

Board of Education Meeting

Wednesday, May 6, 2026 7:00 PM

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

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

2. STAFF AND STUDENT RECOGNITION

2.1. Italian Scholarship Winners

- Isabella Alves- Trip Social Media Blogger
- Lucy Pons- Trip Photographer
- Kayla Beaulieu - Trip Journalist
- Ava Czarnecki - Trip Artist

2.2. Board of Education Student Representatives

- Paige Ansah
- Ameilia Brown

2.3. CABE 2025-2026 Student Leadership Awards

- BAIMS- Emani Gonzalez & Elvin Ansah
- BCHS - Keira Ryan & Jacoby Fry
- BEHS - Shawn'D Gonzalez-Miranda & Paige Ansah
- BPA - Bria Barnett
- Chippens Hill - Kailyn Bush & Janay Guzman
- Greene Hills - Grace Walters & Angelous Walton
- Northeast- Lillian Hirx & Cayden Vernaglia
- West Bristol- Ian Rodriguez & Gabby Valerim

2.4. Danielle Ferowiz, 8th grade Social Studies & AVID Teacher at CHMS-

Selected 1 out of 100 in nation to be a delegate for "We the Teachers: Preparing the Next Generation Through History & Civics"

2.5. Staff Recognition Days

- 5/1/26-5/7/26 - National Physical Education & Sports Week
- 5/1/26 - School Principals Day
- 5/1/26 - School Lunch Heroes Day
- 5/4/26-5/8/26- Teacher Appreciation Week
- 5/6/26 - School Nurse Day
- 5/18/26 - Speech Pathologist Day

3. APPROVAL OF MINUTES

3.1. April 1, 2026 -Regular Meeting Minutes

3.2. April 23, 2026 -Budget Workshop #3 Meeting Minutes

4. COMMITTEE REPORTS

5. STUDENT REPRESENTATIVE REPORTS

6. CHAIR REPORT

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

- 8.1.a. Administrative Retirement
Bastiaanse, Amy - CHMS - Assistant Principal
effective June 30, 2026
- 8.1.b. Administrative Hire
Darcy, Julia - WB - Assistant Principal effective
May 11, 2026
- 8.1.c. Teacher Hires
Kanachovski, Kimberly - EPH/EDGE PreK - Art
Teacher effective April, 2026
- 8.1.d. Teacher Resignations
Spatafore, Daniel - CHMS - Grade 8 Science
Teacher effective June 30, 2026
- 8.1.e. Teacher Retirement
Aseltine, Susan - MTV - K-5 Library Media
Specialist effective June 30, 2026
Walker, Reinhard - BCHS - Mathematics Teacher
effective June 30, 2026
- 8.1.f. Teacher Leave of Absence Request
Winoski, Andrea - MTV - Special Education Teacher
effective April 30, 2026 returning May 11, 2026
- 8.1.g. Team Mentor/ Cooperating Teacher
Austin Mathley, Nathaniel - BAIMS, Social Studies
Shortt, Miranda- CHMS, Math
Lewis, Sarah - Districtwide Library Media Science

9. **PUBLIC COMMENT**

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

- 10.1. Pupil Personnel Services Report
- 10.2. April 1 Enrollment Count for the 2025-
2026 School Year

11. **CURRICULUM REVISION**

- 11.1. English I-III, Curriculum Revision
- 11.2. Ninth Grade Health, Curriculum Revision
- 11.3. PE Elective Credit for Summer, New Course
- 11.4. Chemistry ACA/ACC, Curriculum Revision

12. **POLICY REVISION**

- 12.1. 6161.12 / 1312.3 -Library Material Review
and Reconsideration
- 12.2. 6161.13 /1312.4 - Library Collection
Development and Maintenance
- 12.3. 6161.14 / 1312.5 - Library Display and
Program

12.4. Bylaw 9132.8 - School Board Liaison to Local
School

12.5. Bylaw - 9133- Special Committee

12.6. Policy 5131.81 - Use of Private
Technology Devices by Students with Regulation

13. **NEW BUSINESS**

13.1. Encroachment of South Side School
Property

13.2. Solar Arrays at BEHS & BCHS

13.3. Bristol Eastern 2027 Trip to Spain

13.4. Bristol Central 2028 Exchange in Fano,
Italy

14. **INFORMATION/LIAISON REPORTS**

15. **ADJOURNMENT**

The minutes presented within this document summarize the discussion of the Regular Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link:[4/1/26-Regular Board of Education Meeting](#)

Bristol Board of Education
Bristol, Connecticut
Wednesday, April 1, 2026 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, April 1, 2026 at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons, Commissioners: Jill Fitzsimons-Bula, Kristen Giantonio, Kara Ledger, Lorianne Osenkowski, Robert Parenti, Maria Simmons, Barbara Tedesco, and Jennifer Van Gorder (7:02pm)

Absent: Deputy Superintendent Mary Hawk

Also, Present: Superintendent Iris White, Liaison Peter Kelley, Jodi Bond, Director of Finance, Carly Fortin, Chief Academic Officer, Laura Lanza Secondary Stem Supervisor, Lesek Ward Secondary Humanities Supervisor, Dr. Amy Martino, Director of Pupil Services and Joseph Grabowski, Chief Talent Officer

Call to Order/Pledge of Allegiance/Moment of Silence:

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

Chair Pons recognized and provided a moment of silence to honor Carol Kallenback - Bristol Central High School English/Spanish Teacher from 1957-1998 and Mileena Burnham Matthews, a former Bristol Public Schools student

Staff and Student Recognition

Superintendent White recognized Jean Zendel of Bristol Eastern High School for being named the 1st Congressional District winner in U.S. Senator Chris Murphy's Martin Luther King Jr. Essay Contest, which celebrated its 10-year anniversary and received over 1,000 submissions statewide. Mrs. Katy Reddick was also recognized for her dedication in supporting and encouraging student participation.

Superintendent White recognized the BAIMS Drone Team for hosting the RECF Aerial Drone Competition on March 7, 2026, with 14 participating teams. BAIMS teams earned both the

Teamwork Mission Championship (Team 2026A Iron Falcons) and the Communications Mission Championship (Team 2026C Kings of the Sky), with the Iron Falcons also receiving the Middle School All-Around Champion Award.

Superintendent White recognized CHMS 8th grade students, under the direction of Mrs. Danielle Federowicz, for their participation in the MyAmerica Project in recognition of the 250th anniversary of the American Revolution. Students designed fabric patches to be assembled into a large U.S. flag to be displayed on the Boston Common.

The Bristol Eastern Robotics Club, Team 11464, was recognized for competing in FIRST Robotics Competition events in Waterbury and Hartford, earning the Rookie All-Star Award at the Hartford event.

Students from Bristol Central and Bristol Eastern High Schools were recognized for participating in a Unified Sports game during halftime of the Division II Girls Basketball State Championship at Mohegan Sun on March 21, 2026.

The Bristol Central High School Girls Basketball Team was recognized for winning the Division II State Championship, defeating Rocky Hill 58–52 in overtime.

Superintendent White noted that Bristol Public Schools will observe Autism Awareness Day on April 2, 2026, through the “Light It Up Blue” initiative to promote awareness and inclusion.

As part of staff recognitions, the Board acknowledged April observances, including Paraprofessional Appreciation Day, National School Librarian Day, National Assistant Principals Week, Afterschool Professionals Week, Administrative Professionals Day, and School Bus Driver Appreciation Day. Superintendent White expressed appreciation to all staff for their continued dedication and service.

Approval of Minutes

February 3, 2026 - Budget Workshop #2 Meeting Minutes

The Board of Education voted to approve the February 3, 2026 - Budget Workshop #2 Meeting Minutes with amendments to the dates of the fiscal budget year representing 26-27 sy.

Motion made by Jennifer Van Gorder and second by Kristen Giantonio. The motion passed unanimously.

March 4, 2026 - Regular Meeting Minutes

The Board of Education voted to approve the March 4, 2026 - Regular Meeting Minutes as written.

Motion made by Kara Ledger and second by Jill Fitzsimons-Bula. The motion passed 7-1, with one abstention from Commissioner Van Gorder.

March 18, 2026 - Special Meeting Minutes

The Board of Education voted to approve the March 18, 2026 - Special Meeting Minutes – as written.

Motion made by Jennifer VanGoorder and second by Kara Ledger. The motion passed 7-2, with one abstention from Commissioner Gianonio & Osenkowski.

Committee Reports

Student Achievement & Outcome Committee – Commissioner Ledger had no report to provide due to no meeting in March.

School, Family, and Community Partnerships – Commissioner Tedesco reported no meeting was held in March. The next meeting is scheduled for April 29, 2026.

Policy Committee – Secretary Fitzsimons-Bula reported that the committee did not meet in March and the next meeting is next week, April 8, 2026.

School Safety Committee – No report provided.

Finance and Operations Committee – Vice-Chair Simmons reported that the committee met on March 11, 2026. During the meeting, the committee reviewed the financial reports from General Funds & Pupil Services. The next Finance & Operations Committee meeting is scheduled for April 8, 2026.

Student Representatives Report

Bristol Central

No report provided by Amelia Brown.

Bristol Eastern

Student Representative Paige Ansah provided an update on recent and upcoming events at Bristol Eastern High School.

Ms. Ansah reported that the National Honor Society held its induction ceremony on March 23, welcoming new members. Inductees met the organization's four pillars of Scholarship, Service, Leadership, and Character. Congratulations were extended to the newly inducted students.

On March 27, Science National Honor Society students participated in a field trip to Boston, visiting the Museum of Science and the New England Aquarium, where they engaged with interactive exhibits and live demonstrations. The organization is also hosting an E-Waste Drive and Car Wash on April 4 from 9:00 a.m. to 12:00 p.m.

Upcoming prom events were announced, with Junior Prom scheduled for May 16 at the DoubleTree (theme: Great Gatsby) and Senior Prom scheduled for May 23 at the Aqua Turf (theme: Red Carpet). Students appealing prom eligibility due to attendance concerns must maintain perfect attendance for 45 days for their appeals to be considered.

The United Way Senior Citizen Prom will be held on April 7 at the Bristol Senior Center, featuring a Red Carpet/Hollywood theme.

Culture Day will take place on April 10 in the small gym, beginning with a school-wide parade and concluding with a cultural showcase featuring student-created tri-fold presentations. Students and staff are encouraged to participate by wearing cultural attire and/or bringing flags.

Student Council will host its Earth Day Extravaganza, featuring presentations with live animals, an interactive campus tour by Sessions Woods, environmental awareness tables during lunch waves, and campus clean-up activities. Participation in presentations will require prior class sign-up due to limited space.

The report concluded with appreciation for the opportunity to share updates.

Chair Report

Chair Shelby Pons reported that earlier in the evening, Commissioners Piro, Simmons, Ledger, and Chair Pons addressed the Board of Finance during its budget meeting public comment period.

Chair Pons provided clarification regarding the budget development and approval process, noting that the Superintendent and administrative team first determine the actual cost required to operate the school district. The Board of Education then reviews the proposed budget and, following deliberation, voted to advance it.

Chair Pons stated that the Board of Education fully supports the budget that was submitted and emphasized that final budget authority rests with the Board of Finance, which is responsible for reviewing all City budgets and making final determinations. She further noted that any reductions made at that level fall under the Board of Finance's responsibility.

Chair Pons referenced the previous year's budget process, stating that the Board of Education reduced its request by approximately \$6 million in good faith, followed by an additional \$4 million reduction by the Board of Finance, totaling approximately \$10 million in cuts. She indicated that this pattern has resulted in recurring funding gaps that impact staffing and programming, particularly in special education.

Chair Pons also noted that while education funding has been reduced through this process, centralized costs for City employee insurance and related expenses have increased by approximately \$10 million, which she stated has contributed to additional pressure on the school budget.

She expressed concern regarding the impact of the current proposed \$10.5 million in additional reductions, stating that such cuts could result in significant staffing reductions, program eliminations, and operational changes, including but not limited to layoffs, school closures, reduced kindergarten schedules, elimination of athletics and transportation services, increased class sizes, and reduced student supports.

Chair Pons emphasized that these impacts represent long-term changes to educational programming and student services.

She further stated that, based on her review of publicly available financial data, the Board of Education’s share of the overall municipal budget has decreased over the past four years while other areas have increased. Chair Pons noted that the Board of Education does not have authority over taxation or revenue generation and must operate within the budget allocated.

She concluded by reiterating that the Board of Education is required by state and federal law to provide a free and appropriate public education to all students and stated that adequate funding is necessary to meet those obligations. Chair Pons encouraged continued review of financial data and stated that the issue reflects a structural imbalance that must be addressed by the Board of Finance.

Superintendent Report

The Superintendent began her report with an update on her 2025–2026 priorities. She shared that the inaugural “Superintendent Time with the Bristol Edition” aired last Wednesday. This monthly 30-minute program will be structured into three segments: 10 minutes highlighting key district activities from the past month, 10 minutes addressing pressing issues, and 10 minutes responding to viewer-submitted questions. The public is encouraged to submit topics and questions in advance for future episodes.

An update on mental health supports was provided, during which Superintendent White expressed appreciation to Prudence Crandall for nominating her as part of the First 100 Plus Class of 2026, recognizing leaders in Connecticut working to improve the lives of domestic violence survivors and their families. She noted her anticipation of the 15th Annual First 100 Plus Breakfast and Awards Ceremony, scheduled for Friday, May 15th from 7:30–9:30 a.m. at the Hartford Marriott Downtown.

Superintendent White also thanked the Bristol Diversity Council for hosting a meaningful and thought-provoking event aligned with the District Equity Leadership Team’s priority mission that all students feel connected, supported, and engaged, emphasizing the importance of “words matter.”

An update on legislative advocacy efforts was provided. Superintendent White noted that the Connecticut Association of Urban Superintendents (CAUS), of which Bristol is a member, has been working with Baldwin Media to elevate the voices of urban districts, particularly regarding ECS funding changes and their impact. Efforts have included radio interviews and local news

coverage. She also shared that she has continued to submit testimony on various education-related bills and remains in ongoing communication with the district’s legislative delegation.

Superintendent White further reported that she continues to meet with the Mayor and respond to questions from the Board of Finance regarding the proposed 2026–2027 budget request.

This concluded the Superintendent’s Report.

Consent Agenda

Chair Pons called for a motion to approve the Consent agenda, which include items from 8.1.a to 8.1.d & 8.2a.

Motion made by Maria Simmons and second by Kara Ledger. Motion passed unanimously.

8.1 Personnel

8.1.a Teacher Hires

Zagorski, Ashley – CW - School Psychologist effective March 2, 2026

8.1.b Teacher Resignations

David, Elizabeth – BCHS – Special Education Teacher effective June 30, 2026

8.1.c Teacher Retirement

Galske, Lisa – SSS – Physical Education Teacher effective June 30, 2026

Rubbo, Nicolo – BCHS – Special Education Teacher effective June 30, 2026

8.1.d Teacher Leave of Absence Request

Bazarewsky, Olivia – ID – TESOL Teacher – return date amended from August 24, 2026 to April 1, 2026

Rossiter, Leah – EDGE PREK – Speech and Language Teacher return date amended from August 24, 2026 to June 15, 2026

Santiago, Megan – SS – Social Worker – effective March 25, 2026 returning June 1, 2026

8.2 GRANTS

8.2a Post Secondary Readiness Assessment Grant

Public Comments

During Public Comment, Cynthia Circosta and Caroline Spinnanger addressed the Board for Bus Driver Appreciation Day. Michael Reynolds addressed the board in regards to the proposed 26-27 Superintendent Budget.

In response, Commissioners expressed gratitude to Ms. Circosta and Ms. Spinnanger for speaking in regards to the Bus Appreciation Day and Mr. Reynolds in regards to the budget.

Deliberated Items/District Leadership Team Reports

10.1 Pupil Personnel Services Report

Dr. Amy Martino presented the monthly Pupil Personnel Services Report as of March 1 1, 2026. The identification rate of Bristol Public School students requiring special education programming as of March 1, 2026 was 1796 of 7859 of the BPS students, which reflects 22.9%. As of February 1st, 127 students with disabilities required out-of-district placements at private special education school programs. There were 86 students requiring special education programming services at other public out-of-district schools, including magnet schools.

During the month of February 2026, 54% (13 of 24) of newly enrolled students to BPS were receiving special education services; 1 of our newly registered students attended an out-district-placement at the time of enrollment. During the month of February, there were (19) 211 calls and (9) 911 calls.

As of March 1, 2026, all represented budget lines are trending as expected with the exception of the public placed tuition and professional services line which are trending higher than expected this month. The State placed tuition subline within the Public Placed Tuition line is 3 times higher than the budgeted amount with a large increase this fiscal year.

We have not received the anticipated excess cost reimbursement, Medicaid payments, or tuition revenue. Dr. Martino reported we do anticipate being over budget if all encumbrances remain through the end of the fiscal year.

Questions and discussion regarding the students that have DCF Placement and require services in and out placements.

10.2 High School Winter Sports Presentation

Cera Galluzzo, Director of Athletics, introduced the Presidents and Vice Presidents of the Student-Athlete Leadership Councils from Bristol Central and Bristol Eastern High Schools.

At Bristol Central High School, Leadership Council President Caitlyn Carone provided an overview of the winter sports season, followed by Vice President Christopher Mika, who highlighted individual and team accomplishments from the winter athletic programs.

At Bristol Eastern High School, Leadership Council President Leslie Arthur Adzo presented an overview of the winter sports season, followed by Vice President Kater Patterson, who also highlighted individual and team accomplishments from the winter athletic programs.

Cera Galluzzo, thanked the Seniors who participated on the Leadership Council and welcomed the new representatives. Chair Pons thanked the Student Athletes for their presentation.

New Business

11.1 High School Graduation Date and End of Year Closing Date

Chair Pons invited Joseph Grabowski and Carly Fortin to address the proposed High School graduation date and the end-of-year closing schedule. Mr. Grabowski reported that, due to seven school closures and four delayed openings, the last day of school will be Thursday, June 25, 2026. He further noted that elementary and middle school promotional exercises will be held on the morning of the final school day.

Mr. Grabowski then invited Mrs. Fortin to present information regarding the proposed change to the High School graduation date to June 17, 2026. Mrs. Fortin provided an overview of Connecticut General Statute 10-191, which allows local or regional boards of education to establish a firm graduation date for grade 12 students no earlier than the 180th instructional day of the school calendar adopted for that year. She noted that the district's original 181st school day was June 16, 2026.

