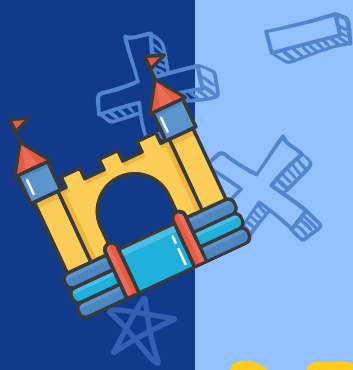


Fire Department - Health Physical Sign Ups -
DJ - Food Trucks -
Bristol Library - BBGC - BPYCS - BBHD - First
Student - Meet Some of Your School Staff -
Bounce House - Wheeler Clinic- And MORE!!

Location: Bristol Arts and Innovation Magnet School Field



Rain Date: August 28th 6-8



Bristol
Public Schools



DE REGRESO **A**

LA

ESCUELA



REGALOS

Rifas y premios
y mochilas gratis
con suministros
para los primeros
100 estudiantes de
BPS

6:00-8:00
AGOSTO
25 2023

**SE ANIMA A TODOS LOS
ESTUDIANTES ASISTIR Y DEBEN
ESTAR ACOMPAÑADOS POR UN
ADULTO.**

Departamento de Bomberos - Registros físicos de salud

DJ - Camiones de comida -

Biblioteca de Bristol - BBGC - BPYCS - BBHD - First
Students - Conozca a algunos miembros del personal de su
escuela - Bounce House - Clínica Wheeler - ¡Y MÁS!

Ubicación: Campo de la Escuela Magneto de Artes e Innovación de Bristol



Fecha de lluvia: 28 de agosto 6-8



Course Title:	Content Area:	Grade Level:	Credit (if applicable)	
Astronomy	Science	10-12	0.5	
Course Description:				
Students will explore the Universe and gain knowledge of Space from Earth's vantage point and beyond to answer the questions, "What comprises the Universe?" and "How has the Universe evolved?" and "Is there intelligent life elsewhere in the Universe?" An examination of stars, planets, and other structures and events within the Cosmos will help us explore these and many other questions.				
Aligned Core Resources:		Connection to the BPS Vision of the Graduate		
N/A		Critical Thinking and Problem Solving		
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit		
None				
Standard Matrix				
District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4
HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.			X	X
HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects.		X		
HS-PS4-3 Evaluate the claims, evidence, and the reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	X			

<p>HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>	X			
<p>HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</p>		X	X	
<p>HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p>	X			X
<p>HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p>			X	X
<p>HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p>		X		
<p>HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</p>		X		
<p>HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>	X	X	X	X

<p>HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	X	X	X	X
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Unit Links

[Tools Used in Astronomy Throughout History](#)

[Earth, Moon, Sun, and Solar System](#)

[Understanding Stars](#)

[The Universe](#)

Unit Title:	
Tools Used in Astronomy Throughout History	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> ● HS-PS4-3 Evaluate the claims, evidence, and the reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. ● HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. ● HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. ● HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. ● HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● Why study Astronomy? ● What is Astronomy? How is it similar to, or different from Cosmology? ● What were the accomplishments of early astronomers? ● How does the geocentric model differ from the heliocentric model of the solar system? ● What are Kepler's Laws of Planetary Motion? ● What are astronomical units and other ways of measuring astronomical distances? ● How has our understanding of the cosmos developed over time? ● How do ancient tools for observing the cosmos compare to the tools of today? ● How does light help us understand the universe? ● What is a light year, and why do we use light years to measure vast distances? ● What is gravity? What role does it play in our universe? ● How is the EMR spectrum used to study the universe? 	<ul style="list-style-type: none"> ● Astronomy is one of the oldest natural sciences. The early civilizations in recorded history made methodical observations of the night sky. These include the Egyptians, Babylonians, Greeks, Indians, Chinese, Maya, and many ancient indigenous peoples of the Americas. In the past, astronomy included disciplines as diverse as astrometry, celestial navigation, observational astronomy, and the making of calendars. ● Before tools such as the telescope were invented, early study of the stars was conducted using the naked eye. As civilizations developed, most notably in Egypt, Mesopotamia, Greece, Persia, India, China, and Central America, astronomical observatories were assembled and ideas on the nature of the Universe began to develop. Most early astronomy consisted of mapping the positions of the stars and planets, a science now referred to as astrometry. From these observations, early ideas about the motions of the planets were formed, and the nature of the Sun, Moon and the Earth in the Universe were explored philosophically. The Earth was believed to be the center of the Universe with the Sun, the Moon and the stars rotating around it. This is known as the geocentric model of the Universe, or the Ptolemaic system, named after Ptolemy.
Demonstration of Learning:	Pacing for Unit
	10 classes/blocks

Family Overview (link below)		Integration of Technology:	
		<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):	
Astronomy, Universe, Cosmology, Geocentric, Heliocentric, Constellation, Universe, Telescope, Hubbel, Webb, Myths, Electromagnetic spectrum, Spectroscope, Light year, Planet, Circumpolar, Orbit, Ellipse, Eccentricity, Focus/Foci, Gravity, Universal Gravity, Rotation, Revolution, Astronomical Unit, Orbital period ('year'), Mass, Astrolabe, Hubble's Law		<ul style="list-style-type: none"> • Astronomy Pictures of the Day • Windows to the Universe • Cosmos A Spacetime Odyssey (Neil DeGrasse Tyson) clips • Introduction to Astronomy 	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension (guideline3) <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization 		<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) • Make explicit cross-curricular connections. • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Provide interactive models that guide exploration and new understandings • Provide templates, graphic organizers, concept maps to support note-taking 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		See all Learning Targets below	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	• I can compare and contrast the tools of ancient astronomy with the tools of modern astronomy.	• I can investigate ancient and modern tools used in astronomy and	Timeline of astronomy

		<p>understand their purpose.</p> <ul style="list-style-type: none"> ● I can identify differences in ancient and modern tools. ● I can discuss the significance of the telescope over time. 	
2	<ul style="list-style-type: none"> ● I can compare and contrast the geocentric model of the solar system to the heliocentric model. ● I can examine how changing technology has changed our perspective of the solar system. 	<ul style="list-style-type: none"> ● I know the geocentric model has the EARTH at the center of the solar system. ● I know the heliocentric model has the SUN at the center of the solar system. ● I know the historical background to both models. ● I know which tools were used that led to each perspective. 	
3	<ul style="list-style-type: none"> ● I can explain how gravity organizes our solar system. ● I can predict how gravity plays a major role in the interactions of celestial bodies. ● I can examine how changing technology has changed our perspective of the organization of celestial bodies. 	<ul style="list-style-type: none"> ● I know that gravity is a relationship between mass and distance. ● I understand how the role of mass and distance (gravity) impacts the motion and location of celestial bodies. ● I can understand the types of observations and data that have supported human understanding of celestial organization. 	
4	<ul style="list-style-type: none"> ● I can examine how Kepler's laws determine the motions of the planets. 	<ul style="list-style-type: none"> ● I know Kepler's laws and how they define the movement of celestial objects. ● I can use Kepler's laws to define the motion of a specific celestial object. 	<ul style="list-style-type: none"> ● Kepler's First Law ● Kepler's Second Law ● Kepler's Third Law
5	<ul style="list-style-type: none"> ● I can examine why the speed of light is used to determine interstellar distances. ● I can differentiate between the different forms of light (electromagnetic spectrum) and their use in observational tools. 	<ul style="list-style-type: none"> ● I know the different astronomical units used in astronomy. ● I can understand the magnitude of each astronomical unit. ● I know that the speed of 	