Mrs. Fortin also summarized discussions from surveys, and joint meetings held to review instructional concerns, including ensuring curriculum coverage, meeting academic standards and goals across all courses, and addressing the needs of multi-level classroom settings.

Questions and discussion ensued regarding GradNite, confirmation that graduation requirements are being met, event planning considerations, legal concerns of having an early graduation date and ensuring students receive all required instructional content in a timely manner, particularly in ECE and Advanced Placement courses. Mrs. Fortin addressed all questions and provided a breakdown of instructional timeline and final exams for Seniors and multi-level classrooms.

Motion made by Jill Fitzsimons-Bula and seconded by Kristen Giantonio . Motion passed unanimously.

11.2 Sidewalk Deferment Request - 894 Middle St.

Chair Pons inviting Peter Fusco, Director of Facilities and Operations to speak on the matter of Sidewalk Deferment Request - 894 Middle St. At the Operations Committee, the review of the sidewalk deferral request at 894 Middle St. was approved and forwarded to the Board of Education for action. This is in an area that has no existing sidewalks and is a no school zone. The committee requested that the Board of Education approve or deny the sidewalk deferral request for 894 Middle St. and forward it back to the city council.

Question and discussion in regards to the deferment request and school zone.

Motion made by Jill Fitzsimons-Bula and seconded by Kristen Giantonio . Motion passed unanimously.

12. Information/Liaison Reports

Commissioner Barbara Tedesco provided a liaison report for Hubbell and Stafford Elementary Schools, briefly highlighting events held throughout the month of March. Secretary Fitzsimons-Bula shared a liaison report for West Bristol K-8 School, also summarizing March activities.

Vice-Chair Maria Simmons shared information about an upcoming Salvation Army event scheduled for May 14, 2026, at Luna's, which will support funding for emergency services such as housing assistance, food pantries, and camperships.

Commissioner Kristen Giantonio provided an update regarding her and Commissioner Jennifer VanGorder's attendance at the Legislative Office Building for a public hearing on proposed bills.

Commissioner Giantonio thanked Superintendent White for her support and encouraged parents in the community to stay informed and engaged, noting the potential impact of the legislation on families.

16. Adjournment

There being no other business to come before the Board, the Regular Board of Education Meeting should adjourn. (8:37 p.m.)

Respectfully Submitted,



Sydney Molina
Recording Secretary
Bristol Board of Education

DRAFT

The minutes presented within this document summarize the discussion of the Budget Workshop #3 meeting. To view the meeting in its entirety and hear full reports, please click the following link: [4/23/26 - Budget Workshop #3 Meeting Minutes](#)

BOARD OF EDUCATION
Budget Workshop #3 Meeting Minutes
Thursday, April 23, 2026
Board of Education Auditorium and via the Zoom

The Bristol Board of Education Budget Workshop #3 meeting was held on Thursday, April 23, 2026 at 6:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting.

PRESENT: Chair Shelby Pons; Commissioners:Lorianne Osenkowski (virtual), Kristen Giantonio, Jennifer Van Gorder(6:01p.m), Maria Simmons (6:01p.m), Jill Fitzsimons-Bula, Kara Ledger, Robert Parenti, Barbara Tedesco(6:21p.m) and Board Liaison Peter Kelley.

OTHERS PRESENT: Superintendent White, Jodi Bond, Dr. Amy Martino, Carly Fortin, and Joseph Grabowski

1. Call to Order:

Chair Pons called the workshop to order at 6:00 p.m.

2. Public Comment:

Cristalba Alcide addressed the Board in regards to the 2027 Budget and the impact it has on her as a staff member, parent and family residing in the Bristol Community.

3. Discussion (No Action): Overview of potential budget reductions and impacts

Superintendent Iris White provided an overview of potential budget reductions and impacts for the 2027 fiscal year Superintendent budget proposal. After each component of the presentation, time was given for questions or discussion from Commissioners.

- FY 2027 Budget
- Special Education
- General Education
- Education Cost Sharing (ECS) Update
- FY 2027 General Education Staff Requests
- Reductions with a Large Fiscal Impact such as:
 - Removing the 181st day of school and having the state minimum requirements of 180.
 - Freeze Stipends (A2/A3)
 - Removal of Middle School Sports
 - Facilities/Equipment
 - Retirement Savings
 - Salary & Step Freeze (until 2/1/27) negotiations through the Unions.
 - School Closure due to declining enrollment
- City Budget Adoption Timeline

Questions and discussion posed by the Commissioners were answered during the session included:

- Clarification on Education Cost Sharing and allocation of funds if received;
- Pre-K school hours;
- Review of premium optimization and life insurance benefits for cost saving measures;
- Review of High School classes and electives for low enrollment for cost saving measures;

- Cost saving measures of reduction of Middle School Sports and impact to students;
- Cost saving measures of reduction of 181st school day;
- Finance Dashboard collaboration between Board of Education and Board of Finance to provide a tool to the community to show financial history, trends and projections of the District;
- Comparison of districts within the same DRG for budgetary plans for upcoming years.

3. Discussion and possible action concerning the Superintendent's recommendation to non-renew non-tenured teachers for budgetary reasons

Vice Chair Maria Simmons provided an overview concerning the Superintendent's recommendation to non-renew non-tenured teachers for budgetary reasons as a precautionary measure due to no budget being approved by the Board of Finance.

Vice-Chair Simmons called for a motion to move that the Bristol Board of Education votes not to renew the teaching contract of the following teachers: Sarah Agmon, Cristalba Alcide, Kaitlin Alston, Kelly Aminti, Nathaniel Austin Mathley, Friecka Baldwin, Olivia Bazarewsky, Andrew Beaucar, Karen Bedlack, Emily Belanger, Abigael Bosman, Kaylee Bosques Atchison, Jacob Boutote, Erica Bradley, Ethan Brown, Cara Brown Spencer, Trystan Brunet, Patrick Burke, Andrea Burnell, Michael Cassineri, Mariah Klair Castillo, Christiano Chavez, Jameson Corey, Melaney Coyle, Megan Croce, Silvio D'agostino, Elizabeth David, Jacqueline Davis, Jessica Devoe, Julia Dolce, Erin Dougherty, Jason Downes, Casie Engle, Alison Fitzpatrick, Kayla Gaudet, Alyssa Giancarli, Kieran Glynn, Melissa Green, Logan Greger, Bridget Grenier, Michelle Guastella, Joseph Guerin, Joseph Guerrera, Meghan Hamel, Mykala Heiden, Jessica Hernandez, Jessica Hogan, Elaine Honig, Amanda Hull, Victoria Ieraci, Amy Ieronimo, Paige Janick, Nicole Johnson, Laura Jordan, Kimberly Kanachovski, Eric Kaufman, Brittany Knopf, Kathryn Krawiec Suckley, Patricia Lanese, Mackensie Larocca, Davianna Larocque Aldi, Brianna Larson, Samantha Laviero, Pamela Le, Cheyenne Lee, Kayla Leitao, Susan Lopez, Jessica Luntta, Sarah Maglio, Lashay Mamuya, Morgan Matos, Meagan Mccane, Riley Mcguire, Sarah Molloy, Madison Morin Scata, Emily Morrissey, Alisha Nadeau, Heather Needham, Lia Negrón, Melissa Newell, Kelly Newton, Krista Nichols, Hannah Ojard, Kate Olsen, Julia Pahl, Meghan Palnitkar, Peter Pecora, Maria Perrotti, Alyson Phelan, Jessica Pike, Kelly Pogue, Kayla Policarpio, Colin Pratt, Alexandria Provenzano, Julie Quinlan, Courtney Ravita, Nicole Rawcliffe, Sandra Robair, Susan Rodney, Mitchell Rossi, Brianna Rovella, Orlando Ruiz, Emily Ryan, Andrea Santos, Gerry Schuster, Tatiana Slotnick, Colin Sonstrom, Dana Sooko, Benjamin Stafford, Olivia Stanley, Craig Steszewski, Leanne Stone, Danielle Sullo, Kevin Taylor, Sydney Therrien, Trevor Thomas, Jacklyn Tobin, Jessica Toro, Maria Torres, Rebecca Torres, Jase Trelli, Emily Trudeau, Kenisha Villanueva, Jonathan Wadowski, Katt Ward, Amanda White, Rachael Witkewicz, Ryan Wolf, Jessica Wollman, Marissa Wright, Mikayla Wyskiel, Ashley Zagorski, Samantha Zaprzalka, and Ardita Zhuta for the 2026-27 school year for budgetary reasons only.

Motion made by Maria Simmons and second by Jennifer Van Gorder. Motion passed 5-4, Commissioner Van Gorder, Giantonio, Osenkowski and Parenti voting no.

Questions and discussion regarding the notification process for non-tenured staff and the public disclosure of their names during the meeting.

Adjournment

With no other business before the committee, the meeting was adjourned. (7:31 p.m)

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: Administrative Retirement

BACKGROUND:

Bastiaanse, Amy – CHMS – Assistant Principal effective June 30, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letter

TOPIC PRESENTER: Joseph Grabowski _____

CONTACT NUMBER: 860-584-7022 _____

SUPERINTENDENT: Iris White
Iris White _____

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

4/22/26

Dear Iris, Mary and Joe,

Please accept this letter as formal notification that I will be retiring from my position as the Assistant Principal at Chippens Hill Middle School at the closing of the day on June 30, 2026.

Looking back on my time spent with the Bristol Public Schools, I am filled with sincere appreciation for the opportunities this district has provided me. I am grateful for the environment of continuous professional learning and growth that allowed me to evolve from a classroom teacher into an administrator.

Beyond my own career, I feel a deep personal debt of gratitude to this district as a parent. Both of my sons received a truly well-rounded education here, guided by talented teachers who fostered in them a genuine love of learning.

What I will miss most, however, are the special relationships developed along the way. The bonds formed with staff, students, and families have been the cornerstone of my professional life. These connections have shaped me as a leader and as a person.

It has been an honor serving this community for over three decades. I am committed to ensuring a smooth transition during my final months and am happy to assist in any way to prepare for my successor.

I wish the district continued success and look forward to watching its future growth from a new perspective. It's time for me to rest, spend more time with my family, and explore my personal interests.

With deep gratitude,

Amy Bastiaanse

Julia Darcy

Awards and Recognition

2017 Bristol Public Schools Teacher of the Year
2022 CT PTA Outstanding Elementary Teacher
2022 ACES Award, Greene Hills School

Leadership Experience

Elementary STEM Coordinator and Elementary Data Facilitator, Regional School District #10 2025 - present

- Member of the Elementary District Council
 - Participating in Year-long standards-based report card revision process
 - Assisted in developing district Continuous Improvement Plan
- Manage data input and reports for district wide elementary data
- School Test Coordinator for SBA and NAEP
- Building administrator on-call experience
- Facilitator of Child Study Team (SRBI)
- Leadership Team Chairperson

Professional Presentations at the State and National Level

- 2025 ATOMIC (Associated Teachers of Mathematics in Connecticut) Annual Conference Presenter: *Bringing PD to Life: Student-Driven Professional Learning for Thinking Classrooms*
- 2024 Learning Forward National Conference Co-Presenter: *Innovative Professional Learning Design to Support High Quality Instruction*
- 2024 ATOMIC (Associated Teachers of Mathematics in Connecticut) Annual Conference Presenter: *High Quality Instruction Live*
- 2022 Connecticut State Board of Education Meeting Presenter: *Empowering Teacher Leadership*
- 2022 State of Michigan Board of Education Presenter: *Culturally Relevant Mathematics Instruction*
- 2017 Connecticut's Empowered to Lead Symposium: *How to Build a Positive and Productive School Culture*

Bristol Public Schools District Level Leadership

2011 - 2025

- DCIT - District Continuous Improvement Team
- Coaching Coalition
- 2024, 2023 and 2022 HQI Live Lead Teacher in collaboration with the Partnership for Educational Leadership
- CT TEAM Mentor Program, TEAM Paper Reviewer
- 2021 District Presenter: *Inclusive Practices for Clear and Challenging Expectations*
- 2018 - 2021 New Teacher Academy Presenter: *Building a Positive Classroom Culture* and *Bristol Teachers of the Year Panel*

Administrative Internship - Stafford School

Fall 2023

- Mentorship in DCF protocols, school crisis management, ALICE training, behavioral response management, family partnerships, State Testing Protocols
- Created school wide systems of communication - School Employee Website Hub
- Co-crafted the building schedule with school principal and special education team
- Updated school SRBI protocols
- Led School Leadership Team and School Climate Team
- Experience with behavioral support calls and building management

BPS Representative: Teacher Leader Fellowship Academy (TLFA) Sacred Heart University

2017 - 2023

(formerly Teacher Leader Fellowship Program at CCSU) led by Dr. Betty Stenberg

- 2024 TLFA Presenter: *Sparking Confidence and Joy Through Building a Thinking Classroom*
- May 2023 Panel Moderator focused on *Cultivating Joy, Belonging and Empathy Within our Schools*
- 2022 TLFA's "Redesigning Education: A future beyond standardized tests." Presenter: *Incorporating Social Emotional Learning (SEL) as a Priority Within Academic Instruction*
- August 2021 Panelist: "Building a "Green Light" Culture for Creative Problem Solving" with Ken Kay, co-author *Redefining Student Success: Building a New Vision to Transform Leading, Teaching, and Learning*

- November 2020 Panelist: *Unleashing Seeds of Brilliance: Leading Creative Organizations in an Age of Complexity Stories Unveiled* with Dr. Peter Gamwell, author of *The Wonder Wall*
- May 2020 Panelist along with Dr. Marc Brackett (Director of the Yale Institute for Emotional Intelligence): *SEL Practices for Supporting Educators & Students During Distance*
- 2018 TLFA Presenter: *Learning to Build a Positive and Productive School Culture: Lessons from a Leadership Team*

Coaching Experience

Elementary Math Coach - South Side and Stafford Elementary School, Bristol CT 2023 - 2025

Committees: School Leadership Team, Principal's Advisory, School Climate Team, SRBI

Responsibilities:

- Individual Coaching, Team Coaching, and develop/facilitate professional learning in accordance with the district's definition of High Quality Instruction, the Vision of the Graduate
- School Improvement Plan goal writing, progress monitoring, data analysis, and Strategic Review Presentation
- Acting administrator for PPT/504 meetings

Teaching Experience

5th Grade Teacher - Greene Hills K-8 School, Bristol, CT 2019 - 2023

Committees: School Leadership Team, PTA Board Member- Secretary

- 2022 - 2023 - Facilitated visits of Dr. Betty Sternberg, Dr. Peter Gamwell, and Ken Williams to meet with School Leadership Team
- 2019 - 2023- led Professional Book Study with colleagues based on *Cultivating Genius* by Gholdy Muhammed
- CREC Teacher Residency Program Mentor - 2021-2022

3rd and 5th Grade Teacher - South Side School, Bristol, CT 2012 - 2019

Committees: School Leadership Team, Gifted and Talented Coach, District Literacy Leader, Common Core Leader, PBIS Team

- Led Professional Book Study with colleagues based on *Reading, Writing, Rigor: Helping Students Achieve Greater Depth of Knowledge in Literacy*

Special Education Teacher, Chippens Hill Middle School, Bristol, CT 2011 - 2012

- AVID Training (Advancement Via Individual Determination)

5th Grade Teacher - P.S. 109, Bronx, NY 2007 - 2011

Publications

- 2022 Featured in *Ruthless Equity* by Ken Williams
- 2022 Published Author of Heinemann Blog titled, *Igniting Student's Curiosity and Advocacy...All While Learning Math*
- 2022 Published Author of Peers and Pedagogy Achieve the Core Blog titled, *Exploring Identity in the Face of Challenge*
- 2021 Contributing Published Author: *Voices for Change: How Teaching and Learning During the Pandemic Clarified What's Important* published in partnership with CEA and the Teaching and Learning Fellowship Program at CCSU

Education Experience

Manhattan College, Bronx, New York 2003 - 2007

Bachelor of Science: Dual Elementary and Special Education

Manhattan College, Bronx, New York 01/09 - 05/11

Masters of Education: Special Education

Quinnipiac University, Hamden, CT 08/2022 - 12/2023

6th Year Certificate: Educational Leadership

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: New Administrative Hire

BACKGROUND:

Darcy, Julia – WB – Assistant Principal effective May 11, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Resume

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	



KIMBERLY KANACHOVSKI

PROFESSIONAL SUMMARY

Dedicated K–5 Art Educator with 12+ years of experience serving over 500 elementary students annually in public school settings. Connecticut-certified (Art NK–12) with a Master’s in Special Education and extensive expertise in inclusive practices, IEP collaboration, and SEL integration. Committed to fostering creativity, student voice, and equitable learning opportunities within supportive, community-centered classrooms. Passionate about contributing to Bristol Public Schools’ mission of cultivating engaged, confident learners prepared for lifelong success.

CORE COMPETENCIES

K–5 Art Instruction & Curriculum Design • Differentiated & Inclusive Teaching Practices • Special Education Collaboration & IEP Support • Portfolio & Inquiry-Based Learning • Classroom Management & Student Engagement • Cross-Curricular Arts Integration • Student Assessment & Reflection • Family & Community Partnerships • Professional Mentorship & Collaboration • Budget & Resource Management (\$8,500 annual budget) • Visual Arts: Drawing, Painting, Sculpture, Mixed Media • Technology Integration: ClassDojo | Smartboard Technology | Canva | Digital Portfolios | Traditional & Digital Art Platforms

PROFESSIONAL EXPERIENCE

West Hartford Public Schools – Art Teacher, Grades K–5

2004 – 2015 | West Hartford, CT

- Designed and implemented comprehensive, standards-aligned art curriculum across multiple elementary schools.
- Adapted instruction and materials to meet diverse learning needs, aligning with student IEPs and individualized goals.
- Developed lessons in drawing, painting, sculpture, printmaking, and mixed media that foster creativity and technique mastery.
- Created an inclusive, collaborative classroom culture that promoted artistic risk-taking and personal expression.
- Organized and curated annual student art shows and school-wide exhibitions celebrating student achievement.
- Partnered with classroom teachers on interdisciplinary units linking art to literacy, science, and social studies.

- Mentored student teachers and delivered professional development on arts integration and differentiation.
- Managed budget allocations for art supplies and maintained safe, organized studio environments.

West Hartford Public Schools Quest Program – *Art Quest Teacher*

October 2006 – May 2015 | West Hartford, CT

- Co-taught an after-school portfolio-based enrichment program for high-interest fifth-grade artists.
- Researched and implemented individualized projects based on student interests, abilities, and artistic goals.
- Guided students in building personal portfolios, using critique and reflection to refine technique and creative voice.
- Collaborated with colleagues to promote advanced skill development and an appreciation of visual arts.

ADDITIONAL EXPERIENCE

MIYO Health – *Sales Director*

2024 – 2025

- Partner with K-12 administrators to expand student access to mental health and special education support services.

Teaching Strategies – *Marketing Development Representative*

2023 – 2024

- Consulted with district leaders on implementing research-based early childhood curriculum and assessment tools.

PresenceLearning – *School Partnership Associate*

2016 – 2022

- Supported districts across a 10-state region to implement teletherapy solutions for speech, OT, and psychology.
- Established trusted partnerships with special education directors and district leadership teams.

EDUCATION & CREDENTIALS

Master of Science in Special Education

Central Connecticut State University, 2011 – GPA: 3.9

Bachelor of Science in Art Education (Painting)

Central Connecticut State University, 2003 – *Magna Cum Laude*, GPA: 3.84

Connecticut State Certification: Art (042), Grades NK–12

ADDITIONAL HIGHLIGHTS

- Taught Summer and after-school programs ages 3-18 at the West Hartford Art League.
- Designed and implemented a successful peer mentorship program.
- Led integration of inclusive, SEL-focused art instruction within K-5 classrooms.
- Recognized for fostering student engagement, creative risk-taking, and confidence in the arts.
- Proficient in both traditional and digital art instruction platforms.
- Responsible for concert displays throughout the school and hallways of the BOE.
- Proficient in kiln operation & firing

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: New Teacher Hire

BACKGROUND:

Kanachovski, Kimberly – EPH/EDGE PreK – Art Teacher effective April, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Resume

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

20 April 2026

Daniel Spatafore

8th Grade Science Teacher

CHMS

To Bristol Board of Education,

I am writing to inform you that I will be resigning from my position as 8th Grade Science Teacher at Chippens Hill Middle School at the end of the 25-26 school year. I am extremely grateful for the opportunity to teach Science here in Bristol and for my time at Chippens Hill. The staff and administration has been extremely supportive, and they truly have achieved a 'hive' community that I feel lucky to have been a part of.

I will be pursuing an opportunity in Medical Device Technology at the end of the school year and will certainly take all that I have learned from Bristol Public Schools with me going forward.

Thank you for everything.

Sincerely,

Daniel Spatafore

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Resignation

BACKGROUND:

Spatafore, Daniel – CHMS – Grade 8 Science Teacher effective June 30, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letter

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

April 12, 2026

Dear Geoff, Megan, and Deb,

I am writing this letter to formally announce my intent to retire my position as a Library Media Specialist effective at the end of the 2025-2026 school year. This decision did not come easy. I have cherished my role in the district and will miss the wonderful people I have worked with. I will especially miss the kids! However I feel that this is the right time to devote my energy to my family, particularly my aging parents.

I want to thank you and the many Bristol colleagues that I have worked with for inspiring me, teaching me, and supporting me throughout the years. I will forever look back on my time in this wonderful district with joy and gratitude.

Sincerely,

Sue Aeltine

Reinhard Walker

17th April 2026

Peter Winger

Principal, BCHS
480 Wolcott Street
Bristol, CT 06010

Mr. Winger,

Please accept this letter as formal notification that I will be retiring from my position at Bristol Central High School at the conclusion of the 2025-2026 school year.

It has been a profound privilege to be part of the BC Family for the past 12 years. I want to express my sincere gratitude for the opportunity to serve under your leadership. Coming to school every day has truly been a pleasure, and I am grateful for the support and camaraderie I have experienced among the staff and students.

I wish you, the staff, and the students of BCHS nothing but continued success and the very best for the future.

Sincerely,

Reinhard Walker

Cc: Laura Lanza, Curriculum & Instructional Services
Joseph Grabowski, Office of Talent Management

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Retirements

BACKGROUND:

Aselfine, Susan – MTV – K-5 Library Media Specialist effective June 30, 2026
Walker, Reinhard – BCHS – Mathematics Teacher effective June 30, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letters

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

Dear Dr. Megan Riley and Mr. Geoffrey Sinatro,

I am writing to formally request a leave of absence to continue establishing a bond with my new child. This request would be effective April 30, 2026 to May 8, 2026. I plan to return to work on May 11, 2026 if approved.

We have had difficulties establishing appropriate feeding and weight gain due to Carter's premature birth, so I am requesting additional time to bond with him, as well as to support his continued growth prior to returning to work.

Thank you for your continued support and understanding as I navigate this new addition to our family. I appreciate your consideration of this request. Please let me know if you need any further information or have any questions.

Sincerely,

Andrea Winoski

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input checked="" type="checkbox"/>	Decision Item
<input type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Leave of Absence Request

BACKGROUND:

Winoski, Andrea – MTV – Special Education Teacher effective April 30, 2026 returning May 11, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Letter

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

5/6/26
(Meeting Date)

x	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: TEAM Mentor/Cooperating Teacher Approval

BACKGROUND:

Teachers trained to serve as TEAM (Teacher Education and Mentoring) mentors and cooperating teachers provide assistance and support to student teachers and beginning teachers in the district. Cooperating teachers are those teachers who are trained to work with student teachers. Mentors must be assigned to first-year teachers to provide mentoring and support to newly certified teachers. This program is required by the State Department of Education. Principals recruit teachers to apply to be TEAM mentor/cooperating teachers; the applications are reviewed by the TEAM Coordinating Committee. The following teachers were approved by the TEAM Coordinating Committee and are recommended to be TEAM Mentors/Cooperating teachers. Approved teachers must attend a virtual training program and update their training regularly.

Teacher	Assignment
Nathaniel Austin Mathley	BAIMS, Social Studies
Miranda Shortt	CHMS, Math
Sarah Lewis	Districtwide Library Media Science

COST: None **FUNDING SOURCE:** None

RECOMMENDATIONS/COMMENTS: Recommend approval.

ATTACHMENTS: Letters of application from the above listed teachers.

- [Mathley Letter.pdf](#)
- [Lewis Letter.pdf](#)
- [Shortt Letter.pdf](#)

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

TOPIC PRESENTER: Carly Fortin

CONTACT NUMBER: 860-584-7079

SUPERINTENDENT: Iris White

March 1, 2026

Dear TEAM Coordinating Committee,

Please accept my application to be trained as a TEAM Mentor/Cooperating Teacher through the Bristol Public School system. I am currently a Library Media Specialist at Stafford Elementary School, as well as at Giamatti/Edgewood PreK. I began my work in Bristol Public Schools as a long-term substitute Library Media Specialist at South Side School in August 2021, and I was officially hired at Stafford Elementary School in January 2022. Since joining the district, I have worked on my own practice, but with the guidance of mentors and other teachers. I've realized how important those are to new teachers, and as a result, I want to be a support for student teachers and beginning teachers as they enter the profession.

Through my experience as a student teacher, I realized the importance of having a good cooperating teacher. I learned firsthand how impactful strong mentorship can be in shaping effective teaching practice. While coursework does help prepare you to become a teacher, there is no substitute for actually being in a classroom, working with children. The coursework is the foundation; growth happens through reflective practice, collaboration and experience - ideally with someone to guide you. One of the key lessons that my cooperating teacher taught me was how important it was to build relationships with students. To this day, I can still hear her telling me that if you don't connect with the students, it doesn't matter how great your lesson is, they won't get anything out of it. The students want to connect with you, but it is up to you to foster that connection. This philosophy has guided my teaching career and something I am passionate about modeling and sharing with new educators.

I successfully completed the TEAM program on my first attempt with the support of a mentor who helped me each step along the way. Without her help and guidance, this would have been much more difficult. That experience reinforced my commitment to wanting to help beginning teachers. I appreciated those that helped me get to where I am right now, and I want to return that support and guidance to others. I believe that supporting educators early in their careers strengthens both individual teachers and the profession as a whole, and I am willing to dedicate my time and energy to those that are just starting out.

I bring several qualities that I believe are important as an effective mentor/cooperating teacher. As a relatively new educator, I feel like I can relate to those just entering the profession. I have recently been through the student teaching process as well as completing the TEAM program. I am familiar with how both work, and with the training provided by the district, will be a great resource for future educators. I am reflective of my own teaching practice and am comfortable articulating instructional decisions, challenges and strategies. I know firsthand how difficult it is to be a new teacher, and I want to be able to support the growth of someone just starting out. The teaching profession is difficult, and one of the best things about it is that there are supports in place to help, such as TEAM mentors and cooperating teachers. I worked in the business

world for 17 years, and we didn't have anything like that. I think it is a wonderful opportunity to help others understand what the teaching profession truly entails.

Since working at Bristol Public Schools, I have worked with staff to help with their practice as much as possible. I regularly collaborate with teachers to support curriculum and student engagement. In addition, I am committed to ongoing professional learning and participating in non-mandated professional activities. This past year, I served on the district AI Committee, where we learned about how AI can support teaching and learning. I applied this knowledge and led a professional development session for staff at Mountain View and Stafford during professional learning in August. I continue to serve as a resource for colleagues interested in what AI can do for them. These experiences, along with my prior experience presenting to adults in the business world, have helped me be able to work effectively with adult learners through collaboration and communication.

In addition to working with adults, I value building strong relationships with my students. I have run an afterschool STEM club for the past three years, and I loved having that opportunity to further connect with kids. It is great to see how kids respond in different environments, and this has helped my teaching practice as well.

I also view the role of a TEAM mentor/cooperating teacher as an opportunity for my own professional growth. Going through this allows me to reflect on what works for me, what doesn't, and what I can do better. I believe teaching is all about continuing to learn and grow, and that is one of the things I love most about what I do. I am eager to grow while supporting others. Thank you for your consideration of my application.

Sincerely,
Sarah Lewis
Library Media Specialist
Stafford Elementary School
sarahlewis@bristolk12.org

To whom it may concern,

I am writing to express my strong interest in serving as a mentor and cooperating teacher. My journey in education has taught me that impactful educators are shaped not only by their formal education but by the community that surrounds them during their pivotal early years. I want to pay forward the exceptional mentorship I received and guide new teachers as they navigate the complexities of this everchanging profession.

When I began my student teaching in Glastonbury, I experienced firsthand the transformative power of a dedicated mentor. I will never forget presenting my first independently created lesson plan to a group of eighth graders, only to realize the material was entirely overwhelming for them. It was an experience that could have crushed my confidence. Instead, my cooperating teacher collaborated with me between classes to adapt the material, helping me hone my scattered thoughts into accessible, engaging instruction. By my final class period, the lesson was a success—one I could be proud of entirely on my own. Without her intervention and empathy, I might not have continued in this profession. I am committed to providing that same lifeline and constructive environment for a beginning teacher.

My transition to teaching in Bristol fundamentally altered my self-perception as an educator. Initially, I believed my enthusiasm for deep, inquiry-based assignments like I created at UCONN would naturally translate into student success. I quickly learned, it is just not that simple. As part of the founding faculty at BAIMS, I quickly realized I had undervalued Domain 1 of the Connecticut Common Core of Teaching: creating a strong, positive classroom environment that promotes student engagement.

Recognizing this gap, I collaborated with my TEAM mentor and our school's instructional coaches to integrate radar strategies. Through these strategies I learned to take some time to review expected outcomes before a lesson. As a result, I became much more intentional in my practice. Today, I am proud to embody the role of a "warm demander." Although sometimes used as an educational buzzword, I have cultivated a rigorous yet welcoming environment where students feel safe attempting challenging tasks. Through our building-wide focus on high-quality work, I have also strengthened my professional responsibilities, utilizing concrete student examples to foster transparent, productive communication with parents.

As my teaching practice has grown, so has my involvement in teacher leadership. Serving as the curriculum coordinator for my building, I worked closely with OTL and Leszek to expand our instructional approaches. Later, when I stepped in as interim team leader, I had to navigate the dynamic of being the youngest member of the team while acting as the crucial nexus between administration, school counseling, and my peers. I learned immensely from the inevitable missteps along the way. I am eager to apply those lessons to a mentorship role, anticipating the pitfalls new teachers face and helping them navigate their own team dynamics. Furthermore, successfully facilitating district-wide professional development for the entire history department has honed my ability to relate to and guide adult learners.

My commitment to education extends well beyond the mandated curriculum. I have actively participated in the AI Committee, exploring new technologies and applying them directly to my classroom practice. Additionally, I have been an integral part of the Triple Threat program at BAIMS, taking the initiative to learn video production and editing software so I could offer engaging, hands-on electives for arts students who had never experienced this type of media creation before.

Starting my career during the COVID-19 pandemic, helping to open a brand-new school, and working as the sole seventh-grade social studies teacher at BAIMS have given me a unique perspective on resilience. I know what it takes to establish both classroom and school-wide expectations from the ground up, and I understand the professional isolation that new teachers can feel. I am ready to give back, provide crucial feedback, and foster the next generation of highly capable educators.

Thank you for your time and consideration.

Sincerely,

Nathaniel Austin-Mathley

Miranda Shortt
Chippens Hill Middle School
Grade 8 Classroom Teacher
February 24, 2026

To Whom It May Concern,

Hello! My name is Miranda Shortt. I am an 8th grade mathematics teacher at Chippens Hill Middle School. I would like to be trained as a mentor/cooperating teacher because I understand the importance of having a positive experience in student teaching as well as working through the TEAM process. I was very lucky to have had an excellent cooperating teacher at Edgewood School. She was confident and clear in her expectations as well as continuously supportive of me as I struggled with the realities of teaching. I was then lucky enough to be hired in the same school and become my cooperating teacher's grade-level teammate. She continued to have these same traits during our time working together on the 2nd grade team. Since my cooperating teacher is also a TEAM mentor, it was only natural for me to then become her mentee. During this time she continued to observe me in my own classroom, give me suggestions on how to improve my practice, and support me through the hardships of being a beginning teacher. As I said, I was very lucky. However, I have heard many stories from friends and colleagues who had a very different experience in student teaching/TEAM. Friends and colleagues have spoken to me about how these bad experiences have made them want to leave teaching before they even began. As a teacher who is very passionate about this field, I notice the amount of teachers that we are needing in Connecticut and I would be honored to help encourage young people to become teachers and to work in this field.

If I were to become a cooperating teacher, then I would first and foremost create a positive environment for that person to be able to feel comfortable to discuss ideas, ask questions, and try new things. Once that environment is established, I would then have the student teacher observe me in all aspects of the teaching field. This would mean planning, preparing, teaching, attending meetings, and so on. I would answer any and all questions openly and honestly. After some time, I would then encourage the student teacher to take over pieces of the day and eventually the whole day in the classroom. During this time I would be constantly observing and giving the student teacher feedback in their practice. I would present this feedback in a way where the student teacher would know that they are doing well in some places and could improve in others.

As a TEAM mentor for a beginning teacher, I would like to first establish that same comfortable and supportive environment. I would want the beginning teacher to know that he/she can come to me with any and all concerns, fears, questions, problems, and celebrations. I would do what I can in terms of observing this teacher and providing feedback to them, but if that is not possible I would offer advice from my own experiences and guide them to helpful professional development (such as books, videos, articles, etc.) that would help them to improve.

I feel that I am qualified to be a TEAM mentor/cooperating teacher. I hold the provisional educator certificate for grades K-6 and in 6-8 mathematics. I have been teaching within the Bristol Public School district for 11 years and, as stated previously, I also completed my student teaching in Bristol. I know I am prepared to work cooperatively as a team member because I

work cooperatively with my teammates by planning and preparing lessons. I have presented Professional Development on a variety of topics such as the Next Generation Science Standards and on new technology tools in the hybrid classroom. In addition to providing PD, I've also given individual help to teachers in regard to Science when I was the Science Leader at Edgewood School. Finally, I've attended many conferences, participated in webinars and book clubs, watched videos/tutorials online, and learned new practices from discussions with colleagues. Despite all of this learning I've participated in during my time in Bristol Public Schools, I still look for new things to learn and put into practice. I consider myself a continuous learner and am always looking for feedback and suggestions on how to improve my practice. In fact, I would enjoy having a TEAM mentee/student teacher because they would probably teach me some things in regard to the classroom as well.

Thank you for your consideration! I look forward to hearing from you soon.

Sincerely,

Miranda M. Shortt



PROCEDURES FOR REMOTE AND IN-PERSON PUBLIC COMMENT

Members of the public are invited to comment to the committee on any topic related to the agenda.

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

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

Submitted Public Comment must be received by 4:00 p.m. on the day of the meeting

Before a Meeting

1. Send your comments to: sydneymolina@bristolk12.org
2. Be sure to put **PUBLIC COMMENT – BOE** in the subject line.
3. Include your name and address.
4. Direct your comments to the Committee Chair.
5. Your comments will be placed on file and distributed to committee members.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be distributed at the meeting.