		<p>light is used to measure distance in the universe because it is a constant and because of the vast size of the universe.</p> <ul style="list-style-type: none"> ● I can define the different types of light in the electromagnetic spectrum. ● I can develop a model to explain how a telescope is a time machine. ● I can explain how a telescope works. 	
6	<ul style="list-style-type: none"> ● I can identify several constellations and connect their star organization to the constellation name. ● I can identify patterns in naming constellations identified in the ancient world. 	<ul style="list-style-type: none"> ● I can name several constellations seen in the night sky. ● I know the history of naming constellations and the mythological stories related to each. ● I can explain how constellations were used in navigation and agriculture. 	<ul style="list-style-type: none"> ● How do we know? ● Constellation in a Canister ● Carl Sagan's Cosmos clips (constellations through time, cultures, perspectives)

Unit Title:	
Earth, Moon, Sun, and Solar System	
Relevant Standards: Bold indicates priority	
<p>HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation to describe and predict the gravitational forces between objects.</p> <p>HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation.</p> <p>HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p> <p>HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth’s formation and early history.</p> <p>HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How did the solar system form? • What are the components of our solar system? • How do the different bodies within our solar system compare? • What factors combine to keep bodies in orbit? • What are the patterns that exist within/because of the sun, moon and earth system? • How far apart are the different bodies within our solar system/universe? • How can we represent the scale of the solar system in a defined amount of space? • How did the Space Race advance our understanding of the solar system and beyond? 	<ul style="list-style-type: none"> • Our solar system formed about 4.5 billion years ago from a dense cloud of interstellar gas and dust. The cloud collapsed, possibly due to the shockwave of a nearby exploding star, called a supernova. When this dust cloud collapsed, it formed a solar nebula – a spinning, swirling disk of material. • The order and arrangement of the planets and other bodies in our solar system is due to the way the solar system formed. Nearest to the Sun, only rocky material could withstand the heat when the solar system was young. For this reason, the first four planets – Mercury, Venus, Earth, and Mars – are terrestrial planets. They are all small with solid, rocky surfaces. • The Space Race played a significant part in the Cold War as the Americans and Soviets competed to prove their technological and intellectual superiority by becoming the first nation to put a human into space. From beginning to end, the world's attention was captivated by this contest for dominance.
Demonstration of Learning:	Pacing for Unit
	15 class/blocks
Family Overview (link below)	Integration of Technology:
	<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):	
Sun, Planet, Asteroid, Exoplanet, Comets, Gravity, Inertia, Orbit, Ellipse, Seasons, Axis/Axial tilt, Terrestrial, Gas Giants, Satellite, Solar energy, Mass, Moon, Phases, Crescent, Gibbous, Eclipse (Solar and Lunar), Umbra, Penumbra, Tides (Neap, Spring, High, Low), System, Luminosity, Surface features, Density, Atmosphere, Naked-eye viewing, Rings, Solstice, Equinox, Winds/weather, Erosion, Zenith, Asteroid, Meteoroid, Meteor, Meteorite, Crater, Tectonic plate activity, Volcano, Mass, Weight, Year, Atmosphere, Day/Night, Rotation, Revolution, Solar wind, Sun's layers and features, Core, Photosphere, Chromosphere, Radiative zone, Corona, Flares, Prominences, Sunspots, Magnetic field, Solar Storms, Aurora, Near-Earth Objects, Speed of light (light minutes), Kilometers, Astronomical Units, Dwarf planet, Habitable zone,		<ul style="list-style-type: none"> • Label the layers and identify the features of our sun • Station Lab for eclipses and tides: both solar and lunar, neap and spring • WebQuest/Lab • History Channel's The Universe: DVD series on planets, the moon, the sun, etc. • YouTube: Crash Course Astronomy • Solar System Scavenger Hunt • Solar System, Eclipses, Phases Task Cards • Solar System Quick Checks • Comparing Celestial Objects 	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Expression & Communication <ul style="list-style-type: none"> • Use multiple media for communication • Express learning in flexible ways. 		Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.2 An EL can . . . 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 <u>describe</u> what it means to be a "system". • I can <u>develop</u> an initial model of the solar system. • I can <u>examine and explain</u> relative patterns of motions for Earth, Moon, and Sun. • I can <u>explain</u> how cycles are the basis for keeping time and a calendar. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can describe what it means to be a "system". • I can distinguish between the different objects in the solar system. • I can develop an initial model of the solar system. 	<ul style="list-style-type: none"> • Compare and contrast celestial bodies (planet, moon, dwarf planet, asteroid, comet, meteoroid, etc) in the solar system 	Solar System Bead Activity Kinesthetic Radial Model of the Solar System

		<ul style="list-style-type: none"> ● I can examine the features and stats of bodies in the solar system. ● I can model the solar system using images and explanations. ● I can explain how the solar system is a system, including how the bodies interact with one another. 	
2	<ul style="list-style-type: none"> ● I can investigate the relationship between the Sun, Earth, and Moon system. ● I can examine and explain relative patterns of motions for Earth, Moon, and Sun. ● I can describe/model how Earth, Sun and moon cycles played a role in the development of a calendar. 	<ul style="list-style-type: none"> ● Explain how gravity organizes our solar system. ● I can use the motions of the sun, earth and moon to explain the types of eclipses. ● I can use the motions of the sun, earth and moon to explain the tides ● I can use the motions of the sun, earth and moon to explain day and night ● I can use the motions of the sun, earth and moon to explain the seasons ● I can describe the reason that the appearance of the night sky and positions of the stars change at different times. ● I can model/explain how celestial patterns allowed for the development of the calendar. 	EarthMoonSun
3	<ul style="list-style-type: none"> ● I can revise my solar system model to include accurate scale and deeper explanation of the system and its inner workings. 	<ul style="list-style-type: none"> ● Models should include descriptions of the motions and patterns of the earth, sun, and moon; the impact of gravity on the system, solar system bodies and their characteristics and statistics. Models should use astronomical units as the unit of measurement. 	
4	<ul style="list-style-type: none"> ● I can understand how the space race/exploration has changed over the 	<ul style="list-style-type: none"> ● I can understand what is meant by the term 	