During a Meeting

1. Everyone is requested to address the Committee Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the committee chair or a majority of the committee.
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Written statements and materials may be made available in advance of comments, for distribution to committee members.
7. Committee members will not respond directly to comments during the committee meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol Public Schools
Bristol, Connecticut

Enrollment Data of : 04/01/2026				APR	MAR	FEB	JAN	DEC	NOV	OCT	SEPT
Greene-Hills	94	104	93	291	295	292	290	289	290	287	287
Destinations 6-8	0	0	0	0	0	0	0	0	0	0	0
Total Students Including Special Programs	94	104	93	291	295	292	290	289	290	287	287
GHS68 Withdrawals					1	0	0	1	2	1	2
Northeast	128	94	119	341	337	338	339	339	339	338	339
Destinations 6-8	0	1	1	2	2	2	2	2	2	2	1
Total Students Including Special Programs	128	95	120	343	339	340	341	341	341	340	340
NEMS Withdrawals					0	2	1	2	1	0	1
West Bristol	97	80	85	262	262	261	258	260	260	258	259
Destinations 6-8	1	0	0	1	1	1	1	1	0	0	1
Total Students Including Special Programs	98	80	85	263	263	262	259	261	260	258	260
WBS68 Withdrawals					3	0	1	3	1	2	3
TOTAL 6-8 ENROLLMENT	626	548	594	1768	1766	1766	1765	1767	1771	1767	1772
Total Students Including Special Programs	627	549	595	1771	1769	1769	1769	1771	1774	1770	1775
High School											
	9	10	11	12	Total	Total	Total	Total	Total	Total	Total
BCHS	297	273	255	277	1102	1102	1112	1124	1130	1124	1129
ACCESS	0	1	3	5	9	10	8	6	5	5	4
B-TECH	0	0	4	9	13	13	13	13	13	13	0
Comm/Voc Program	0	0	0	13	13	13	13	13	13	13	11
Destinations 9-12	1	2	4	1	8	7	7	5	5	5	5
Total Students Including Special Programs	298	276	266	305	1145	1145	1153	1161	1166	1160	1176
BCHS Withdrawals						7	11	8	5	9	23
BEHS	277	267	237	212	993	996	1005	1007	1006	1011	1032
ACCESS	0	0	1	4	5	5	4	5	5	4	2
B-TECH	0	0	4	5	9	9	9	9	8	9	0
Comm/Voc Program	0	0	0	13	13	13	15	15	15	14	15
Destinations 9-12	1	5	0	1	7	8	7	9	8	7	7
Total Students Including Special Programs	278	272	242	235	1027	1031	1040	1045	1042	1045	1056
BEHS Withdrawals						6	4	8	5	1	14
BPA	6	12	11	18	47	49	51	44	41	43	42
B-TECH	0	0	0	0	0	0	0	0	0	1	0
Total Students Including Special Programs	6	12	11	18	47	49	51	44	41	43	42
BPA Withdrawals						1	1	0	0	1	0
TOTAL 9-12 ENROLLMENT	580	552	503	507	2142	2147	2168	2175	2177	2142	2185
Total Students Including Special Programs	582	560	519	558	2219	2225	2244	2250	2249	2219	2274
Special Education Program: Citywide											
Totals from numbers above											
ACCESS						15	12	11	10	9	6
B-TECH						22	22	22	21	22	0
Comm/Voc Program						26	28	28	28	27	26
Destinations 9-12						15	14	14	13	12	12
Destinations 6-8						3	3	4	4	3	3
Destinations K-5						16	15	15	15	15	15
PROP (reported to state)						129	127	127	123	124	118
Students attending magnet school programs or public school in districts other than BPS (Not reported by BPS)						267*	265*	263*	258*	263*	297*
TOTAL DISTRICT ENROLLMENT						7,588	7,586	7,601	7,616	7,611	7,366
*Not included in District Enrollment Total.											
Elementary Class Size Guidelines											
Kdg = 22											
Gr. 1 - 2 = 23											
Gr. 3 - 5 = 28											
Withdrawals only include students who exited and we no longer report.											

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 6, 2026

<input type="checkbox"/>	Decision Item
<input checked="" type="checkbox"/>	Information Item

AGENDA REPORTING FORM

TOPIC: April 1 Enrollment Count for the 2025-2026 School Year

BACKGROUND:

Chief of Talent Management will review April 1 enrollment figures for the Board.

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Enrollment figures

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 1	ELA	9th	1.0
Course Description:			
<p>In English 1, students explore human agency by studying characters navigating the tension between individual choices and powerful external forces, such as societal constraints, family obligations, and oppressive political regimes. Students build their literary knowledge by reading a diverse range of texts, including contemporary fiction, classic drama, and historical fiction, which provide rich opportunities to analyze authorial choices, narrative structures, and subjective perspectives. By examining varied historical contexts, from Elizabethan views on fate to the Trujillo dictatorship in the Dominican Republic, students build knowledge about the world while continually refining their academic writing skills through embedded explanatory and argumentative lessons.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>Romeo and Juliet, by William Shakespeare The Curious Incident of the Dog in the Night Time, by Mark Haddon In the Time of the butterflies, by Julia Alvarez</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> 9ELA Equity Curriculum Review 	
Unit Links			
<p>Unit 1: The Curious Incident of the Dog in the Night Time Unit 2: Romeo and Juliet Unit 3: In The Time of the Butterflies Unit 4: Capstone</p>			

Unit 1: The Curious Incident of the Dog in the Night Time

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students begin a yearlong exploration of human agency by reading Mark Haddon's *The Curious Incident of the Dog in the Night-Time*. As they read, students examine the complex trade-offs of human resilience and coping mechanisms. Students will analyze how Christopher and his parents navigate a chaotic world, exploring how their strategies for imposing order serve as both vital survival tools and profound barriers to connection. Students will also deconstruct Haddon's craft, examining how his unconventional sentence structures, visual text elements, and use of an unreliable, first-person narrator structurally reinforce the novel's themes of isolation and subjectivity.

Essential Question(s):

- To what extent can we ever truly understand the people around us?
- What happens when our desire for order clashes with a chaotic world?
- Can our greatest challenges also be our greatest strengths?

Enduring Understanding(s):

- **Literary:** A person's perspective is their unique view of the world, but it is not always fully reliable. Mark Haddon's use of sentence structure, word choice, and unconventional text elements create a distinctive voice for Christopher's narration that helps us understand his unique perspective. However, elements of his character complicate the relationship between what is actually true, what Christopher chooses to share, and what the reader can infer about the "truth" of the text.
- **Thematic:** Haddon reveals that the unpredictability of the world does not always respond to our efforts to impose order and logic on it. Christopher and both of his parents often make desperate decisions to exert control over one another and the world around them, but these attempts often result in new complications rather than the measure of control the characters are trying to achieve.
- **Contextual:** Individuals develop a variety of coping mechanisms to overcome personal challenges. Christopher and his parents demonstrate how such strategies can be an incredible source of strength, but can also create new, unintended barriers to connection, self-understanding, and long term success.

Demonstration of Learning:

Summative Writing Prompts


- What choices does Haddon make to create a distinct narrator, and why? Identify at least two distinct choices Haddon makes as an author and explain how each contributes to a reader's understanding of Christopher's unique perspective.
- In what ways do various characters attempt to impose order on the world around them, and what are the consequences? Given those results, what comment might Haddon be making about our attempts to cope with an unpredictable world?
- Consider Mark Haddon's own words about his novel: "People have said to me that it's a desperately sad book and they wept most of the way through it. Other people say it's charming and they kept laughing all the time. People say it has a sad ending; people say it has a happy ending. Because Christopher doesn't force the reader to think one thing and another, I get many different reactions." Explain whether you believe Haddon has written a novel with a happy ending, a sad ending, or a mixture of the two.

Connections to Prior Units:

- Students will have been introduced to the complexities of an unreliable, first-person narrator whose subjective, and sometimes limited, lens shapes the reader's understanding of the plot when reading *Freak the Mighty* (6th) and *Frankenstein* (8th).
- Students will have considered how characters who are isolated due to their unique differences navigate the world and their communities

Connections to Future Units:

- Students will again encounter characters whose unique intellectual abilities or differences lead to social isolation and tragic misunderstandings when reading *Of Mice and Men* (10th).
- Students will continue to critically examine the limitations and ambiguities of a first-person point of view when evaluating Nick Carraway's narration in *The Great Gatsby* (11th).

<p>when studying <i>Frankenstein</i> (8th) and <i>Freak the Mighty</i> (6th).</p> <ul style="list-style-type: none"> Students will have previously analyzed how an author makes unconventional stylistic and structural choices to construct a highly distinctive narrative voice that reflects a young protagonist's unique perspective when reading <i>The House on Mango Street</i> (7th). 	<ul style="list-style-type: none"> While studying <i>Into the Wild</i> (11th), students will encounter another protagonist whose rigid, uncompromising logic and unique worldview isolate him from his family and society.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 1
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Curious Incident
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students will vary widely in their knowledge of and experience with autism. Some will have autistic family members, while others will only be familiar with media stereotypes. Students may rush to judge Christopher's parents without applying the same lens of "coping mechanisms" and recognizing that their decisions also stem from an inability to manage a chaotic reality, rather than ill will or moral failings. Students may oversimplify coping mechanisms as strictly adaptive or maladaptive. Teachers must push students to evaluate the complex trade-offs of these strategies, recognizing that a vital survival tool can simultaneously carry a profound, isolating cost.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Facilitate opportunities for students to share personal connections to autism or neurodivergence (such as experiences with family members or friends), while establishing strict norms for privacy, emotional safety, and voluntary disclosure. Connect Christopher's navigation of a chaotic world to real-life, age-appropriate challenges students face when entering new environments or dealing with unexpected changes.

UDL Indicator

- Consideration 9.2 Develop awareness of self and others

Teacher Actions

- Invite self-reflection by having students identify and share the specific routines, hobbies, or cultural practices they use to self-regulate in stressful situations.
- Provide scaffolds such as T-charts or guided checklists to help students evaluate the complex trade-offs of coping mechanisms, analyzing short-term relief versus long-term consequences.
- Assign narrative writing exercises where students adopt the point of view of neurotypical characters interacting with Christopher to explicitly practice perspective-taking and build social awareness. Potential opportunities include the policeman who finds Christopher at the start of the story, Christopher's father/mother at various points in the novel, or a train station bystander's confusion)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Learning Targets:

- Level 1: I can identify a few key words and phrases related to Christophers perspective or actions in a short section of text.
- Level 2: I can identify the main topic/event of a short section of text and retell a few details related to that event.
- Level 3: I can determine Christopher's perspective in a short section of text and explain how that perspective is revealed by specific details
- Level 4: I can determine multiple central ideas or perspectives, such as Christophers and his fathers, and analyze the development of those perspectives in a chapter or section of text, citing specific details and evidence to support my analysis.
- Level 5: I can determine central themes regarding human agency and subjectivity and analyze the development of these themes in particular sections of text, citing specific details and evidence to fully support my analysis

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Curious Incident, pp. 1-4 “What is Autism?”	<ul style="list-style-type: none"> I can analyze the narrative choices Mark Haddon makes to develop Christopher as a character. I can describe characteristics and potential stereotypes or myths surrounding Autism. 	<ul style="list-style-type: none"> perception precise curious 	<ul style="list-style-type: none"> Narrative vs story First person POV Unreliable narrator Autism Spectrum
2	Curious Incident, pp. 4-21 “Whom Can You Trust?”	<ul style="list-style-type: none"> I can examine the extent to which Christopher is an unreliable narrator. (pg 4-12) I can describe Christopher’s experiences with nonverbal and verbal communication. (pg 12-21) 	<ul style="list-style-type: none"> naïve digression 	<ul style="list-style-type: none"> Five types of unreliable narrators Idiom Metaphor
3	Curious Incident, pp. 22-48	<ul style="list-style-type: none"> I can explore the impact of Christopher’s digressions and unconventional narration on the story he is telling. (pg 22-32) I can analyze Christopher’s literal mindset and his initial attempts at detective work (pg 32-48) 	<ul style="list-style-type: none"> Impassive Unconventional 	<ul style="list-style-type: none"> Simple Sentences Non Sequitur Literal/Abstract Listing Footnote
4	Curious Incident, pp. 48-76	<ul style="list-style-type: none"> I can describe Christopher’s interaction with his father and the impact it has on him. (pg 48-61) I can explain how Christopher’s descriptions of interactions with others shape readers’ understanding of his self-concept. (pg 61-76) 	<ul style="list-style-type: none"> spectrum quirky intuition endeavor 	<ul style="list-style-type: none"> White lie Cognition Metacognition
5	Curious Incident, pp. 76-90	<ul style="list-style-type: none"> I can compare the scientific understanding of memory with Christopher’s perception of how his own memory works. (pg 76-88) I can analyze Christopher’s attempts to apply science and logic to human relationships. (pg 88-90) 		<ul style="list-style-type: none"> How Memory Works Emotions & Memory
6	CFA/Writing Lesson	<ul style="list-style-type: none"> I can select and analyze specific examples of word choice, sentence structure, or digressions in order to explain how Mark Haddon constructs Christopher’s distinct narrative voice. 		
7	Curious Incident, pp. 90-119	<ul style="list-style-type: none"> I can explore Christopher’s varying levels of awareness and attentiveness to his environment. (pg 90-102) 	<ul style="list-style-type: none"> disoriented discrepancy 	<ul style="list-style-type: none"> Epistolary novel

		<ul style="list-style-type: none"> I can explain the impact of Mother's letters on Christopher. (pg 102-119) 		
8	Curious Incident, pp. 119-144	<ul style="list-style-type: none"> I can analyze Haddon's choices to use scientific references. (pg 119-131) I can examine how Christopher relies on logic to tame his fear.(pg 131-144) 	<ul style="list-style-type: none"> ramifications negligible 	<ul style="list-style-type: none"> Theory of Mind The Smarties Test
9	Curious Incident, pp. 144-165 "Coping Mechanisms"	<ul style="list-style-type: none"> I can evaluate Christopher's use of coping mechanisms as he begins his journey. (pg 144-154) I can describe the contradictions that Haddon includes in Christopher's thoughts and actions. (pg 154-165) 	<ul style="list-style-type: none"> Adaptive Maladaptive 	<ul style="list-style-type: none"> Coping Mechanisms
10	Curious Incident, pp. 166-190	<ul style="list-style-type: none"> I can evaluate Christopher's use of coping mechanisms as he continues his journey. (pg 166-179) I can analyze the extent to which Christopher's strengths can successfully support him on his journey (pg 179-190) 	<ul style="list-style-type: none"> compensate wary oblivious Prudent 	<ul style="list-style-type: none"> Sensory Overload Run-on Sentences
11	CFA/Writing Lesson	<ul style="list-style-type: none"> I can develop a claim about the efficacy of Christopher's coping mechanisms I can use textual evidence to weigh both the strengths, and limitations of his attempts to cope with his environment 		
12	Curious Incident, pp. 190-213	<ul style="list-style-type: none"> I can examine elements of unreliability in Christopher's narrative. (pg 190-200) I can evaluate Christopher's ability to adapt to his new life in London. (200-213) 		<ul style="list-style-type: none"> Dialogue Tags Dramatic irony Unreliable narrator 1st-person narration
13	Curious Incident, pp. 213-226	<ul style="list-style-type: none"> I can compare the different ways that the adults in Christopher's life interact with him upon his return to Swindon. (pg 213-221) I can describe the extent to which Christopher and his parents change by the end of the novel. (pg 223-226) 		<ul style="list-style-type: none"> Appendix
14	Suggested Texts: How Autism Freed Me? Different Ways of Knowing	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to analyze the relationship between individual strengths and challenges. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		

15	Assessment	<ul style="list-style-type: none"> • 		
16	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
17	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
18	Flex			
19	Flex			
20	SAT Benchmark			

Unit 2: Romeo and Juliet

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

- **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students study Shakespeare's *Romeo and Juliet* to examine the complex tensions between individual agency and the crushing weight of fate and social constraint. Students will analyze how the protagonists' impulsive choices interact with a volatile world of ancestral feuds and rigid family expectations to precipitate tragedy. Simultaneously, students will examine how Shakespeare's use of dramatic irony, foreshadowing, and motifs structurally reinforce the themes related to passion and inevitability.

Essential Question(s):

- Is a person's destiny determined by their individual choices?
- Do human passions need to be constrained?
- How much does the word choice matter?

Enduring Understanding(s):

- Shakespeare plays with language to layer different, and sometimes contradictory, meanings within the text. Through his use of verse and prose to distinguish between social classes, and his use of motifs like light and dark, Shakespeare creates a language that is both complex and accessible. By untangling this syntax, readers can reveal the playfulness of the text and see how word choice matters in defining character and conflict.
- Romeo and Juliet is not so much a love story, but a passion story in which emotions often rule. The protagonists tumble immediately and headlong into romantic passion, but they are surrounded by characters driven by equally intense, yet destructive, passions: Tybalt's anger, Lord Capulet's defense of power, and Mercutio's manic antics. The play suggests that human nature is often governed by unchecked emotion that leads to tragic consequences.
- Shakespeare reflects the Elizabethan worldview that fate is a powerful, inescapable force. While Romeo and Juliet attempt to make their own choices, their agency is constrained by social structures, the choices of others, and their own limited perspective. Through foreshadowing and dramatic irony, Shakespeare grants the audience insight that the characters lack, structurally reinforcing the protagonists' inability to escape a destiny already written.

Demonstration of Learning:

Summative Writing Prompts


- How does Shakespeare answer the thematic essential questions of this unit? Select one of the essential questions below and use evidence from the play to explain whether there is a clear answer by the end of the play, or whether Shakespeare presents both sides of the question without a clear answer.
 - Is a person's destiny determined by their individual choices?
 - Do human passions need to be constrained?
- How does Shakespeare use language to highlight the characters of Romeo and Juliet? You might consider the following speeches to analyze the motif of light and dark, or analyze other moments in the text where word choice has a significant impact:
 - Lord Montagues's speech about Romeo's behavior (1.1.134-145)
 - Romeo's soliloquy under the balcony (2.2.2-26)
 - Juliet's soliloquy while waiting for Romeo (3.2.1-27)
 - Romeo and Juliet's discussion about whether the morning has arrived (3.5.1-36).
- How do the minor characters function as instruments of fate in the play? Explain how the actions of one or more minor characters (Mercutio, Friar Lawrence, or Lord Capulet) limit Romeo and Juliet's choices and contribute to the 'inevitability' of the tragic ending.

Connections to Prior Units:

- Students will have previously encountered the challenges of archaic

Connections to Future Units:


- Students will return to questions of individual agency repeatedly when

<p>language in their study of the <i>Narrative of the Life of Frederick Douglass</i> (7th) and <i>Frankenstein</i> (8th), preparing them for the complexities of Elizabethan English.</p> <ul style="list-style-type: none"> • Students will have been introduced to the study of drama, including how playwrights rely entirely on dialogue and stage directions to build a world, when reading <i>A Raisin in the Sun</i> (7th). • Students will have explored the tension between individual desires and rigid societal or family expectations when reading <i>The House on Mango Street</i> (7th) and <i>The Giver</i> (6th). 	<p>studying power and society in 10th grade, examining how social structures impact individuals in <i>Of Mice and Men</i>, <i>Fahrenheit 451</i>, and <i>Kindred</i>.</p> <ul style="list-style-type: none"> • Students will analyze even more challenging archaic language and complex dramatic structures when studying Shakespeare's <i>Macbeth</i> (12th).
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> • Quarter 2
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Romeo and Juliet
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students often enter the unit expecting a pure romance, without accounting for the degree to which the characters are governed by unchecked emotion. • Modern students may dismiss Romeo and Juliet entirely as foolish teenagers, without considering the patriarchal structures, family obligations, or Elizabethan worldview that influence their choices. • Students are likely to grasp the thematic claims surrounding fate before recognizing the ways Shakespeares uses the play's structure to reinforce those themes. • Students are likely to be intimidated by Shakespearean language, viewing it as a frustrating barrier rather than a playful window into character and conflict.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • Consideration 2.5 Illustrate through multiple media 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Establish a "double read" protocol for complex scenes by using a video performance or high-quality audio recording as the "first read" before asking students to analyze the text on the page.

	<ul style="list-style-type: none"> • Use the actors' physical blocking, tone of voice, and facial expressions in the video to help students infer character motivations and emotions prior to untangling the specific vocabulary. • Pause performances at critical moments of dramatic irony to allow students to visually process the gap between what the characters know and what the audience sees.
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CONSIDERATION 5.3 Build fluencies with graduated support for practice and performance 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Gradually increase the cognitive demand by having students first identify the overarching emotional tone and character motivations based on actors' performances before asking them to analyze the specific text on the page. • Provide side-by-side modernized text or translated summaries as an intermediate step, phasing them out as students become more accustomed to the rhythm of the language.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> • 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: I can express an opinion about whether Romeo and Juliet made good choices using a few simple words and sentence frames. • Level 2: I can use sentence frames to construct a claim about whether fate or choices caused the tragedy and provide a reason to support my opinion. • Level 3: I can construct a claim about destiny in the play, provide evidence from the text to support it, and identify an opposing argument. • Level 4: I can construct a claim about Shakespeare's view of fate, provide logically ordered evidence from the text, and address a counterclaim to strengthen my argument. • Level 5: I can construct a substantive claim regarding the thematic essential question of destiny, provide compelling textual evidence to support my analysis, and logically refute a counterclaim within a formal essay structure.

Unit 2: Romeo and Juliet

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	"Why Read Shakespeare"	<ul style="list-style-type: none"> I can explore the language and genre of Shakespeare's plays. I can correctly cite textual evidence from Shakespeare's plays. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Verse Prose Tragedy Act Scene Line
2	Prologue, p. 7  Romeo and Juliet: F...	<ul style="list-style-type: none"> I can examine how Elizabethan views on fate link elements of the Prologue together. 	<ul style="list-style-type: none"> Civil Grudge 	<ul style="list-style-type: none"> Dramatic Irony Wheel of Fortune Chain of Being
3	Romeo and Juliet, 1.1	<ul style="list-style-type: none"> I can analyze how Shakespeare characterizes Romeo in the opening scene. I can examine the scope the conflict between the two families 	<ul style="list-style-type: none"> Valiant Quench Woe 	<ul style="list-style-type: none"> Oxymoron Paradox Motif
4	Romeo and Juliet, 1.2-1.3	<ul style="list-style-type: none"> I can characterize Juliet and explain how she responds to the forces that constrain her. I can determine the extent to which Romeo is ruled by passion. 		<ul style="list-style-type: none"> Patriarchy Elizabethan Family Roles
5	Romeo and Juliet, 1.4-1.5	<ul style="list-style-type: none"> I can analyze how Romeo's changing outlook and the intense passions of the characters foreshadow the play's tragic ending. 	<ul style="list-style-type: none"> Endure Vile Virtuous 	<ul style="list-style-type: none"> Foreshadowing Imagery Dramatic Irony
6	Romeo and Juliet, 2.2	<ul style="list-style-type: none"> I can explain how Shakespeare uses imagery and characterization to portray Romeo and Juliet's relationship. 		<ul style="list-style-type: none"> Celestial Imagery Metaphor Motif
7	Writing/CFA	<ul style="list-style-type: none"> I can select and analyze specific examples of celestial imagery, metaphor, or motifs, in order to explain how Shakespeare uses language to reveal a character's state of mind. 		

8	<i>Romeo and Juliet</i> , 2.3, 2.5, 2.6	<ul style="list-style-type: none"> • I can analyze how Shakespeare characterizes Friar Lawrence and the Nurse in Act 2. • I can analyze the ways in which Shakespeare uses foreshadowing and irony to increase tension. 	<ul style="list-style-type: none"> • Haste • Loathsome 	<ul style="list-style-type: none"> • Irony
9	<i>Romeo and Juliet</i> 3.1	<ul style="list-style-type: none"> • I can explain the role of passion and social conventions in the duel. 		<ul style="list-style-type: none"> • Code Duello
10	<i>Romeo and Juliet</i> 3.2-3.3	<ul style="list-style-type: none"> • I can explain how Shakespeare's use of figurative language and imagery develops the mood 	<ul style="list-style-type: none"> • Mercy • Doom 	
11	<i>Romeo and Juliet</i> 3.4-3.5	<ul style="list-style-type: none"> • I can analyze how Shakespeare's structural choices and imagery build tension between romantic passion and familial constraint. 		<ul style="list-style-type: none"> • Dramatic Irony • Figurative lang. • Foreshadowing
12	<i>Romeo and Juliet</i> 4.1, 4.3, 4.5	<ul style="list-style-type: none"> • I can analyze Juliet's character development since the beginning of the play. • I can determine the impact of dramatic irony on the audience's reaction to the events in Act 4, Scene 5 	<ul style="list-style-type: none"> • Distraught • Lament • Resolute • Crave 	
13	<i>Writing Lesson/CFA</i>	<ul style="list-style-type: none"> • I can select and analyze specific examples of dramatic irony in order to explain how Shakespeare's structural choices reveal his Elizabethan views regarding fate and destiny. 		
14	<i>Romeo and Juliet</i> 5.1, 5.3	<ul style="list-style-type: none"> • I can analyze the impact of dramatic irony on the audience's reaction to the events in Act 5. • I can determine the extent to which fate and free will influence the events of the play. 		<ul style="list-style-type: none"> • Dramatic Irony
15	Suggested Texts: "What Is Fatalism" "Beautiful Brains"	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to analyze fatalism and passion in <i>Romeo and Juliet</i>. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 		<ul style="list-style-type: none"> • Fatalism
16	Assessment	<ul style="list-style-type: none"> • 		
17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. 		

		<ul style="list-style-type: none"> • I can draft complete body paragraphs for my summative essay. 		
18	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
19	Flex			
20	Flex			

Unit 3: In The Time of the Butterflies

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students study Julia Alvarez's *In the Time of the Butterflies* to examine the complex tensions between individual agency and oppressive political regimes. Students will analyze how the Mirabal sisters' distinct personalities and growing political awareness propel their resistance against Trujillo's brutal dictatorship and rigid gender expectations. Simultaneously, students will examine how shifting narrative perspectives, non-linear timelines, and blending of history with fiction help Alvarez develop themes of power, memory, and the enduring legacy of storytelling.

Essential Question(s):

- Do families limit or empower us?
- Who gets to tell our story, and why does it matter?
- How do individuals maintain/abuse their power, and how do others resist?

Enduring Understanding(s):

- Thematic: Each of the Mirabal sisters remains a distinct individual within a collective whole. Their differences in personality, philosophy, and political opinions can cause tension within the family, but their commitment to each other and growing empathy with their fellow Dominicans creates a collective strength that allows them to confront extreme dangers and challenge an oppressive regime.
- Literary: Who is telling the story matters, both within individual chapters and to the novel as a whole. By constantly shifting the narrative point of view, Alvarez provides each sister with her own distinctive voice and develops each sister's character from a variety of overlapping perspectives. Although her work is deeply grounded in historical events, Alvarez is telling a deeply personal story that is not her own, transforming historical figures into fictional characters to communicate an emotional truth rather than a factual reality.
- Context: Trujillo was a brutally oppressive dictator who maintained power through a pervasive atmosphere of fear, a carefully constructed image, and physical violence. The choice to resist was an especially dangerous decision for the Mirabal sisters, who pushed back against both the oppressive Trujillo regime and the gender expectations of the time. By doing so, they inspired change in others.

Demonstration of Learning:

Summative Writing Prompts


- Explain how the narrative structure impacts the novel by comparing/contrasting two of the Mirabal sisters. How does the narrative structure of the novel highlight similarities, differences, or changes in these two characters?
- How do the epilogue, postscript, and the author's decision to insert herself in the novel impact your reading of the novel? Does Alvarez avoid mythologizing the sisters as she had hoped, or does she transform the mariposas into a myth of a different kind?
- Choose one of the sisters and explain how her family impacted that character over the course of the novel. You might consider the ways in which the family caused or complicated that sister's resistance to the Trujillo regime, or the ways in which her family contributed to that character's personal development.
- Explain (one or more) acts of resistance by the Mirabal sisters. Consider the ways in which Trujillo sought to maintain power, the ways in which the Mirabal sisters undermined his oppressive rule, and the personal costs associated with the act of resistance.

Connections to Prior Units:

- Students will have been introduced to dictatorships in Latin America in 6th grade Social studies, and will have studied the historical context of the Castro regime in Cuba when reading *Refugee* (6th).
- While reading *Uprising* (7th), students will have studied female characters at the forefront of the fight against oppressive working

Connections to Future Units:

- Students will further explore narrative fragmentation, the tension between literal truth and emotional truth, and the purposefully ambiguous nature of storytelling when reading *The Things They Carried* (12th).
- Students will continue to unpack non-linear time sequences and

<p>conditions at the Triangle Shirtwaist factory at the turn of the 20th century.</p> <ul style="list-style-type: none"> • While studying <i>Uprising</i> (7th), students will also have considered how authors of fiction draw upon and transform historical events, reading a nonfiction account of the Triangle Shirtwaist Factory alongside the novel. • Students will have considered how authors develop, connect, and contrast multiple narrative perspectives in both <i>Uprising</i> (7th) and <i>Refugee</i> (6th), each of which feature multiple protagonists. • Students will have studied a variety of parallel, episodic, or nonlinear narratives such as <i>Refugee</i> (6th), <i>Brown Girl Dreaming</i> (6th), <i>Uprising</i> (7th), <i>The House on Mango Street</i> (7th), and <i>Frankenstein</i> (8th). 	<p>complex plots that use framing devices or open with a scene from the end of the story, when studying <i>Kindred</i> (10th), <i>Into the Wild</i> (11th), and <i>Their Eyes Were Watching God</i> (11th).</p> <ul style="list-style-type: none"> • Students will again encounter the limitations and subjectivity of complex, retrospective narrators who rely on flashbacks when evaluating Nick Carraway in <i>The Great Gatsby</i> (11th) and John Krakauer's narrative stance in <i>Into the Wild</i> (11th).
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> • Q3
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Butterflies
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may mistakenly view the Trujillo regime as distant, ancient history, without appreciating how the legacy of Trujillo's dictatorship is still discussed and felt by Dominicans today. • On the other hand, students may rush to characterize the whole country or the entirety of Hispanic culture based on the Trujillo regime without appreciating the unique individuals and historical context that ground the narrative. • Some students might not understand how limited the options for resistance were at this time: there were no cameras, no cell phones, no easy way to get help from the outside world. • Students often take the entire novel as literal history, failing to recognize that she actively fictionalized elements to communicate an emotional truth.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways

Teacher Actions:

- Explicitly guide students to analyze the Mirabal sisters as complex individuals with conflicting motivations in order to prevent the reduction of Latin American women or historical revolutionaries to one-dimensional stereotypes.
- Pair Alvarez's text with primary sources, art, or poetry from other Dominican or Latin American artists to provide a more authentic, complex portrayal of both the resistance and the country's history.
- Use structured discussion protocols to allow students to connect the novel's themes of family obligation and systemic power to their own cultural backgrounds, ensuring all students see their lived experiences validated while exploring diverse worldviews.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can respond verbally and nonverbally to simple yes/no questions and some wh- questions about the Mirabal sisters.
- Level 2: I can present basic information about the characters and respond to wh- questions using academic vocabulary.
- Level 3: I can express my own ideas about the characters' acts of resistance and ask relevant questions during a discussion.
- Level 4: I can clearly express my own ideas about the characters acts of resistance, support my points with evidence from the text, and build on the ideas of my classmates
- Level 5: I can persuasively express my own ideas about the characters acts of resistance, support my points with specific evidence from the text, and ask questions that probe the ideas of my classmates

Unit 3: In the Time of the Butterflies

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Trujillo, the Mirabal Sisters, and Alvarez (or) Trujillo and the Mirabal Sisters <i>Butterflies</i> , pp. 323-324 Postscript	<ul style="list-style-type: none"> I can describe Trujillo, the Mirabal sisters, and how they impacted the Dominican Republic I can examine Julia Alvarez's relationship to the story she tells in her novel 	<ul style="list-style-type: none"> Brazen Subservient 	<ul style="list-style-type: none"> Trujillo Dictatorship SIM
2	<i>Butterflies</i> , pp. 3-10 Ch. 1 Dede	<ul style="list-style-type: none"> I can contrast the ways in which Dede and her visitor are shaped by their cultural experiences. I can explain how Alvarez's manipulation of time impacts the mood and meaning in the opening chapter of the novel. 	<ul style="list-style-type: none"> Resigned Circumscribed Impertinent Posthumous 	<ul style="list-style-type: none"> Mood
3	<i>Butterflies</i> , pp. 11-29 Ch. 2 Minerva,	<ul style="list-style-type: none"> I can describe how Minerva changes during her time at Inmaculada Concepcion. I can explain how female characters in the novel are uniquely impacted by the Trujillo regime 	<ul style="list-style-type: none"> Patriarchy Beholden (16) 	<ul style="list-style-type: none"> Immaculate conception
4	<i>Butterflies</i> , pp. 30-43 Ch. 3 Maria Teresa	<ul style="list-style-type: none"> I can describe Minerva's impact on Maria Teresa during her time at Inmaculada Concepción I can explain how Alvarez's structural choices in this chapter reveal character and impact the reader 	<ul style="list-style-type: none"> Contrition (31) Venial (38) 	<ul style="list-style-type: none"> Epistolary Dramatic irony Venial/mortal sin
5	CFA/Writing Lesson	<ul style="list-style-type: none"> I can develop an analysis of Maria Teresa with well-chosen, relevant, and sufficient textual evidence. 		
6	<i>Butterflies</i> , pp. 44-62 Ch. 4 Patria	<ul style="list-style-type: none"> I can explain how and why Patria's faith changes over the course of the chapter. I can compare the experiences and worldviews of the women in the Mirabal family. 	<ul style="list-style-type: none"> Yearn (45) Weary (58) Tedium (52) 	<ul style="list-style-type: none"> Retrospective narration Occupation of DR

7	<i>Butterflies</i> , pp. 63-83 Ch. 5 Dede	<ul style="list-style-type: none"> I can explain what Dede's decision to marry Jaimito reveals about her conflicting motivations. I can explain how Alvarez's structural choices reveal Dede's character. 	<ul style="list-style-type: none"> Reticent Wary (71) Pretense 	<ul style="list-style-type: none"> Third Person Narration
8	<i>Butterflies</i> , pp. 84-117 Ch. 6 Minerva	<ul style="list-style-type: none"> I can explain Minerva's acts of resistance and their impact on her family. I can explain how Alvarez's structural choices complicate Minerva's character (RL.9-10.5) 	<ul style="list-style-type: none"> Prevalent Vehement Exploit 	<ul style="list-style-type: none"> Double Standard Discovery Day First person Narration
9	<i>Butterflies</i> , pp. 118-147 Ch. 7 Maria Teresa	<ul style="list-style-type: none"> I can evaluate the degree to which Maria Teresa changes over the course of the chapter. I can explain how Trujillo maintains power and his impact on Dominican society. 	<ul style="list-style-type: none"> Imposing Fidelity Relent 	<ul style="list-style-type: none">
10	<i>Butterflies</i> , pp. 148-170 Ch. 8 Patria	<ul style="list-style-type: none"> I can explain how and why Patria's involvement with the revolution changes over the course of the chapter. I can explain how Alvarez uses religious and repeated imagery to express Patria's worldview. 	<ul style="list-style-type: none"> Liberate Defer Imminent (154) 	<ul style="list-style-type: none"> Role of Religion in DR/Latin America
11	<i>Butterflies</i> , pp. 171-199 Ch. 9 Dede	<ul style="list-style-type: none"> I can explain how Alvarez's structural choices reveal Dede's character (RL.9-10.5) Explain what Dede's decision to stay with Jaimito reveals about her conflicting motivations. 	<ul style="list-style-type: none"> Berate Bound (193) Ambivalent 	<ul style="list-style-type: none"> Retrospective Narration
12	<i>Butterflies</i> , pp. 200-226 Ch. 10 Patria	<ul style="list-style-type: none"> I can explain how Patria's faith shapes her response to the Trujillo regime. (RL.9-10.3) I can analyze the role of public perception in maintaining the power of the Trujillo regime. 	<ul style="list-style-type: none"> Resurrect Benefactor 	<ul style="list-style-type: none"> Death and Resurrection
13	CFA/Writing Lesson	<ul style="list-style-type: none"> I can use words, phrases, and clauses to clarify the relationships between claim(s) and evidence. 		
14	<i>Butterflies</i> , pp. 227-256 Ch. 11 Maria Teresa	<ul style="list-style-type: none"> I can compare how Maria Teresa and Minerva respond to her imprisonment.. I can explain how Alvarez's structural choices reveal Maria Theresa's character and impact the reader. 	<ul style="list-style-type: none"> Solidarity Pardon Principle 	<ul style="list-style-type: none"> First Person Narration
15	<i>Butterflies</i> , pp. 257-297 Ch. 12 Minerva	<ul style="list-style-type: none"> I can explain how Alvarez's structural choices complicate our understanding of Minerva's character.. I can explain how Alvarez uses foreshadowing and dramatic irony to create mood. 	<ul style="list-style-type: none"> Lenient Succumb 	<ul style="list-style-type: none"> Foreshadowing Dramatic Irony

16	<i>Butterflies</i> , pp. 301-323 Ep. Dede	<ul style="list-style-type: none"> • I can describe the impact of the Mirabal sisters on both the Dominican Republic and Dede. • I can evaluate the accuracy of the mythology surrounding the Mirabal sisters. 	<ul style="list-style-type: none"> • Sentimental (302) • Peaceably (302) 	
17	<i>Postscript</i>	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to analyze Julia Alvarez's authorial stance and the impact of her narrative choices. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
18	Assessment			
19	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
20	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
21	Flex			
22	Flex			

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Writing

- W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of individual agency, families, and society. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):	
<ul style="list-style-type: none"> • How much agency do we really have? • How are we constrained by ourselves, our families, and our society? • How are we empowered by ourselves, our families, and our society? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Humans constantly make choices that have a significant impact on our lives and the lives of others, but these choices and their outcomes are also deeply impacted by forces beyond our control. Our individual personalities, strengths, and weaknesses, as well as our families and the society we inhabit, can empower us or limit the range of possible outcomes. Often, they do both. 	
Demonstration of Learning:	
Summative Writing Prompts	
<ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-8, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grades 10-11, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 4
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared

concepts of individual agency, family influence, and societal constraint.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.4 Maximize transfer and generalization

Teacher Actions:

- Have students build a year-end thematic chart or concept map that explicitly traces how core concepts like individual agency and social constraint evolve across multiple anchor texts before introducing a new text.
- Require students to apply a specific analytical tool they mastered earlier in the year, such as the Coping Mechanisms, dramatic irony, or Trujillo's regime, to evaluate the new, independent texts
- Prompt students to take one of the course's overarching essential questions and answer it by examining a contemporary real-world issue, connecting their analysis of fictional worlds to their own lived reality.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about how people are constrained or empowered.
- Level 2: I can gather information from provided sources and summarize what it says about human agency.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a question about social constraints.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about human agency.
- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly answers an essential question about human agency.