	<p>past century.</p> <ul style="list-style-type: none"> ● I can understand how the space race has impacted the study of the solar system. 	<p>space race.</p> <ul style="list-style-type: none"> ● I can describe the historical changes to the space race over time. ● I can describe how the space race has impacted our understanding of the solar system and led to the development of new tools and technologies.. ● I can examine past explorations, such as the space race, as well as present day probes, Hubble space telescope, and space stations etc. and the future of space exploration ● I can develop a timeline/model to showcase the major events in space exploration. 	
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Unit Title:	
Understanding Stars	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> ● HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. ● HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. ● HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● Why is the big bang theory the most widely accepted scientific explanation for the formation of the universe? ● How do scientists think our universe will end/what do they predict about the future of our universe? ● What evidence substantiates the big bang theory? ● What evidence contradicts the big bang theory? ● How does a star form? ● What causes stars to shine? ● How do stars change throughout their lifespan? ● What drives the changes within a star? ● What limits a star's life span? ● How can we predict the lifespan of a distant star? ● Where did all the known elements of the Universe come from? ● How do scientists classify stars? ● How do these classifications inform astronomers? ● What happens to different stars when they run out of fuel? 	<ul style="list-style-type: none"> ● The best-supported theory of our universe's origin centers on an event known as the big bang. This theory was born of the observation that other galaxies are moving away from our own at great speed in all directions, as if they had all been propelled by an ancient explosive force. ● Stars are born within the clouds of dust and scattered throughout most galaxies. As the cloud collapses, a dense, hot core forms and begins gathering dust and gas. Not all of this material ends up as part of a star — the remaining dust can become planets, asteroids, or comets or may remain as dust. ● Stars are fueled by the nuclear fusion of hydrogen to form helium deep in their interiors. The outflow of energy from the central regions of the star provides the pressure necessary to keep the star from collapsing under its own weight, and the energy by which it shines. ● All naturally occurring elements heavier than nickel are formed in the rare but spectacular cataclysmic explosions called supernovas
Demonstration of Learning:	Pacing for Unit
	15 blocks
Family Overview (link below)	Integration of Technology:
	<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):
Big Bang, Edwin Hubble, Expansion, Contraction/collapse, Temperature, Elements, Singularity, Periodic Table, Supernova, Gases, Metals	<ul style="list-style-type: none"> ● History Channel's The Universe: Life Cycle of a Star ● Crash Course Astronomy on YouTube ● Stellar Activity

(Iron), Spectral lines, Spectroscope, Doppler effect, Red shift, Blue shift, Brightness (Apparent and Absolute), Magnitude, Cosmic microwave background radiation, Composition, Mass, Fusion, Energy, Core, Evolution, Nucleosynthesis, Black Hole, Neutron Star, Atom, Nucleus, Proton, Neutron, Electron, Nebula (Stellar and Planetary), White dwarf, Black dwarf, Protostar, Red Giant, Blue Giant, Supergiants, Massive star, Average star, Hertzsprung-Russell diagram, Luminosity, Pulsar, Main sequence, Parallax, Gravity, Pressure, Age/Lifespan		<ul style="list-style-type: none"> ● Luminosity and Brightness ● H-R Diagram activities - Plotting, drawings ● Phet Build an Atom ● Star Magnitude worksheet ● Universe Size Comparison 3D ● Journey Through the Universe at the speed of light or Journey through the universe beyond the speed of light 	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
		Students may confuse big bang with star formation, concepts will need to be discretely defined and discussed throughout the unit. Encourage students to draw connections between formation of stars and the Big Bang theory.	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension <ul style="list-style-type: none"> ● Activate or supply background knowledge ● Highlight patterns, critical features, big ideas, and relationships 		<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) ● Use advanced organizers (e.g., KWL methods, concept maps). ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● 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:	
9-12.6-An EL can . . .analyze and critique the arguments of others orally and in writing.		<ul style="list-style-type: none"> ● I can <u>cite evidence</u> of the Big Bang theory. ● I can <u>compare and explain</u> current theories that describe the “death” of the universe. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	<ul style="list-style-type: none"> ● I can cite evidence of the Big Bang theory. ● I can recall/investigate where known elements of the Universe come from. ● I can examine and explain how the laws of physics that govern Earth are the same that govern the rest of the universe. 	<ul style="list-style-type: none"> ● I can identify elements on the periodic table and connect them to their stellar evolution. ● I can explain the different cosmic events that form the elements. ● I can explain the universal law of gravitation and how it applies to all bodies, including stars. ● I can use evidence of light spectra, motion of distant galaxies, composition of matter in the universe to explain the Big Bang Theory. 	<ul style="list-style-type: none"> ● Phet Build an Atom
2	<ul style="list-style-type: none"> ● I can compare the formation of a star to the big bang. ● I can examine and explain different stars' life cycles based on their mass ● I can hypothesize how/why stars evolve to their deaths. ● I can develop a model to illustrate the life span of our sun and the role of nuclear fusion in the sun's core to release energy. ● I can compare and explain current theories that describe the "death" of the universe. 	<ul style="list-style-type: none"> ● I can define similarities and differences between star formation and the big bang theory. ● I can understand the stages of the star's life cycle and the balance of energy and gravity. ● I can explain how a star's fuel changes throughout its life cycle and how that impacts the color, shape and size of the star. ● I can compare and contrast big crunch, big freeze, and the big rip theories in regard to the death of the universe. 	<ul style="list-style-type: none"> ● Universe Size Comparison 3D ● History Channel's The Universe: Life Cycle of a Star ● Crash Course Astronomy: Stars, High Mass Stars, Low Mass Stars, etc.
3	<ul style="list-style-type: none"> ● I can use data to support the claim that a star's brightness as observed from Earth is a function of both distance and actual brightness. ● I can apply learning from star life cycles to understand the Sun. ● I can examine solar storms and their impact on earth. 	<ul style="list-style-type: none"> ● I can define the Sun's current life cycle phase. ● I can define 3 types of solar storms and how they impact Earth. 	

Unit Title:	
The Universe	
Relevant Standards: Bold indicates priority	
HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • <i>What are the relative sizes and distances of objects in the universe?*</i> • <i>What does it mean to be “looking back in time” when we observe the universe?*</i> • <i>What causes/How does our night sky change over time? *</i> • What do we see in our night sky from Earth, compared to what we see from the Hubble telescope? • <i>How does light and the speed of light help us understand the universe?*</i> • What did the Hubble deep field reveal to us? • <i>What created our universe, and what are some theories about the end of the universe?*</i> • <i>What evidence do we have of the big bang, and the ever-expanding universe?*</i> • What is the probability that life exists elsewhere in the universe? • What are the different types of galaxies? • What are objects we find in deep space beyond our galaxy? • What do we know about our own galaxy, as well as others? • What happens when galaxies or other objects interact or collide? • What are the key events and individuals in history that have led to our current understanding of space or have allowed for deeper space exploration? • What does future space exploration involve? <p><i>*continued from previous unit</i></p>	<ul style="list-style-type: none"> • Hubble takes sharp pictures of objects in the sky such as planets, stars and galaxies. Hubble has made more than one million observations. These include detailed pictures of the birth and death of stars, galaxies billions of light years away • As Hubble orbits Earth, the Fine Guidance Sensors lock onto stars. The Fine Guidance Sensors are part of the Pointing Control System and aim Hubble in the right direction. The telescope can lock onto a target that is one mile away without moving more than the width of a human hair. • The Drake equation is a probabilistic argument used to estimate the number of active, communicative extraterrestrial civilizations in the Milky Way Galaxy. • Scientists sometimes categorize galaxies based on their shapes and physical features. Other classifications organize galaxies by the activity in their central regions – powered by a supersized black hole – and the angle at which we view them. • Many large galaxies can attract a smaller galaxy. The gravity of the large galaxy will pull the smaller one towards it, creating a collision. If one galaxy has enough momentum, the galaxy with enough movement or momentum could keep moving away after the collision. However, most galaxies are pulled towards one another and do not continue moving past each other because they do not have enough momentum and the gravitational pulls are too strong to escape. • Future space exploration will potentially involve expeditions and the other planets and settlements on the moon as well as establishing mining and fueling outposts, particularly in the asteroid belt. Physical exploration outside the solar System will be robotic for the foreseeable future.
Demonstration of Learning:	Pacing for Unit
	10 blocks