Standard	Unit 1: Curious Incident	Unit 2: Romeo and Juliet	Unit 3: Butterflies	Unit 4: Capstone
Language Standards				
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	P	S	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	S	S	S	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	P	S	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading: RI				
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	S	S	S	S

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	S		S	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	S	S	S	S
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	S	S	S	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		S		
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance.				
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Reading: RL				
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the	P	P	P	P

text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text				
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	P	S	P	S
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	S	P	S	S
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	P	P	P	S
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	P	P	P	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		S		
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		S	P	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking/SL				
SL.9-10.1 Initiate and participate effectively in a range of	P	P	P	S

collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	P	P	P	S
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	S			

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	S
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				P
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 2	ELA	10th	1.0
Course Description:			
<p>In English 2, students pivot from the study of individual agency to a critical examination of power in society, focusing on the external forces and systemic structures that shape the boundaries of human choice. Rather than studying how characters navigate their worlds, students analyze the social hierarchies, environmental factors, and situational forces that influence human behavior. By reading a diverse range of speculative and naturalist texts, students analyze how authors use characters as vehicles for social commentary. By investigating complex contexts such as the Great Depression, the Antebellum South, and imagined dystopian futures, students develop the ability to evaluate how the systems we inhabit can both foster and strip away our humanity.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>Of Mice and Men, by John Steinbeck Fahrenheit 451, by Ray Bradbury Kindred, by Octavia Butler</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs. Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> 10ELA - Equity Curriculum Review 	
Unit Links			
<p>Unit 1: Of Mice and Men Unit 2: Kindred Unit 3: Fahrenheit 451 Unit 4: Capstone</p>			

Unit 1: Of Mice and Men

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing

- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this opening unit, students begin a yearlong exploration of power and marginalization by reading John Steinbeck's *Of Mice and Men*. Set against the backdrop of the Great Depression, students will examine how economic scarcity and environmental decay exacerbate existing social hierarchies. Students will analyze how characters isolated by race, gender, and intellectual ability navigate a society that often treats the vulnerable as disposable. By deconstructing Steinbeck's use of a circular narrative and foreshadowing, students will evaluate the naturalist worldview that tragedy is frequently an inevitable byproduct of environmental forces rather than individual moral failing.

Essential Question(s):

- How does a person's sense of their own power affect the way they behave toward others?
- How do intellectual ability, race, class, and gender impact an individual's power in society, or lack thereof?
- How do authors use character to comment on society?

Enduring Understanding(s):

- Contextual: The Great Depression and the Dust Bowl led to a dramatic surge of migrant workers in California, creating conditions that stripped many individuals of their humanity and agency. In this climate of economic scarcity, the lifestyle of many of these workers was characterized by discrimination, rigid social hierarchies, extreme loneliness, and the weight of unfulfilled dreams.
- Thematic: Environments defined by scarcity and fear often exacerbate existing social hierarchies based on race, gender, and intellectual ability. In such threatening environments, individuals who are themselves marginalized often seek to assert power over those even more vulnerable in order to secure their own status. Although such behavior often breeds isolation and distrust, individual relationships can serve as fragile antidotes to the dehumanizing effects of such predatory environments.
- Literary: Through his characterization of marginalized figures such as Lennie, Crooks, and Curly's wife, Steinbeck critiques a social hierarchy that treats the vulnerable as disposable. By weaving these characters into a circular narrative marked by multiple examples of foreshadowing, Steinbeck emphasizes a naturalist worldview that tragedy is often an inevitable byproduct of environmental and social forces. However, by framing these outcasts as sympathetic characters, he challenges the reader to recognize their inherent humanity and worth.

Demonstration of Learning:

Summative Writing Prompts


- Writers often use characters to reveal and critique society's values. Choose an outcast from *Of Mice and Men* isolated by race, gender, or ability. Explain what their isolation reveals about American society during the Great Depression. Then explain how Steinbeck's portrayal of that character amounts to a critique of that society.
- Who has the most power and who has the least power in *Of Mice and Men*? In a well-developed essay, argue your position and analyze how factors such as race, gender, and ability intersect to determine a character's status within the social hierarchy.

Connections to Prior Units:

- Students will have previously encountered characters typically considered to be neurodivergent in *The Curious Incident of the Dog in the Night-Time* (9th) and *Freak the Mighty* (6th). In light of the 10th grade theme, the focus shifts from the limited perspectives of their narration, to a critique of how such characters are treated by society.
- Students will have previously considered questions of individual agency throughout 9th grade English, most pointedly in *Romeo and*

Connections to Future Units:

- Students will continue to explore issues of power in society throughout the course, examining how social structures impact individuals in *Kindred* and *Fahrenheit 451*.
- Students will return to ideas surrounding the American Dream more directly in 11th grade, particularly when studying Fitzgerald's critique of that dream in *The Great Gatsby* and Chris McCandless's rejection of materialism in *Into the Wild*.

<p><i>Juliet</i>, and in the capstone unit.</p> <ul style="list-style-type: none"> Students will have previously encountered a variety of American experiences in 7th grade, many of which examine the experience of Americans who have been excluded in some way from American society while also <i>pursuing</i> a form of the American dream,, including immigrants in Uprising, African Americans in A Raisin in the Sun, 	
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 1
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Of Mice and Men Strategies for Addressing Racist and Dehumanizing Language
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may rush to judge George’s actions (or those of any number of other characters) as purely individual choices, without recognizing the ways in which social and environmental forces constrain choice and impact individuals. Students may simply accept characters’ biases as “the way things were back then,” without recognizing Steinbeck’s critique of those aspects of American society. Similarly, students may fail to recognize the ways in which the novel flattens the characters of Lennie, Crooks, and Curley’s wife and can be critiqued for perpetuating harmful stereotypes, tropes, and language that were common at the time. Ultimately, students should recognize that a book may attempt to critique a society while simultaneously falling victim to some of the same biases.
<p>Differentiation through <u>Universal Design for Learning</u></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.4 Address biases, threats, and distractions 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Before starting the novel, acknowledge the potentially threatening experiences caused by the text’s use of racial slurs, ableist terms, and misogynistic language. Co-create a firm, predictable classroom policy for how the class will handle this language to ensure no students feel threatened by this language. Both of the nonfiction articles (one published in 2002 and one in 2012)

	<p>suggested for the seminar discussion use the R-word when referring to people with intellectual disabilities. Explain to students that the word is considered extremely offensive and outdated and that The New York Times stopped using it in 2013, although it's important to note there was a movement to end the use of this word long before the Times changed its style guide.</p> <ul style="list-style-type: none"> Remind students that the story is set in the 1930s and that characters often depict biases present at that time. Prompt students to recognize characters as vehicles for Steinbeck's critique of a predatory society, rather than endorsements of a prejudiced worldview.
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 9.2 Develop awareness of self and others 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Provide differentiated ways for students to process their frustration or anger regarding the injustices characters like Crooks and Lennie face, such as such as private reflections or individual writing prompts. Use Steinbeck's "Letter to Claire Luce" to help students recognize the gap between the deficit labels placed on characters and their internal emotional realities. Encourage similar perspective-taking to recognize the emotional realities and inherent worth of other characters, as well as other people students encounter.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: I can identify a few key words and phrases related to George's or Lennie's actions or the physical setting in a short section of text. Level 2: I can identify the main event of a short section (such as Curly's fight with Lennie) and retell a few details about how characters like Lennie or Candy react to their environment. Level 3: I can determine a specific character's perspective (such as Curley's wife's loneliness) in a short section of text and explain how that perspective is revealed through specific dialogue or imagery. Level 4: I can determine multiple perspectives on power (such as Lennie's innocence versus Curley's aggression) and analyze how these interactions develop throughout a chapter, citing specific textual evidence to support my analysis. Level 5: I can determine central themes regarding social hierarchies and environmental influences and analyze how these themes are developed across the text, citing specific details to fully support my analysis.

Unit 1: Of Mice and Men

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<p>Video: “Okies During the Great Depression”</p> <p>Photos: Migrant worker... Migrant Mother... Drought refugees...</p> <p>Text: “Harvest Gypsies”</p>	<ul style="list-style-type: none"> I can compare depictions of migrant workers in a video and various photographs by Dorothea Lange, noting the similarities in their representations. 	<ul style="list-style-type: none"> Migratory Ostracize Destitute 	<ul style="list-style-type: none"> Migrant Workers Great Depression Dust Bowl
2	<i>Of Mice and Men</i> , pp. 1–3	<ul style="list-style-type: none"> I can explain how setting and characterization establish the mood in <i>Of Mice and Men</i>. 	<ul style="list-style-type: none"> Serene Unsettled 	<ul style="list-style-type: none"> Mood Connotation Characterization
3	<i>Of Mice and Men</i> , pp. 4–16	<ul style="list-style-type: none"> I can analyze how Steinbeck develops the reader's understanding of the relationship between Lennie and George. 	<ul style="list-style-type: none"> Morose Imperious 	<ul style="list-style-type: none"> Tone Dynamic characters Static characters
4	<i>Of Mice and Men</i> , pp. 17–37	<ul style="list-style-type: none"> I can analyze how Steinbeck develops social hierarchies on the ranch that foreshadow conflict in the story. 	<ul style="list-style-type: none"> Pugnacious Derogatory Hierarchy 	<ul style="list-style-type: none"> Foreshadowing
5	<i>Writing Lesson/CFA</i>	<ul style="list-style-type: none"> I can support a claim using evidence to analyze social hierarchies on the ranch. 		
6	<i>Of Mice and Men</i> , pp. 38–65	<ul style="list-style-type: none"> I can analyze how Steinbeck develops characters and explain what characters' actions and beliefs can reveal about human nature. 	<ul style="list-style-type: none"> Reprehensible Bemused Cower 	
7	<i>Of Mice and Men</i> , pp. 66–76	<ul style="list-style-type: none"> I can analyze the character of Crooks through the lenses of racism, loneliness, and power. 	<ul style="list-style-type: none"> Disarming Aloof Meager 	<ul style="list-style-type: none"> Sympathetic character
8	<i>Of Mice and Men</i> , pp. 77–83	<ul style="list-style-type: none"> I can analyze the character of Curley's wife through the lenses of sexism, loneliness, and power. 	<ul style="list-style-type: none"> Contemptuous Scornful 	<ul style="list-style-type: none"> Sympathetic character

	“John Steinbeck's Letter to Claire Luce”			
9	Writing Lesson/CFA	<ul style="list-style-type: none"> I can support a claim about how characters respond to their social status on the ranch. 		
10	<i>Of Mice and Men</i> , pp. 84-93	<ul style="list-style-type: none"> I can analyze how Steinbeck has used foreshadowing to develop tension leading up to the story's climax. 	<ul style="list-style-type: none"> Woe Jeer 	<ul style="list-style-type: none"> Foreshadowing Climax
11	<i>Of Mice and Men</i> , pp. 93-107	<ul style="list-style-type: none"> I can analyze how Steinbeck shapes the reader's perception of Lennie's murder through setting, tone, and mood. 	<ul style="list-style-type: none"> Belligerent Monotonous 	<ul style="list-style-type: none"> Mood Tone Sympathetic character
12	To a Mouse	<ul style="list-style-type: none"> I can analyze the Robert Burns poem "To a Mouse" and draw conclusions about why Steinbeck chose a line from this poem for the title of his novel. I can explain how OMAM and “To a Mouse” both represent characteristics of naturalist literature. 		<ul style="list-style-type: none"> Naturalism Social Darwinism
13	"Supreme Court Denies Stay of Execution..." "Supreme Court Bars Executing..."	<ul style="list-style-type: none"> I can explain what the Atkins v. Virginia decision and the case of Marvin Wilson reveal about perceptions of culpability in the criminal justice system. 	<ul style="list-style-type: none"> Culpable 	
14	Seminar	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to explore the relationships between culpability, power, and justice. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
15	Assess (flex)			
16	Summative Writing	<ul style="list-style-type: none"> I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. I can draft complete body paragraphs for my summative essay. 		
17	Summative Writing	<ul style="list-style-type: none"> I can write an introduction and brief conclusion to the draft of my essay. I can revise my writing based on feedback from my peers and/or teacher 		
18	Flex			

19	Flex			
20	PSAT Benchmark			

Unit 2: Kindred

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing

- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

Following the study of social hierarchies in the 1930s, students turn to Octavia Butler's *Kindred* to examine the psychological and physical legacies of systemic oppression. Through the lens of speculative fiction, students will analyze how Butler uses time-travel to collapse the distance between the present and the Antebellum South, and examine how characters are both tied together by a shared history of trauma, race, and gender. Students will also study Philip Zimbardo's Stanford Prison experiment to examine the power of situational and systemic forces on individual's, using this lens to track character development in the novel.

Essential Question(s):

- Can we ever truly understand the past? Can we ever truly understand each other?
- Are we products of our environment, or can we overcome our surroundings?
- Are systems, situations, or individuals responsible for evil and injustice?
- How and why do stories change over time?

Enduring Understanding(s):

- **Literary:** Butler's use of time travel is both thematically and technically significant. Butler uses this narrative structure in order to help modern readers understand the physical and psychological oppression of slavery, to explore/critique the lasting impact of slavery on the present, and to reconcile with a legacy of intergenerational trauma. Technically, her use of time travel creates tension, conflict, and uncertainty for both characters and readers.
- **Contextual:** Although we may like to think we would have acted differently in darker moments of history, situational and systemic forces deeply influence individual choices and behaviors. Dana and Kevin make individual choices to resist, but they also grow accustomed to the norms of the Antebellum South and make significant compromises to survive. Despite Dana's efforts to influence Rufus' character from an early age, he (like his father) remains a product of his times.
- **Thematic:** Butler suggests that Americans, Black and White, past and present, are both inextricably linked and perpetually distant. Dana is tied to the characters on the Wayland plantation, either through common ancestry or by the oppressive system of chattel slavery, but remains distinct from others on the plantation due to the knowledge and customs she carries with her from the present. Dana is connected to her husband, Kevin, through marriage and a shared experience of the present, but the two often struggle to fully understand how race impacts each other's experiences.

Demonstration of Learning:

Summative Writing Prompts

- Consider Butler's use of time travel. How does this structural choice allow Butler to comment on the relationship between past and present? You might consider whether Butler would agree with any of the quotes below:
 - "The past is never dead. It's not even past." - William Faulkner
 - "The past is a foreign country: they do things differently there." - L.P. Hartley
 - "Being American is more than a pride we inherit, / it's the past we step into / and how we repair it." - Amanda Gorman
- Reread the preface to Zimbardo's *The Lucifer Effect*. Summarize his argument about evil and injustice, and explain whether or not Octavia Butler would agree with his claims. Use one or more characters from *Kindred* to support your argument.
- To what extent can we truly understand the lived experiences of someone different from ourselves? Choose a pair of characters and consider how their understanding of each other is impacted by time, race, and/or gender. Possible pairings might include: Dana/Kevin, Dana/Rufus, Dana/Alice, Rufus/Kevin

Connections to Prior Units:

Connections to Future Units:

<ul style="list-style-type: none"> • Students will have previously studied a prominent slave narrative, <i>Narrative of the Life of Frederick Douglass</i>, in 7th grade. In doing so, they will have considered the dehumanizing effects of slavery, relationship between legal and personal freedom, and the power of literacy/education. • Students will have previously studied a variety of speculative fiction, including <i>The Giver</i> in 6th grade, a collection of science fiction short stories in 8th grade, <i>Frankenstein</i> in 8th grade. • Students will have studied a variety of parallel, episodic, or nonlinear narratives such as <i>Refugee</i> in 6th grade, <i>Uprising</i> in 7th grade, <i>Frankenstein</i> in 8th grade, and <i>In the Time of the Butterflies</i> in 9th grade. These reading experiences will prepare students for the temporal shifts in <i>Kindred</i>. • Students will have previously considered the ways in which modern authors recreate historical events, including the limitations and difficulties of doing so, when studying <i>Uprising</i> in 7th grade and <i>In the Time of the Butterflies</i> in 9th grade. • Students will have explored questions surrounding human nature, good, and evil throughout 8th grade. They will have specifically examined how individuals are shaped by oppressive situations, and how they respond, when reading <i>Night</i>, by Eli Wiesel. 	<ul style="list-style-type: none"> • Students will study science fiction more directly when reading <i>Fahrenheit 451</i> later in this course, moving into more heavily speculative genres. • Students will again encounter a protagonist who resists an oppressive society later in the course when studying <i>Fahrenheit 451</i>. This progression allows students to compare the subtle and intellectual acts of resistance taken by both Dana and Montag. • Students will again encounter an African American, female protagonist navigating unique challenges posed by racism and sexism in society when reading <i>Their Eyes Were Watching God</i> (11th). Whereas Dana’s story is one of survival, Janie’s is one of self discovery and empowerment.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 2
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Kindred • Strategies for Addressing Racist and Dehumanizing Language
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view time travel as a sci-fi plot device without recognizing its thematic significance in highlighting similarities and differences between the past and the present. • Students often believe they would easily resist the norms of the Antebellum South and judge Dana or Kevin for "assimilating" without regarding the situational and systemic forces at play. They may likewise fail to appreciate the courage, agency, and strength Butler sought to reveal in her novel.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships

Teacher Actions:

- Consider creating a chart to track Dana’s age next to Rufus’s age. Use this visual pattern to explicitly highlight the novel’s big idea: Rufus is constantly aging and absorbing the racist norms of his environment, while Dana is popping in and out.
- Give students a specific annotation task like underlining the physical symptoms Dana experiences right before she travels. Highlighting this repeated structural pattern helps struggling readers easily identify exactly when and why the setting is about to shift without getting lost in the text.