Family Overview (link below)		Integration of Technology:	
		<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):	
Galaxy, Stars, Quasar, Interstellar, Expansion, Big Bang, Dark matter, SETI, Drake Equation, Hubble Deep Field, Big Crunch, Big Freeze, Big Rip, Black Holes		<ul style="list-style-type: none"> • Big Bang Activities • Big Bang and Structure of Universe • TedEd: 3 Ways the Universe Could End • Big Bang Evidence Workbook • Quick Checks - Big Bang • Crash Course Astronomy: Galaxies parts 1&2 • History Channel's The Universe 	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension <ul style="list-style-type: none"> • Activate or supply background knowledge 		Bridge concepts with relevant analogies and metaphors Use advanced organizers (e.g., KWL methods, concept maps)	
Supporting Multilingual/English Learners			
<ul style="list-style-type: none"> • Related CELP standards: 		Learning Targets:	
An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		All targets in this unit.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can examine the evidence for answering the question "Are we alone?" • I can explain the Drake Equation's significance. 	<ul style="list-style-type: none"> • I can access and use SETI information to examine the question, "Are we alone?". • I can analyze evidence and determine its legitimacy. • I understand all of the parts of the Drake equation. 	Student Reading: History of SETI SETI Institute Cosmos: Traveller's Tales (Voyager's golden record) The Golden Record and Voyager-The Golden Record

		<ul style="list-style-type: none"> ● I can explain the importance of the Drake equation and the SETI program. 	
2	<ul style="list-style-type: none"> ● I can explain the ways in which the use of the Hubble telescope has revealed the age and scope of the universe. ● I can describe the types of celestial bodies found throughout deep space. ● I can explain the statement that “using a telescope is like looking back in time”. 	<ul style="list-style-type: none"> ● I can describe how data from the Hubble explains the expansion of the universe. ● I can describe how data from the Hubble helps scientists define the age of the universe. 	The 1995 Hubble photo that changed astronomy
3	<ul style="list-style-type: none"> ● I can define how scientists use light spectra to gain a deeper understanding of the universe. ● I can distinguish between redshift and blueshift and explain how the light shifts provide information about the 	<ul style="list-style-type: none"> ● I can identify stars that are receding or approaching Earth. ● I can explain redshift/blueshift as evidence of the expansion of the universe. 	<p>Red shift Blue shift webquest</p> <p>Bozeman Science: Doppler Effect on YouTube</p>

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Meteorology	Science	10-12	0.5

Course Description:

Students in this course learn meteorology by developing an understanding of the multiple factors that lead to weather patterns, weather formation and climate. The major topics of study include: Solar radiation, atmospheric moisture and stability, precipitation, air pressure and circulation, air masses and fronts, and changing climates. This course embeds multiple hands-on and virtual lab experiences to enhance students' knowledge and class experience. Students will be expected to maintain a detailed and scientific weather journal, as well as research weather and climate events and share their findings through projects, models, written and/or oral reports and presentations.

Aligned Core Resources:

Grade 6 Science-Destructive Weather
Physical Science-The Year without Summer

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

Critical Thinking and Problem Solving

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

Standard Matrix

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
HS-ESS2-1 . Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean floor features.						X		
HS-ESS2-2 . Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.	X							X
HS-ESS2-4 . Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	X	X		X	X		X	X
HS-ESS2-5 . Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.		X		X	X		X	
HS-ESS2-6 . Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere								X

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Introduction to Business II	CTE-Business	10-12	0.5 Optional Tunxis Credit

Course Description:

This accelerated course is ideal for students striving to get a head start on a career in business. Students will take a deeper dive into topics from Introduction to Business I or Entrepreneurship. This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business, finance, and marketing; planning, organizing, leading and controlling a business organization.

Aligned Core Resources:

BUSN12 Introduction to Business by Kelly and Williams
Textbook

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

Collaboration
Global Awareness
Communication
Critical Thinking and Problem Solving

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

Introduction to Business 1 OR Entrepreneurship

[Equity Audit - Introduction to Business II](#)

Standard Matrix

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>MBA Research Standards, Business Management - Business Law</u> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions				X		
<u>MBA Research Standards, Business Management - Communication Skills</u> Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	X					
<u>MBA Research Standards, Business Management - Financial Analysis</u> Understands tools, strategies, and systems used to maintain, monitor, control, and					X	

plan the use of financial resources						
<u>MBA Research Standards, Business Management - Operations</u> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning			X			
<u>MBA Research Standards, Business Management - Professional Development</u> Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career			X			
<u>MBA Research Standards, Business Management - Strategic Management</u> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department		X	X			
<u>MBA Research Standards, Business Management - Knowledge Management</u> Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization			X		X	
<u>MBA Research Standards, Business Management - Project Management</u> Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects					X	X
<u>MBA Research Standards, Business Management - Quality Management</u> Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them			X			
<u>MBA Research Standards, Business Management - Risk Management</u>		X		X		

Understands risk-management strategies and techniques used to minimize business loss						
<u>MBA Research Standards, General Management - Customer Relations</u> Understands the techniques and strategies used to foster positive, ongoing relationships with customers						X
<u>MBA Research Standards, General Management - Human Resources Management</u> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources			X			
<u>MBA Research Standards, Business Management - Information Technology</u> Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making	X					

Unit Links

[The Business Environment](#)
[Economics and International Business](#)
[Managing a Business](#)
[Business Law & Ethics](#)
[Financing a Business](#)
[Marketing](#)

Unit Title:	
The Business Environment	
Relevant Standards: Bold indicates priority	
<p>MBA Research Standards, Business Management - Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</p> <p>MBA Research Standards, Business Management - Information Technology. Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What is the role of business in the economy? ● How did modern business evolve? ● What role do nonprofit organizations have in the economy? ● What are the core factors of production and how are they used in the economy? ● How will current business trends affect your future career choices? ● How does having excellent communication contribute to having a successful business? ● What are the key factors of nonverbal communication? ● What are communication channels and how do you choose which channel is most effective? 	<ul style="list-style-type: none"> ● Business improves people’s standard of living and increases the quality of life ● Modern business has evolved through different eras from the Industrial Revolution to the relationship era today ● Nonprofit organizations work along with businesses to improve the quality of life in society ● Business improves people’s standard of living and increases the quality of life ● Modern business has evolved through different eras from the Industrial Revolution to the relationship era today ● Nonprofit organizations work along with businesses to improve the quality of life in society ● Nonverbal communication should reinforce the meaning of one’s message ● A communication channel is effective when it is selected by understanding its impact toward the decision made ● Effective business writing involves considering the needs of one’s audience ● Successful verbal presentations are created and delivered by understanding their structure and impact on the audience
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> ● Students should demonstrate a clear understanding of the factors that separated the five business eras. ● Students should be able to discuss that nonprofit organizations differ from businesses in that their goals do not include financial gain. However, nonprofits are clearly businesslike establishments that contribute to the economy in a number of significant ways—most employ people, many produce goods and services and take in revenue, and many act as economic magnets for additional investment. Many nonprofits interact with businesses by developing partnerships that benefit 	5 class sessions of 42 class sessions