UDL Indicator

- Consideration 7.2 Optimize relevance, value, and authenticity

Teacher Actions

- When pairing *Kindred* with Philip Zimbardo’s *The Lucifer Effect*, ask students to identify contemporary, real-world examples of "situational forces." Return to any particularly relevant or powerful examples throughout the unit to help students evaluate whether Rufus is a product of his environment or a willing participant in evil.
- Prompt students to reflect on scenarios in their own world where two people experience the same event completely differently due to their identities. This might include journaling about a time they went through an intense personal experience, or an experience uniquely tied to their identity, that they tried to explain to someone close to them who struggled to understand or appreciate their experience. Use that personal reflection as a bridge to analyze the distances between characters, such as Dana and Kevin.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1: I can express an opinion about whether Rufus is a "bad" person or a victim of his time using a few simple words and sentence frames.
- Level 2: I can use sentence frames to construct a claim about whether situational forces or individual choice caused a character's actions, and provide a reason to support my opinion.
- Level 3: I can construct a claim regarding how systems of power force individuals like Kevin or Dana to change their behavior, provide evidence from the text, and identify an opposing argument about individual agency.

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| | <ul style="list-style-type: none">• Level 4: I can construct a claim about Butler’s views on situational forces, provide logically ordered evidence from the text, and address a counterclaim to strengthen my argument.• Level 5: I can construct a substantive claim regarding the thematic essential question of injustice, provide compelling textual evidence to support my analysis, and logically refute a counterclaim within a formal essay structure. |
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Unit 2: Kindred

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Preface to The Lucifer Effect , Zimbardo Prologue, pp 9-11	<ul style="list-style-type: none"> I can determine Philip Zimbardo's claims regarding human behavior and explain how they are shaped by his personal experiences I can analyze how Butler's manipulation of time creates mystery and tension in the prologue to Kindred. 	<ul style="list-style-type: none"> Intermittently Depraved Dehumanization 	<ul style="list-style-type: none"> Abu Ghraib Stanford Prison Experiment Tension Suspense
2	The River, pp. 12-17 Frederick Douglass Opening	<ul style="list-style-type: none"> I can compare Dana and Kevin's reactions to her first experience of time travel. I can compare the opening of Kindred to the conventions of traditional slave narratives. 	<ul style="list-style-type: none"> Recede Refuge Indignant 	<ul style="list-style-type: none"> Characteristics of Slave Narratives
3	The Fire, pp. 18-33	<ul style="list-style-type: none"> I can explain how Dana's second experience of time travel impacts her understanding of the past. I can compare Dana's relationship to Kevin with her relationship to Rufus. (RL.9-10.3) 	<ul style="list-style-type: none"> Anachronistic Tentative 	<ul style="list-style-type: none"> Antebellum South 1970's America
4	The Fire, pp. 33-51	<ul style="list-style-type: none"> I can explain how Dana's second experience of time travel differs critically from her first. I can explain how Butler's use of time travel impacts both Dana and the reader. 	<ul style="list-style-type: none"> Visceral Parasite 	<ul style="list-style-type: none"> Tension Suspense
5	CFA/Writing Lesson	<ul style="list-style-type: none"> I can evaluate Butler's use of time travel to create uncertainty, tension, or suspense. 		<ul style="list-style-type: none"> Tension Suspense
6	The Fall, pp. 52-80	<ul style="list-style-type: none"> I can explain how Butler uses time travel to comment on the present. 	<ul style="list-style-type: none"> Candor Leer Tactless 	
7	The Fall, pp. 81-107	<ul style="list-style-type: none"> I can evaluate the power of environmental influences in Kindred. I can compare the significance of literacy in traditional slave narratives and Kindred. 	<ul style="list-style-type: none"> Moral/immoral Acclimatize Subversive 	

8	The Fight, pp. 108-125	<ul style="list-style-type: none"> • I can explain how Butler uses time travel and flashbacks to comment on the present. • I can evaluate Dana's attempts to shield Rufus from the influence of his environment. 	<ul style="list-style-type: none"> • Petulant • Pompous • Vindictive 	<ul style="list-style-type: none"> • Flashback • Internalized Racism
9	The Fight, pp. 126-148	<ul style="list-style-type: none"> • I can explain how Butler uses time travel and flashbacks to comment on the present and human nature. 	<ul style="list-style-type: none"> • Incremental 	
10	The Fight, pp. 148-188	<ul style="list-style-type: none"> • I can compare the psychological impact of slavery on both Dana and Alice. • I can describe individual and collective acts of resistance on the Weylin plantation. 	<ul style="list-style-type: none"> • Apprehension • Erratic 	
11	CFA/Writing Lesson	<ul style="list-style-type: none"> • I can evaluate the extent to which Dana, Kevin, or Rufus are influenced by their environment. 		
12	The Storm, pp. 189-212	<ul style="list-style-type: none"> • I can explain Dana's confusing feelings about her time on the Weylin plantation and how it affects her perception of herself. • I can explain how Dana and Kevin's relationship in the present has been affected by their 5 year time apart in the past. 	<ul style="list-style-type: none"> • Contemptuous 	
13	The Storm, pp. 213-239	<ul style="list-style-type: none"> • I can evaluate the extent to which Rufus is a product of his environment. • I can analyze Dana's conflicted relationship within the enslaved community on the Weylin plantation. 	<ul style="list-style-type: none"> • Impudent 	
14	The Rope, pp. 240-261	<ul style="list-style-type: none"> • I can compare/contrast Alice's choices with Dana's in light of their differing circumstances. 		
15	Epilogue, pp. 262-265 Seminar Discussion	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to determine how both the epilogue, and the novel as a whole, comment on the relationship between past and present. • I can build on the ideas of my peers and support my claims with relevant textual evidence from both the epilogue and the novel as a whole. 		<ul style="list-style-type: none"> • Epilogue
16	Assessment (flex)			

17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
18	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
19	Flex	<ul style="list-style-type: none"> • 		
20	Flex	<ul style="list-style-type: none"> • 		

Unit 3: Fahrenheit 451

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Overview

In the third unit, students examine the suppression of individual thought in Ray Bradbury's dystopian novel *Fahrenheit 451*. Building on the themes of environmental and systemic forces studied in *Kindred*, students will analyze how the subtle mechanisms of distraction, pleasure, and technological overreliance can lead a populace to willingly participate in its own intellectual decline. Students will deconstruct Bradbury's use of sensory imagery and character foils to recognize his warnings regarding the influence of technology, before connecting those critiques to modern voices concerned about the influence of technology today.

Essential Question(s):

- What is the importance of books and literacy to a society? Is censorship, in any form, justified?
- Is technology ultimately a blessing or a curse? Is it a benefit or a threat to society?
- What are the implications of a society that values conformity over individuality? How can an individual challenge the status quo?

Enduring Understanding(s):

- Contextual: While technology can dramatically improve one’s quality of life in many ways, Bradbury argues that an overreliance on technology erodes genuine human connection, empathy, and individuality. Many writers today raise similar concerns about our current digital landscape, suggesting that modern screens, social media algorithms, and other technological developments are damaging our ability to think deeply, confront the complexities of human experience, and resist the homogenization of human thought.
- Thematic: Societies that prioritize conformity and suppress individual thought often do so through subtle mechanisms of distraction and pleasure rather than overt force, creating a populace that willingly participates in its own intellectual imprisonment by avoiding difficult ideas. Although Bradbury demonstrates how passive neglect can be as damaging as overt censorship, Montag's transformation from a destroyer of knowledge to a preserver of wisdom represents humanity's potential for renewal and ultimate desire for truth.
- Literary: Bradbury uses imagery, figurative language, and characterization to convey his warnings about a society defined by technological overreliance and forced conformity. Character foils and sensory imagery emphasize a contrast between the warmth of the natural world and the cold, mechanical, and inhuman world Montag inhabits, while evolving symbolism of fire represents a shift from destruction to renewal and possible rebirth.

Demonstration of Learning:

Summative Writing Prompts


- Analyze how Bradbury uses imagery, symbolism, or specific characters to develop his critique of society. In your response, be sure to explain how these craft choices reveal Bradbury’s larger purpose in writing his dystopian novel.
- Argue whether or not Bradbury's vision of the impact of technology on society has come true. Choose two aspects of the society in Fahrenheit 451 and compare them to contemporary society. Use evidence from the text and at least two nonfiction articles to support your argument. Be sure to focus on Bradbury’s critiques and claims, rather than literal connections regarding technological advancement or tools.
- Who is most responsible for the intellectual decline of the society in Fahrenheit 451? In a well-developed essay, argue whether the government’s authority, the influence of technology, or the citizens’ own avoidance of difficult ideas is the primary cause of their intellectual decline.

Connections to Prior Units:

- Students will have previously explored conventions of dystopian literature in The Giver (6th) and examined a variety of short science fiction as commentary on society (8th) including stories by Bradbury.
- Students will have previously studied how language and access to information can be used to control a population when reading Animal Farm in 8th grade. They can compare the rhetorical appeals and the use of propaganda by the pigs to the more subtle mechanisms of

Connections to Future Units:

- Students will connect Bradbury’s warning about "technological overreliance" eroding human connection to Chris McCandless’s literal rejection of modern technology and society in 11th grade. When studying Into the Wild, students will again compare historical and contemporary perspectives surrounding the natural world.

<p>distraction and pleasure Bradbury describes.</p> <ul style="list-style-type: none"> Students will have previously encountered acts of resistance challenging an oppressive status quo in <i>Butterflies</i> (9th) and earlier in the course when studying <i>Kindred</i>. Students can expand their understanding of resistance from the physical and political rebellion of the Mirabal sisters to the intellectual resistance of Dana and Montag. 	
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 3
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Fahrenheit 451
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may view either the government or technology itself as the primary “villain” of the story, without considering the degree to which the choices of individual citizens contribute to the dystopian society depicted in the novel. Ultimately, students will make their own determination regarding the degree to which each of these is responsible, but should wrestle with all three perspectives. Students may focus on whether Bradbury’s specific technological imaginings literally came to pass (wall tvs, mechanical hounds, etc) rather than focusing on his warnings regarding the impact of such technological advances on both individuals and society as a whole.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Have students track their own technology use for 24 hours. Use these personal data points to authentically evaluate Montag’s society, shifting the text from speculative fiction to a critique of their lived reality. Connect the "Allegory of the Cave" and Vonnegut’s letter to modern debates over book bans or "shadow-banning" on social media. Task students with arguing whether society is currently moving toward Bradbury's vision of intellectual decline, and whether government authority, personal choices, or something else is to blame..

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can respond verbally and nonverbally to simple yes/no and "wh-" questions about characters and their situations.
- Level 2: I can present basic information about the characters and society in Fahrenheit 451 and respond to wh questions using academic vocabulary.
- Level 3: I can express my own ideas about character's actions or the impact of technology, and ask relevant questions to my peers during class discussions.
- Level 4: I can express my own ideas about how characters resist/submit to systemic control, support my points with evidence from the text, and build on the ideas of my classmates to deepen the conversation.
- Level 5: I can persuasively express my own ideas about the impacts of technology on society, supporting my points with specific evidence, and asking questions that probe the thinking of my classmates

Unit 3: Fahrenheit 451

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Allegory of the Cave , by Plato "Plato's Allegory of the Cave" , Video Ted-Ed	<ul style="list-style-type: none"> I can analyze how Plato uses symbolism to convey ideas about ignorance and knowledge. 		<ul style="list-style-type: none"> Allegory Symbol
2.	"The Pedestrian"	<ul style="list-style-type: none"> I can analyze how Bradbury uses characterization and imagery to convey his central message about technology in the short story "The Pedestrian." 	<ul style="list-style-type: none"> Ceaseless Pedestrian Regressive 	<ul style="list-style-type: none"> Characterization Imagery
3	Fahrenheit 451, pp 1-7	<ul style="list-style-type: none"> I can analyze how Bradbury uses characterization of Montag and Clarisse to introduce larger ideas about this society. 	<ul style="list-style-type: none"> Venomous Gorge 	<ul style="list-style-type: none"> Dystopia
4	Fahrenheit 451, pp 8-28	<ul style="list-style-type: none"> I can analyze how the characterization of Mildred introduces Bradbury's theme of technology. 	<ul style="list-style-type: none"> Pulverize Conjure 	
5	CFA: Mildred and Clarisse as foils	<ul style="list-style-type: none"> I can explain how and why Bradbury uses both Mildred and Clarisse as foils in Montag's life. 		<ul style="list-style-type: none"> Foil
6	Fahrenheit 451, pp 29-49	<ul style="list-style-type: none"> I can analyze how events and descriptive details show a development in Montag's character. 	<ul style="list-style-type: none"> Odious Probing Proclivity 	<ul style="list-style-type: none"> Allusion
7	Fahrenheit 451, pp 50-65	<ul style="list-style-type: none"> I can identify the main arguments about communication, censorship, and happiness in Beatty's speech and what his ideas reveal about his character. 	<ul style="list-style-type: none"> Censor Passive Apathetic 	
8	"I Am Very Real"	<ul style="list-style-type: none"> I can analyze how Vonnegut uses rhetorical appeals to advance his central argument on censorship. 	<ul style="list-style-type: none"> Consigned Coarse 	<ul style="list-style-type: none"> Ethos Pathos Logos
9	CFA: Agree w/Beatty's claims	<ul style="list-style-type: none"> I can evaluate Beatty's claims regarding who is ultimately responsible for the censorship of the society in Fahrenheit 451. 		
10	Fahrenheit 451,	<ul style="list-style-type: none"> I can analyze how Bradbury uses imagery and figurative 	<ul style="list-style-type: none"> Insidious 	<ul style="list-style-type: none"> Imagery

	pp 67-89	language to characterize Faber and his relationship with Montag.	<ul style="list-style-type: none"> ● Contemptable ● Perish 	<ul style="list-style-type: none"> ● Figurative Language
11	Fahrenheit 451, pp 89-106	<ul style="list-style-type: none"> ● I can analyze how two key scenes reveal Montag's dual personality at the end of Part 2. 	<ul style="list-style-type: none"> ● Ruinous ● Displace ● Beatific 	
12	Fahrenheit 451 pp 106-130	<ul style="list-style-type: none"> ● I can analyze Montag's thoughts, feelings, and behavior during the climatic scenes in the novel. 	<ul style="list-style-type: none"> ● Perpetual ● Anesthetized ● Obscure 	<ul style="list-style-type: none"> ● Anti-hero
13	Fahrenheit 451, pp 130-148	<ul style="list-style-type: none"> ● I can analyze how Bradbury uses symbolism and imagery to convey important ideas 	<ul style="list-style-type: none"> ● Incite ● Incriminate 	
14	Fahrenheit 451, pp 148-158	<ul style="list-style-type: none"> ● I can analyze how the imagery and symbolism Bradbury uses at the end of the novel contribute to important themes. 	<ul style="list-style-type: none"> ● Flourish ● Desolate 	<ul style="list-style-type: none"> ● Tree of Ecclesiastes ● Symbolism ● Imagery
15	Suggested Texts: "The Way We Read" "Screen Time Up" "Social media and Mental health."	<ul style="list-style-type: none"> ● I can engage effectively in a seminar discussion to evaluate Bradbury's warnings regarding technology in light of modern developments. ● I can build on the ideas of my peers and support my claims with relevant textual evidence from both the novel and recent nonfiction articles. 		
16	Assessment (Flex)			
17	Summative Writing	<ul style="list-style-type: none"> ● I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. ● I can draft complete body paragraphs for my summative essay. 		
18	Summative Writing	<ul style="list-style-type: none"> ● I can write an introduction and brief conclusion to the draft of my essay. ● I can revise my writing based on feedback from my peers and/or teacher 		
19	Summative Writing	<ul style="list-style-type: none"> ● Finalize essay through revision and editing process 		
20	Flex			
21	Flex			

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Writing

- W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of power in society. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):

<ul style="list-style-type: none"> • How are our choices, both good and bad, shaped by the setting/environment (time and place) in which we exist? • How do we as individuals shape society versus how much are we shaped by society's norms? • In what ways can individuals fight a corrupt or unjust system? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • The relationship between individuals and society is a continuous, reciprocal cycle. Environmental contexts and cultural norms shape the boundaries of human choice and deeply influence human behavior, but individuals, including those marginalized by the system, also possess the agency to challenge and reshape those very structures through resistance and collective action. 	
Demonstration of Learning:	
Summative Writing Prompts <ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-10, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grade 12, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 4
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Fostering Civil Discourse
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have studied mass culture, consumption, and social divisions (traditional vs. modern) of the 1920s in Modern American History the prior year in 10th grade. • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared concepts of American values and their relevance to citizens' lives.

Differentiation through *Universal Design for Learning*

UDL Indicator

- UDL Indicator: Checkpoint 3.4 Maximize transfer and generalization

Teacher Actions:

- Have students build a year-end thematic chart or concept map that explicitly traces how power and environmental influence evolve across multiple anchor texts before introducing a new text
- Require students to apply a specific analytical tool mastered earlier in the year to their independent Capstone texts. For example, students might use Zimbardo's framework from Unit 2 or The Allegory of the Cave from Unit 3 to evaluate the power dynamics within their self-selected research topics or newly encountered fictional texts.
- Prompt students to take one of the course's overarching essential questions, and answer it by examining a contemporary real-world issue. This requires students to transfer their analysis of fictional "outcasts" (like Dana or Montag) to their own lived reality, connecting literary themes to modern systemic challenges.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about social norms or resisting injustice.
- Level 2: I can gather information from provided sources and summarize what it says about social norms or resisting injustice.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a question about social norms or resisting injustice.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about social norms and power.
- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly answers an essential question about social norms or fighting injustice.