<p>both parties.</p> <ul style="list-style-type: none"> • Students should be able to explain the barriers of communication, identify which barrier is easiest to surmount, and defend their reasoning. • Students will be able summarize key points of an advertisement, ask clarifying questions, and listen for key points. • Students will be able to identify the proper communication channel based on a variety of scenarios. • Students will be able to draft a professional email. 	
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Introduction to Business 2. Unit 1 Family Friendly Llnk</p>	<ul style="list-style-type: none"> • Internet Research/Resources • GMAIL • Desktop Publishing Software • Presentation Software
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Business Now: Value, Business, Profit, Loss, Entrepreneurs, Nonprofits, Factors of production, Business environment, Speed to market, Business technology, Internet, E-commerce Demographics, free trade, General agreement on tariffs and trade,</p> <p>Communication: Communication, noise, communication barriers, intercultural communication, nonverbal communication, active listening, communication channels, bias, active voice, passive voice, dynamic delivery,</p>	<p>Various Internet Resource</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • Economics • Math • Civics • Language Arts 	<ul style="list-style-type: none"> • Large businesses are immune from failure. • The intention of the message is the same as the perception of the message. • Communication is the same in all areas of life.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>N/A</p>	<p>This is the introductory unit that will be the foundation for all subsequent learning throughout this course.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech</p>	<p>5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied</p>
<p>Supporting Multilingual/English Learners</p>	

Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> ● 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. ● 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ● 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. ● 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. ● 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing. ● 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. ● 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 		<ul style="list-style-type: none"> ● I can discuss the role of business in the economy. ● I can explain the evolution of modern business. ● I can discuss the role of nonprofit organizations in the economy. ● I can outline the core factors of production and how they affect the economy. ● I can explain how current business trends might affect your career choices. ● I can explain the importance of excellent business communication. ● I can describe the key elements of nonverbal communication. ● I can compare, contrast, and choose effective communication channels. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can discuss the role of business in the economy.	Students can identify the factors of production and how they create businesses. Students can explain the eras of American business..	
	I can explain the evolution of modern business.		
	I can discuss the role of nonprofit organizations in the economy.	Students can compare the role of nonprofit organizations to for profit organizations in the economy	
2	I can outline the core factors of production and how they affect the economy.	Students can classify the factors of production and explain their impact on the economy.	
3	I can explain how current business trends might affect your career choices.	Students can research current business trends to identify careers evolving from the trends..	
4	I can explain the importance of excellent business communication.	Students can list the six main barriers to effective	

	<p>I can describe the key elements of nonverbal communication.</p>	<p>communication and identify which barriers are easiest to surmount.</p> <p>Students can determine how the elements of nonverbal communication help to convey or misrepresent a message.</p>	
	<p>I can compare, contrast, and choose effective communication channels.</p>	<p>Students can choose the appropriate communication channel based on the message they intend to convey in order to avoid misconceptions.</p>	

Unit Title:	
Economics and International Business	
Relevant Standards: Bold indicates priority	
<p>MBA Research Standards, Business Management - Strategic Management. Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p> <p>MBA Research Standards, Business Management - Risk Management. Understands risk-management strategies and techniques used to minimize business loss</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What is economics and what has caused the current global economic crisis? • What events brought upon the great recession and how has it impacted the economy? 	<ul style="list-style-type: none"> • Economics is the study of choices made to allocate society's resources • Fiscal and monetary policies are used to improve economic performance • Socialism and communism are two categories of planned economies • Economies of the world are adopting mixed market systems to meet the needs of its citizens • Business opportunities have increased because of technological growth and reduction of barriers to trade • Reasons for increased international trade include access to factors of production, reduced risks, and inflow of innovation • Measuring international trade requires an understanding of balance of trade, balance of payments, and exchange rates • Firms use a number of different approaches depending on their goals and the structure of the foreign market • Barriers to international trade include sociocultural differences, economic differences, and legal/political differences • Emergence of regional trading blocs, common markets, and international trade promotes free trade
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students should be able to analyze a major financial crisis including the causes and responses. • Students should be able to compare and contrast command, market, and mixed economies. • Students can interpret the laws of supply and demand. • Students should be able to demonstrate an understanding of different cultural business customs. 	10 class sessions of 42 class sessions
Family Overview (link below)	Integration of Technology:

Introduction to Business 2. Unit 2 Family Friendly Link	<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):
<p>Economy, economics, macroeconomics, microeconomics, fiscal policy, budget surplus budget deficit federal debt, monetary policy, commercial banks, money, money supply, M1 money supply, M2 money supply, open market operations, Federal Deposit Insurance Corporation (FDIC), discount rate, reserve requirement, economic system, capitalism, pure competition, monopolistic competition, oligopoly, monopoly, natural monopoly, supply, supply curve, demand, demand curve, equilibrium price, socialism, communism, mixed economies, privatization, gross domestic product (GDP), unemployment rate business cycle, contraction, recession, depression, recovery, expansion, inflation, hyperinflation, disinflation, deflation, consumer price index (CPI) producer price index (PPI), productivity</p> <p>Opportunity cost absolute advantage, comparative advantage, balance of trade trade surplus, trade deficit, balance of payments, balance of payments surplus, balance of payments deficit, exchange rate, countertrade, foreign outsourcing, importing, exporting, foreign licensing, foreign franchising, direct investment, joint ventures, partnership, strategic alliance sociocultural differences, infrastructure, protectionism, tariffs, quotas, voluntary export restraints (VERs), embargo, free trade, General Agreement on Tariffs and Trade (GATT), World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), trading bloc common market, North American Free Trade Agreement (NAFTA) European Union (EU)</p>	<p>The Federal Reserve Bank of Atlanta Educational Resources</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Civics, US History, Economics</p>	<ul style="list-style-type: none"> ● Supply and demand always leads to fair prices ● Monetary value is the same world wide ● The economy is solely controlled by the government ● Economic growth mean everyone is better off ● Government intervention always hinders the economy ● All countries benefit from international trade ● Countries are not impacted by the actions of other countries.
Connections to Prior Units:	Connections to Future Units:
<p>The Business Environment Verbal and Nonverbal International Communication</p>	<ul style="list-style-type: none"> ● Business Management ● Ethics ● Marketing

- Financing

Differentiation through [Universal Design for Learning](#)

UDL Indicator

Teacher Actions:

3.2 Highlight patterns, critical features, big ideas, and relationships

3.2 Highlight or emphasize key elements in text, graphics, diagrams, formulas

Supporting Multilingual/English Learners

Related [CELP standards:](#)

Learning Targets:

- 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
- 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.
- 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.
- 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.
- 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.

- I can define economics and understand the concept of scarcity
- I can analyze past economic crisis and identify their impact on the economy
- I can discuss the impact of fiscal and monetary policy on the economy
- I can evaluate the free market system and supply and demand
- I can evaluate planned market systems
- I can describe the trend toward mixed market systems
- I can discuss key terms and tools to evaluate economic performance
- I can discuss dramatic changes in U.S. trade policy over the last decade
- I can describe business opportunities in the world economy
- I can explain the key reasons for international trade
- I can describe the tools for measuring international trade
- I can analyze strategies for reaching global markets
- I can discuss barriers to international trade and strategies to surmount them
- I can describe the free-trade movement, and discuss key benefits and criticisms

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can define economics and discuss the concept of scarcity.	Students will apply the concept of scarcity and how the factors of production influence how society makes economic decisions.	
2	I can analyze past economic crisis and identify their impact on the economy	Students will research past economic crises and the government response to analyze both causes and solutions.	

3	I can discuss the impact of fiscal and monetary policy on the economy	Students can determine the role of fiscal and monetary policy in the economy. Which governing organizations are responsible for each. Students will analyze how much influences these policies have on interest rates, money supply and inflation.	The
4	I can evaluate the free market system and supply and demand	Students can graph and analyze the laws of supply and demand as well as events that would affect supply and quantity demanded.	
5	I can evaluate planned market systems	Students can identify current planned market economic systems and how they affect business operations	
6	I can describe the trend toward mixed market systems	Students can describe the elements of a mixed market economic system and the pros and cons for businesses	
7	I can discuss key terms and tools to evaluate economic performance	Students can discuss the concepts of GDP, inflation rates, PPI, and CPI	
8	I can discuss dramatic changes in U.S. trade policy over the last decade	Students can research United States trade policy and discuss its effects on businesses	
	I can describe business opportunities in the world economy	Students can describe global business opportunities available to them.	
9	I can explain the key reasons for international trade	Students can explain the importance of international trade and how it contributes to the global economy	
	I can describe the tools for measuring international trade		
	I can analyze strategies for reaching global markets		
10	I can discuss barriers to international trade and strategies to surmount	Students can explain the benefits of free trade and	

	them	<p>discuss how it can lead to increased economic growth, job creation and access to a wider variety of goods for consumers. Students can also explore potential negatives of free trade including potential job losses in certain industries, income inequality and environmental impacts.</p>	
	<p>I can describe the free-trade movement, and discuss key benefits and criticisms</p>		

Unit Title	
Managing a Business	
Relevant Standards: Bold indicates priority	
<p><u>MBA Research Standards, Business Management - Operations</u>. Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</p> <p><u>MBA Research Standards, Business Management - Professional Development</u>. Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career</p> <p><u>MBA Research Standards, Business Management - Strategic Management</u>. Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p> <p><u>MBA Research Standards, Business Management - Knowledge Management</u>. Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization</p> <p><u>MBA Research Standards, Business Management - Quality Management</u>. Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them</p> <p><u>MBA Research Standards, General Management - Human Resources Management</u>. Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How does management contribute to organizational success? • What are the key theories and current practices of motivation within business? • How does strategic planning impact overall business planning? • What is the organizing function of management? • What is the role of managerial leadership and how does each leadership style impact a business? • What is the managerial control process? • What is Human Resources and how does it impact the success of a business? • What are key HR issues facing today's economy? • What opportunities and challenges are present within Human Resource functions? • What is involved in HR planning and how do core HR responsibilities present themselves in business? • What is the key federal legislation affecting Human Resources? • How is diversity helping to shape modern business? 	<ul style="list-style-type: none"> • Management functions include planning, organizing, leading, and controlling • People's thoughts and feelings play a vital role in motivation • Planning is the core of effective management, and organizing involves creating a logical structure • Leadership categories fall along a continuum of power, and controlling involves monitoring performance • HR management focuses on a company's human investment • HR issues include layoffs and outsourcing and wage gap • HR managers face many challenges in building a top-quality workforce • HR responsibilities include recruitment and selection • Firms rely on HR to avoid employment lawsuits
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students should be able to explain the difference between a manager and a leader • Students should be able to differentiate management theories • Students should be able to describe various leadership styles • Students should be able to explain the role and importance of HR in business 	9 class sessions of 42 class sessions

Family Overview (link below)	Integration of Technology:
Introduction to Business 2, Unit 3 Family Friendly Link	<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):
Management, planning, organizing, leading, controlling, top management, middle management, first-line (or supervisory management), Maslow's Hierarchy of Needs Theory Theory X and Theory Y, job enrichment, expectancy theory, equity, strategic planning, tactical planning, operational planning, contingency planning, mission, SWOT analysis, strategic goals, strategies, organization chart, degree of centralization, span of control, departmentalization, line organization, line-and-staff organization, line managers, staff managers, matrix organizations, free-rein leaders, human resource (HR) management, job analysis, job description, job specifications, (or "specs"), internal recruitment, external recruitment, structured interview, probationary period, contingent workers, orientation, on-the-job training, apprenticeship, management development, performance appraisals, compensation, wages, salaries, benefits, cafeteria-style benefits, flextime, compressed workweek, remote work, Civil Rights Act of 1964 Title VII, Equal Employment Opportunity Commission (EEOC), affirmative action, sexual harassment	<ul style="list-style-type: none"> • Various industry leadership/management/motivational books will be used for enrichment. • Ted-Talks
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Psychology, Sociology	<ul style="list-style-type: none"> • Managers control everything and make all decisions. • Management is only telling people what to do • Leaders are born, not made • Human resources is only about hiring and firing employees
Connections to Prior Units:	Connections to Future Units:
Communication	Financing, Marketing, Business Law
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
9.1 Promote expectations and beliefs that optimize motivation	9.1 Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<ul style="list-style-type: none"> • 9-12.1 An EL can construct meaning from oral 	<ul style="list-style-type: none"> • I can discuss the importance of management to

	<p>presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <ul style="list-style-type: none"> 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing. 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 	<p>organizational success</p> <ul style="list-style-type: none"> I can explain key theories and current practices of motivation I can explain business planning, especially strategic planning I can discuss the organizing function of management I can explain the role of managerial leadership and the key leadership styles I can describe the management control process I can explain the importance of human resources to business success I can discuss key human resource issues in today's economy I can outline challenges and opportunities that the human resources function faces I can discuss human resource planning and core human resources responsibilities I can explain the key federal legislation that affects human resources I can explain the role of diversity in contemporary business 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can discuss the importance of management to organizational success	Students can demonstrate an understanding of the key functions of management including planning, organizing, leading and controlling and explain how each function contributes to achieving organizational goals and ensuring success.	
2	I can explain key theories and current practices of motivation	Students should grasp the significance of employee motivation and engagement in organizational success. Students can recognize that effective management involves fostering a positive work culture, providing opportunities for growth and development .	
3	I can explain business planning, especially strategic planning	Students can discuss the importance of strategic thinking and long-term planning in management. Students can analyze how	
	I can discuss the organizing function of management		

		effective management involves setting clear objectives, formulating strategies, and adapting to changes in the business environment.	
4	I can explain the role of managerial leadership and the key leadership styles	Students can provide a clear explanation of different managerial leadership styles such as autocratic, democratic, laissez-faire, transformational and situational leadership. They should describe the characteristics of each style.	
	I can describe the management control process	Students can explain the elements of the control process and describe how this process helps managers monitor progress, identify and address potential issues to ensure that organizational goals are achieved.	
5	I can explain the importance of human resources to business success	Students can evaluate the strategic role of HR in organizations. They understand that HR functions are not just administrative but contribute to the overall success of the organization by aligning human capital with business goals and fostering a positive work environment.	
	I can discuss key human resource issues in today's economy	Students can identify key issues and challenges faced by HR professionals today. They should understand topics such as workforce diversity, remote work, employee well-being, talent retention and adapting technological advancements.	
6	I can outline challenges and opportunities that the human resources function faces		
7	I can discuss human resource	Students can demonstrate	

	<p>planning and core human resources responsibilities</p> <p>I can explain the key federal legislation that affects human resources</p>	<p>a comprehensive understanding of key federal legislation related to HR. Students can explain the purpose, scope, and main provisions of the legislation accurately. Students can identify applicable laws and explain key provisions of each legislation including the rights it offers to employees and the responsibilities it imposes on employers.</p>	
8	<p>I can explain the role of diversity in contemporary business</p>	<p>Students can recognize the benefits of diversity in contemporary business. Students can understand how a diverse workforce can bring different perspectives, ideas and experiences that enhance creativity, innovation, problem solving. Students will apply the concept of inclusion and its relationship with diversity to create an inclusive work environment.</p>	

Unit Title:	
Business Law & Ethics	
Relevant Standards: Bold indicates priority	
<p><u>MBA Research Standards, Business Management - Business Law</u>. Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions</p> <p><u>MBA Research Standards, Business Management - Risk Management</u>. Understands risk-management strategies and techniques used to minimize business loss</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What are ethics and universal ethical standards? ● What is business ethics and how do ethical dilemmas affect business? ● How does ethics relate to both individuals and organizations? ● How does social responsibility impact stakeholder groups? ● What is the role of social responsibility in the global arena? ● How do companies measure social responsibility? ● How have unions impacted its members and economy? ● What are the challenges unions face today? ● What is the purpose of laws? ● What are the major sources of laws in the United States? ● What are the characteristics of a contract and how are the terms of contracts enforced? ● How do title and risk pass from the seller to the buyer when a sale occurs? ● How would you summarize legal principles, governing agency, intellectual property, and bankruptcy? 	<ul style="list-style-type: none"> ● Universal ethical standards are ethical norms that apply to all people across a broad spectrum of situations ● Business ethics is the application of right and wrong in a business setting ● Organizational culture has an influence on the ethical conduct of individual employees ● Social responsibility is the obligation of a business to contribute to society ● Unions are organized into craft unions and industrial unions ● Many labor laws dealing with labor unions were passed after 1932 ● Federal law requires that both sides in collective bargaining bargain in good faith ● Unions impact employee compensation, job security, and employee productivity ● Laws are the rules governing the conduct and actions of people within a society that are enforceable by the government and arise from many sources ● Two branches of law are civil law and criminal law ● All valid contracts must satisfy four conditions ● In a principal-agent relationship, the principal gives the agent the authority to act in place of, and bind, the principal when dealing with third parties ● Bankruptcy provides the means for debtors who are unable to meet their obligations to discharge their debts and get a fresh start ● Patents, trademarks, and copyrights protect intellectual property rights
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> ● Students should be able to explain universal ethical standards ● Students should be able to apply their knowledge to solve ethical dilemmas ● Students should be able to explain how to protect their intellectual property 	9 class sessions of 42 sessions

<ul style="list-style-type: none"> • Students should be able to identify laws that protect businesses and employees • Students should be able to describe the role of a union • Students should be able to provide an overview of the legal principles governing agency, and bankruptcy in businesses 	
Family Overview (link below)	Integration of Technology:
Introduction to Business 2 Unit 4 Family Friendly Link	<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):
Laws, constitution, statutory law, Uniform Commercial Code (UCC), administrative law, case law, tort, negligence, crime, business law, contract, consideration, statute of frauds, breach of contract, statute of limitations, compensatory damages, specific performance, sales, title, principal-agent relationship, principal, agent, scope of authority, chapter 7 bankruptcy, chapter 11 bankruptcy, chapter 13 bankruptcy, property, intellectual property, patent, trademark, copyright, ethics, universal ethical standards, business ethics, ethical dilemma, code of ethics, whistle-blowers, social responsibility, stakeholders, consumerism, planned obsolescence. Sarbanes-Oxley Act, corporate philanthropy, cause-related marketing, corporate responsibility, sustainable development, carbon footprint, green marketing, social audit	Legal documents used for reference, ethical case studies
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Civics, Law and Justice, Psychology	<ul style="list-style-type: none"> • Business laws are unnecessary and hinder business operations. • Ethical behavior is subjective and varies from person to person • Business ethics are solely about avoiding legal consequences • Business ethics and profits do not mix
Connections to Prior Units:	Connections to Future Units:
Economics, Management, Communication	Financing and Marketing
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
5.3 Build fluencies with graduated levels of support for practice and performance	5.3 Provide multiple examples of novel solutions to authentic problems
Supporting Multilingual/English Learners	

Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing. 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 		<ul style="list-style-type: none"> I can explain ethics and universal ethical standards I can describe business ethics and ethical dilemmas I can discuss how ethics relates to both the individual and the organization I can examine the impact of social responsibility on stakeholder groups I can explain the role of social responsibility in the global arena I can describe how companies evaluate their efforts to be socially responsible I can evaluate the impact that unions have had on their members' welfare and the economy, and explain the challenges that today's unions face. I can explain the purpose of laws and identify the major sources of law in the United States. I can describe the characteristics of a contract and explain how the terms of contracts are enforced. I can describe how both title and risk pass from the seller to the buyer when a sale occurs. I can provide an overview of the legal principles governing agency, intellectual property, and bankruptcy. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can explain ethics and universal ethical standards	Students can explain ethics and by using the universal ethical standards navigate ethical dilemmas that affect both individuals and organizations.	
	I can describe business ethics and ethical dilemmas		
	I can discuss how ethics relates to both the individual and the organization		
2	I can examine the impact of social responsibility on stakeholder groups	Students can examine social responsibility in a global arena and identify ways companies measure social responsibility.	
	I can explain the role of social responsibility in the global arena		
	I can describe how companies evaluate their efforts to be socially responsible		
3	I can evaluate the impact that unions have had on their members' welfare and the economy, and explain the challenges that today's unions face.	Students can identify reasons for the creation of unions as well as challenges faced by labor unions past and present.	
4	I can explain the purpose of laws and identify the major sources of law in the United States.	Students can understand the purpose of laws and identify sources of laws in	

		the United States.	
5	I can describe the characteristics of a contract and explain how the terms of contracts are enforced.	Students can define a contract and identify its key characteristics, including the parties involved, the mutual agreement, and the consideration exchanged.	
	I can describe how both title and risk pass from the seller to the buyer when a sale occurs.		
6	I can provide an overview of the legal principles, governing agency, intellectual property, and bankruptcy.	Students can effectively communicate their understanding of legal principles, governing agencies, intellectual property, and bankruptcy through verbal or written explanations	

Unit Title	
Financing a Business	
Relevant Standards: Bold indicates priority	
<p><u>MBA Research Standards, Business Management - Financial Analysis</u>. Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p> <p><u>MBA Research Standards, Business Management - Knowledge Management</u>. Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization</p> <p><u>MBA Research Standards, Business Management - Project Management</u>. Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What is the goal of financial management and what issues do managers face to achieve financial goals? • What tools do financial managers use to evaluate a company's financial well being and develop financial plans? • What are sources of funds in business? • What are the key issues to determine a firm's capital structure? • How do financial managers acquire and manage assets? • How do financial managers evaluate capital budget proposals? 	<ul style="list-style-type: none"> • Goal of financial management is to maximize the market price of stock • The current financial condition of a company is evaluated using ratio analysis • Some sources of funds to meet a firm's short-term and long-term financial needs include trade credit, bank loans, debts, commercial paper, and owner investments • Capital structure comprises a mix of equity and debt-financing • Financial managers acquire and manage current assets by using cash holdings, offering credits, and managing inventories • Financial managers evaluate capital budgeting proposals by taking into account time value of money and net present value
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students should be able to demonstrate their understanding of business dynamics and how it impacts financing decisions • Students will be able to demonstrate their understanding of risk management and its role in financing decisions. • Students should be able to outline their funding needs and propose a strategy for obtaining financing. 	4 class sessions of 42 classes
Family Overview (link below)	Integration of Technology:
Introduction to Business 2, Unit 5 Family Friendly Link	<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):

Financial capital, finance, risk, risk-return trade-off, financial ratio analysis, liquid asset, liquidity ratios, asset management ratios, financial leverage, leverage ratios, profitability ratios, budgeted income statement, budgeted balance sheet, cash budget, trade credit, spontaneous financing, factor, line of credit, revolving credit agreement, commercial paper, retained earnings, covenant, equity, debt financing, capital structure, cash equivalents, U.S. Treasury bills (T-bills), money market mutual funds, capital budgeting, time value of money, certificate of deposit (CD), present value, net present value (NPV)	Banking websites Spreadsheet software
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Personal Finance, Economics, Math	<ul style="list-style-type: none"> • Businesses can easily get loans or financing whenever they need it • All financing options are the same • Financing is only for big businesses • Financing means taking on debt • Once financing is secured the business is guaranteed success
Connections to Prior Units:	Connections to Future Units:
Business Environment, Economics, Ethics	Marketing
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
6.1 Guide appropriate goal-setting	6.1 Provide prompts and scaffolds to estimate effort, resources, and difficulty
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<ul style="list-style-type: none"> • 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. • 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions • 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. • 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. • 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing. • 9-12.8 An EL can determine the meaning of words 	<ul style="list-style-type: none"> • I can identify the goal of financial management and the issues financial managers confront as they seek to achieve this goal • I can describe the tools financial managers use to evaluate their company's current financial condition and develop financial plans • I can evaluate the major sources of funds available to meet a firm's short-term and long-term financial needs • I can identify the key issues involved in determining a firm's capital structure • I can describe how financial managers acquire and manage current assets • I can explain how financial managers evaluate capital budgeting proposals to identify the best long-term investment options for their company

<p>and phrases in oral presentations and literary and informational text.</p> <ul style="list-style-type: none"> • 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify the goal of financial management and the issues financial managers confront as they seek to achieve this goal	Students can identify the goal of financial management and determine solutions for a company's current financial condition	
	I can describe the tools financial managers use to evaluate their company's current financial condition and develop financial plans		
2	I can evaluate the major sources of funds available to meet a firm's short-term and long-term financial needs	Students can analyze short-term and long-term financing options the best meet the needs of a company	
	I can identify the key issues involved in determining a firm's capital structure		
3	I can describe how financial managers acquire and manage current assets	Students can research and explain real-world examples of companies acquiring and managing business assets	
	I can explain how financial managers evaluate capital budgeting proposals to identify the best long-term investment options for their company		

Unit Title	
Marketing	
Relevant Standards: Bold indicates priority	
<p>MBA Research Standards, Business Management - Project Management. Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects</p> <p>MBA Research Standards, General Management - Customer Relations. Understands the techniques and strategies used to foster positive, ongoing relationships with customers</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are the objectives, process, and scope of marketing? • What role does the customer play in marketing? • How would you explain each element of marketing strategy? • How would you describe the consumer and business decision making process? • What are the elements of marketing research? • What role does social responsibility and technology play in marketing? 	<ul style="list-style-type: none"> • Marketing involves creating, communicating, and delivering value to customers • Information is an integral part of CRM • Elements of marketing strategy include product, price, distribution, and promotion • Understanding customer needs includes studying consumer and business buyer behavior • Categories of marketing research data include secondary and primary data • Social responsibility movement and technology have impacted marketing in the last two decades
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students should be able to explain the scope of marketing • Students should be able to explain the role of the customer in marketing • Students should be able to explain the roles of social responsibility and technology in marketing • Students should be able to demonstrate their ability to conduct market research and analyze the results 	4 of 42 classes
Family Overview (link below)	Integration of Technology:
Introduction to Business 2. Unit 6 Family Friendly Language	<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):
Marketing, utility, marketing concept, customer relationship management (CRM), value, customer satisfaction, customer loyalty, marketing plan, market segmentation, target market, consumer marketers (B2C), business marketers (B2B), demographic segmentation, geographic segmentation, psychographic segmentation, behavioral segmentation, marketing mix, environmental scanning, market share,	Role play

consumer behavior, cognitive dissonance, business buyer behavior, marketing research, secondary data, primary data, observation research, survey research, green marketing, mass customization			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Psychology, Computer Software Applications, Introduction to Digital Media Production, Advanced Digital Media Production		<ul style="list-style-type: none"> Marketing is only about advertising Marketing is only for big businesses Marketing guarantees immediate success Marketing is only about selling products 	
Connections to Prior Units:		Connections to Future Units:	
Business Environment, Communication, Economics, Law and Ethics, Financing		N/A	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
5.1 Use multiple media for communication		5.1 Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing. 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 		<ul style="list-style-type: none"> I can discuss the objectives, the process, and the scope of marketing I can identify the role of the customer in marketing I can explain each element of marketing strategy I can describe the consumer and business decision-making process I can discuss the key elements of marketing research I can explain the roles of social responsibility and technology in marketing 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can discuss the objectives, the process,	Students can analyze the	

	and the scope of marketing	impact of customer behavior and explain how businesses address those behaviors through marketing strategies.	
	I can identify the role of the customer in marketing		
2	I can explain each element of marketing strategy	Students can define and identify the key elements of a marketing strategy, including target market, product/service offering, pricing, promotion, and distribution.	
3	I can describe the consumer and business decision-making process	Students can describe the stages in the consumer and business decision-making process and describe the primary components of marketing research	
	I can discuss the key elements of marketing research		
4	I can explain the roles of social responsibility and technology in marketing	Students can define social responsibility in marketing and explain its significance in ethical and sustainable business practices.	

Policy 3453 School Activity Funds, June 2023

For the purpose of this policy, student activity funds shall fall within the meaning under CGS Chapter 170, Section 10-237, with the exception that no student activity fund shall be set up to include "gate fees" for sporting events or "attendance fees" for other school-sponsored events whereby Bristol residents and Bristol students shall be charged a fee for entrance to the same event. Notwithstanding the preceding exception, 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. In addition, schools are prohibited from charging a student activity fee if the student does not choose to participate in an optional athletic or other extracurricular school activity funded by the fee

Policy 3453 - School Activity Funds - Revised - 7/26/23

For the purpose of this policy, student activity funds shall fall within the meaning under CGS Chapter 170, Section 10-237, with the exception that no student activity fund shall be set up to include “gate fees” for sporting events **during the regularly scheduled season of play (Fall, Winter, Spring)** or ~~“attendance fees” for other school-sponsored events~~ whereby Bristol residents and Bristol students shall be charged a fee for entrance to the same event. **Pre or post season games or exhibits and the annual Battle for the Bell may include a gate fees for all spectators regardless of residency in Bristol.** Notwithstanding the preceding exception, 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. In addition, schools are prohibited from charging a student activity fee if the student does not choose to participate in an optional athletic or other extracurricular school activity funded by the fee.