Standard Matrix	Unit 1: Of Mice and Men	Unit 2: Kindred	Unit 3: Fahrenheit 451	Unit 4: Capstone
Language				
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	S	S	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	S	S	S	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	S	P	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading Informational Texts				
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;	S	S	P	S

provide an objective summary of the text.				
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	S		S	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	S	S	S	S
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	S	S	P	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			S	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.				
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			S	
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance.	S			
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Reading Literature				
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2 Determine a theme or central idea of a text and	P	P	P	P

analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text				
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	P	P	P	S
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	S	S	P	S
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	P	P	P	S
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.				
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	S			
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		S	S	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking and Listening				

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	S
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	P	P	P	S
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	S
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				P
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 3	ELA	11th	1.0
Course Description:			
<p>In English 3, students complete a yearlong examination of American Ideals. By reading foundational works of American Literature, students evaluate how ideals of rugged individualism, materialism, and self determination both empower and constrain the American character. By investigating varied literary and historical contexts ranging from Transcendentalist wilderness, to the Roaring Twenties, and the artistic debates of the Harlem Renaissance, students refine their ability to synthesize multiple sources while determining the personal and social costs of realizing the American Dream.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>The Great Gatsby, by F. Scott Fitzgerald Into the Wild, by John Krakauer Their Eyes Were Watching God, by Zora Neal Hurston</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and need. • Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> • 11ELA Equity Curriculum Review 	
Unit Links			
<p>Unit 1: Into the Wild Unit 2: The Great Gatsby Unit 3: Their Eyes Were Watching God Unit 4: Capstone Standard Matrix</p>			

Unit 1: Into the Wild

Overview

Relevant Standards: **Bold indicates priority**

Reading Informational Text

- **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Literature

- **RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Writing

- **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Overview

In this unit, students begin a yearlong investigation of American ideals by analyzing the journey of Christopher McCandless. As they read, students examine the line between noble idealism and reckless extremism, evaluating whether McCandless's rejection of society was an act of courageous self-discovery or a naive failure. Students will analyze how McCandless was influenced by a long American tradition of nature writing and Transcendentalist philosophy, exploring how the wilderness often represents a site of independence and self-reliance in the American psyche. They will also analyze Krakauer's craft, examining how his non-linear structure, authorial intrusions, and use of epigraphs influence readers, highlighting the difficulty of narrating a "truth" that is free from an author's own subjective perspective.

Essential Question(s):

- Where is the line between idealism and extremism?
- Why have so many Americans been drawn to nature, to wilderness, and the open road?
- What is the role and responsibility of the author in narrating nonfiction?

Enduring Understanding(s):

- Thematic - McCandles (like others before him) pursues his ideals with an uncommon dedication and intensity. This dedication can be seen as admirable, inspiring, and noble, but can also be dangerous, naive, and egotistical. Since our reactions to Christopher's story are inevitably influenced by our own experiences and worldview, the question of whether Chris should be admired or criticized is ultimately left to our own interpretation.
- Contextual - Krakauer draws upon, and McCandles is deeply influenced by, a long tradition of nature writing in American Literature. Despite the harsh and dangerous realities of life in the wilderness, nature has long represented ideals of independence, self reliance, and self discovery in American literature. A wide range of authors have explored, and sometimes critiqued, these ideals through poetry, essays, fiction, and nonfiction.
- Literary - Krakauer releases information to his readers carefully and purposefully. By working back from Christopher's death, making connections to other texts, and drawing on personal experiences, Krakauer recreates his own struggle to understand Chris's journey. As a result, *Into the Wild* is as much a story about Krakauer's attempts to understand Chris as it is about Chris himself. Despite his attempts to let the readers form their own opinions, our sense of Chris is unavoidably shaped by the author's choices in structure and tone.

Demonstration of Learning:

Summative Writing Prompts


- What is your interpretation of Chris? Is he to be admired for his courage and noble ideals, or was he more of a "reckless idiot, a wacko, a narcissist who perished out of arrogance and stupidity"? Support your interpretation with evidence from the text and with commentary that explains how your interpretation is shaped by your own experiences.
- Explain what nature represents in American literary tradition and how Chris is influenced by those ideas. Use evidence from *Into the Wild* and at least two other sources to support your claims.
- To what extent does Krakauer "leave it to the reader" to form his/her own opinion of Chris? How impartial is Krakauer's account? Be sure to acknowledge how Krakauer's structural choices influence our interpretation of Chris.

Connections to Prior Units:

- Students will have encountered characters in *A Raisin in the Sun* (7th) and *Of Mice and Men* (10th) who pursue material prosperity as a form of the American Dream; Chris McCandless provides a critical counter-narrative by explicitly rejecting these values.
- Students will have previously considered the role of an author in narrating historical events when studying Julia Alvarez's depiction of the Mirabal sisters in *In the Time of the Butterflies* (9th).

Connections to Future Units:

- Students will again return to the role of material success in the American Dream, and again evaluate the reliability of a narrator's perspective when reading *The Great Gatsby* later in this course.
- Students will again encounter a protagonist who embarks on a journey of self discovery in the pursuit of an ideal later in the course when reading *Their Eyes Were Watching God*, and (to a lesser extent) *The Great Gatsby*.

<ul style="list-style-type: none"> • Students will have previously considered how the structure of a novel impacts meaning when studying <i>Refugee</i> (6th), <i>House on Mango Street</i> (7th), <i>Frankenstein</i> (8th), and <i>In the Time of the Butterflies</i> (9th). • Students will have previously considered how authors draw upon prior literary works when studying <i>Frankenstein</i> (8th). 	<ul style="list-style-type: none"> • Students will critically re-examine the reliability of a narrator and the impact of an author's purposeful ambiguity regarding "truth" when studying <i>The Things They Carried</i> in 12th grade
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 1st Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Into the Wild
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may have strong reactions to Chris McCandless' decisions and rush to categorize him as either a noble hero or reckless fool. Recognizing that both interpretations are valid is key to recognizing that dedication to an ideal can be simultaneously admirable and dangerous. • Students may assume that since the text is nonfiction, Krakauer is presenting an impartial truth, without recognizing that his authorial intrusions reveal his investment in the story and unavoidably shape readers' perceptions. • Students may have limited experience with "wilderness" or natural settings. Students whose prior knowledge is primarily of curated parks or camps may fail to appreciate the danger of McCandless' decisions. Similarly, students may see the wilderness as inherently threatening, and dangerous, failing to appreciate transcendental experiences of sublime beauty or inspiration.
Differentiation through <u>Universal Design for Learning</u>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships 	Teacher Actions: <ul style="list-style-type: none"> • Use a concept organizer to explicitly map the relationship between 19th-century Transcendentalist ideals and the modern actions of Chris McCandless. By creating a concrete connection between the philosophical excerpts from Emerson or Thoreau, the epigraphs that appear throughout the text, and Krakauer's descriptions of the

Alaskan wilderness, students can more easily distinguish how McCandless was drawing on a long American tradition of nature writing rather than acting in a vacuum.

- Highlight repeated structural patterns by focusing students annotations on specific moments where Krakauer shares his own personal experiences. Repeatedly drawing attention to this critical feature helps students identify the tension regarding the author's responsibility in narrating nonfiction and prepares them to evaluate how Krakauer's perspective inevitably shapes the narrative.

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Learning Targets:

- Level 1: I can identify a few key words and phrases related to Chris's actions or the physical settings in a short section of text.
- Level 2: I can identify the main event of a short section (such as Chris leaving his car) and retell a few details about his rejection of material possessions.
- Level 3: I can determine a specific character's perspective (such as Chris's perspective on society) in a short section of text and explain how that perspective is revealed through his actions or Krakauer's narration.
- Level 4: I can determine multiple perspectives regarding Chris's journey (such critiques and admiration) and analyze how these perspectives develop over the course of the text, citing specific textual evidence to support my analysis.
- Level 5: I can determine central themes regarding individualism, nature, and the American character and analyze how these themes are developed across the text, citing specific details to fully support my analysis.

Unit 1: Into the Wild

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Excerpt from Walden Excerpt Self-Reliance Excerpts from Nature	<ul style="list-style-type: none"> I can identify key aspects of transcendentalist philosophy based on their published texts. I can explain how various Transcendentalist authors develop their ideas over the course of a text. 	<ul style="list-style-type: none"> Sublime Superfluous Spartan 	<ul style="list-style-type: none"> Transcendentalis American Romanticism Idealism
2	19th Century Poetry "When I Heard The Learn'd Astronomer" "To a Waterfowl" Leaves of Grass 20th Century Poetry "Wild Geese"-Mary Oliver "The Road Not Taken" "The Summer Day"	<ul style="list-style-type: none"> I can compare poetry from different eras in American literature to explain how they illustrate Transcendentalist philosophies. 	<ul style="list-style-type: none"> Conviction Diverge 	<ul style="list-style-type: none"> Juxtaposition Symbolism Nature imagery
3	CFA	<ul style="list-style-type: none"> I can support an analysis of Nature in American literature with evidence from multiple literary texts. 		
4	"Dying in the Wild," from NY Times Authors Note, by John Krakauer	<ul style="list-style-type: none"> I can evaluate Krakauer's authorial stance and how it may impact his readers. I can explain my initial reactions to McCandless using my own experiences and ideals. 	<ul style="list-style-type: none"> Impartial Enigma 	<ul style="list-style-type: none"> Tone
5	<i>Into the Wild</i> , Ch. 1-2	<ul style="list-style-type: none"> I can explain how Krakauer's structural choices introduce competing interpretations of Chris McCandless. I can explain how Krakauer's structural choices introduce competing interpretations of the natural world. 	<ul style="list-style-type: none"> Incongruous Anomalous 	<ul style="list-style-type: none"> Epigraph Text Structure
6	<i>Into the Wild</i> , Ch. 3-4	<ul style="list-style-type: none"> I can analyze how Krakauer's narration of key events after Chris's graduation reveals Chris's values and establishes credibility. I can explain Chris's perspective of nature and how it compares to other American writers. 	<ul style="list-style-type: none"> Altruistic Estranged Ephemeral 	<ul style="list-style-type: none"> Allusion

7	<i>Into the Wild</i> , Ch. 5-6	<ul style="list-style-type: none"> I can identify contradictions in Chris's character and explain how they complicate a readers' reactions to him. I can evaluate Chris's relationships and what they suggest about him. 	<ul style="list-style-type: none"> Temperamental Recluse 	<ul style="list-style-type: none"> Materialism
8	<i>Into the Wild</i> , Ch. 7-8	<ul style="list-style-type: none"> I can compare Chris to other men who have ventured into the wild, including Transcendentalists like Emerson and Thoreau. 	<ul style="list-style-type: none"> Indolent Hubris 	<ul style="list-style-type: none"> Creed/dogma Extremism
9	CFA	<ul style="list-style-type: none"> I can explain my own reaction to Chris and analyze how Krakauer's narration has influenced that perspective. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Active Verbs
10	<i>Into the Wild</i> , Ch. 10-11	<ul style="list-style-type: none"> I can analyze the structural choices Krakauer makes in delivering a comprehensive telling of Chris's story. I can identify Chris's defining attributes, explain their contradictions, and analyze the emotional reaction they elicit in readers. 	<ul style="list-style-type: none"> Reminisce Mercurial Admonishment 	<ul style="list-style-type: none"> Testimony Retrospection
11	<i>Into the Wild</i> , Ch. 12-13	<ul style="list-style-type: none"> I can explain how Chris's experiences after graduating high school informed his later choices. I can analyze how Krakauer's use of quotes and anecdotes from Chris's immediate family impact the readers emotionally. 	<ul style="list-style-type: none"> Sanctimonious Pensive 	<ul style="list-style-type: none"> Anecdote
12	<i>Into the Wild</i> , Ch. 14-15	<ul style="list-style-type: none"> I can evaluate the impact of Krakauer's inclusion of his own personal experiences in the novel <i>Into the Wild</i>. 	<ul style="list-style-type: none"> Zeal Harrowing 	<ul style="list-style-type: none"> Authorial intrusion
13	<i>Into the Wild</i> , Ch. 16-17	<ul style="list-style-type: none"> I can evaluate the degree to which Krakauer's choices impact his objectivity as a narrator. I can analyze the impact Krakauer's choices have on the readers and their perceptions of Chris. 	<ul style="list-style-type: none"> Fickle Autonomy 	<ul style="list-style-type: none"> Allusion Caricature
14	<i>Into the Wild</i> , Ch. 18 Epilogue	<ul style="list-style-type: none"> I can provide evidence from Ch. 18 to support the various theories surrounding how Chris died. I can draw my own conclusion about how Chris died. 	<ul style="list-style-type: none"> Disingenuous Serene 	<ul style="list-style-type: none"> Rhetoric Connotations
15	Assess	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
16	Suggested Texts: "Rugged Individualism" "Paradox and Dream"	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to analyze critiques of ideals featured in the American literary tradition. I can build on the ideas of my peers and support my claims with relevant textual evidence. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 	•	•
18	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 	•	•
19	Flex	•	•	•
20	Flex	•	•	•

Unit 2: The Great Gatsby

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Writing

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

Students continue their interrogation of American values by examining F. Scott Fitzgerald's critique of the American Dream during the 1920s. Students will examine how the novel reveals tensions in American society during "Roaring Twenties," investigating how the quest for material wealth often serves as a hollow substitute for genuine fulfillment. Students will analyze Fitzgerald's craft, paying careful attention to how Nick Carraway's ambivalent narration and the frequent use of flashbacks introduce purposeful ambiguities that reflect the author's own skepticism of the American Dream.

Essential Question(s):

- What happened to the American Dream during the 1920s?
- Is the pursuit of happiness an achievable, or even worthwhile, American ideal?
- How does the structure of the story influence a reader’s interpretation of characters and events in the novel?

Enduring Understanding(s):

- The American pursuit of happiness has often been tied to materialism and social status, but many writers have pointed out the potential flaws with this vision of the American Dream. Fitzgerald highlights personal costs and ultimate futility of social climbing, casting doubt on the possibility of achieving happiness through material wealth.
- The 1920s were a paradoxical time in American life. Fitzgerald’s novel captures a time that featured both the cynicism of the Lost Generation and the romantic optimism of the “Roaring Twenties,” an atmosphere of carefree excess as well as an underlying sense of despair, examples of staggering personal wealth as well as widespread corruption and deeply rooted inequality.
- Narrative perspective, text structure, and author’s craft impact the way readers understand and react to characters and events. Through his use of a first person narrator, his frequent use of flashbacks, and his stylistic choices, Fitzgerald introduces ambiguities that reflect his own ambivalence about the time and place in which he lived.

Demonstration of Learning:

Summative Writing Prompts


- How is *The Great Gatsby* a critique of American society in the 1920’s? Compare/contrast Fitzgerald’s treatment of two characters, settings, or scenes to develop your analysis.
- Examine two or more moments of ambiguity in the novel. How does Fitzgerald create them, and how do these ambiguities contribute to the meaning work as a whole?
- Was Nick the best choice to narrate a story intended to capture the spirit of the 1920s? Evaluate Fitzgerald’s choice to use this narrative structure to support his message regarding American society in this era.

Connections to Prior Units:

- Students will have critically examined the reliability of a narrator earlier this year when evaluating John Krakaur’s choices and objectivity in *Into the Wild*. Students will also have encountered narrators whose limited perspectives make them unreliable while reading *Freak the Mighty* (6th) and *The Curious Incident of the Dog in the Night-time* (9th).
- When reading *Into the Wild*, students will examined Chris McCandless’ rejection of material wealth and social status, providing a counternarrative to Gatsby’s social climbing, while echoing Fitzgerald’s critiques of American society.

Connections to Future Units:

- Students will again wrestle with an unreliable narrator and the impact of an author’s purposeful ambiguity when studying *The Things They Carried* (12th).
- The social constraints that trap Daisy and Myrtle in Gatsby can serve as a point of comparison for Janie Crawford’s pursuit of authenticity and independence in *Their Eyes Were Watching God*.

<ul style="list-style-type: none"> • While reading <i>Uprising</i> (7th), students will have considered the impact of gender and class on female immigrants and aristocrats living in New York during the early 1900s, a historical context not far removed from the setting of Fitzgerald's novel. • Students will have encountered multiple texts in which the American Dream is tied in some way to material prosperity that remains out of reach, including <i>House on Mango Street</i> (7th), <i>A Raisin in the Sun</i> (7th) and <i>Of Mice and Men</i> (10th). 	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 2nd Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  The Great Gatsby
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have studied mass culture, consumption, and social divisions (traditional vs. modern) of the 1920s in Modern American History the prior year in 10th grade. 	<ul style="list-style-type: none"> • Students may read the novel primarily as a literal, romantic love story, missing the symbolic nature of the characters and the dark undercurrents of Fitzgerald's critique/ • Students may fail to recognize that "Old Money" and "New Money" function as a rigid, inherited caste system, seeing Tom and Gatsby as two successful and wealthy men without recognizing that no amount of material success can grant Gatsby entry into the social world of the Buchanans. • Students may naturally gravitate towards a positive or negative reading of the 1920s, as either a time of exhilarating excess or corruption and inequality. Ultimately, students must wrestle with the idea that the "American Dream" of the 1920s could be both exciting and destructive at once, or that one's view of the era may have depended entirely on social status and individual perspective. • Although they will have encountered unreliable narrators before, students may be swayed by Nick's claims of honesty, failing to recognize the limitations of his perspective and the biased nature of his own account.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.1 Connect prior knowledge to new learning

Teacher Actions:

- Activate prior knowledge of narrators whose limited perspectives make them unreliable, such as Christopher from *The Curious Incident of the Dog in the Night-Time* (9th). By explicitly revisiting how a narrator's bias can leave "matters uncertain" or subtly influence a reader, students can better analyze how Nick's own bias influences their interpretation of *Gatsby's* "greatness".
- Prompt or make connections between the social and economic constraints that trapped characters in *Of Mice and Men* (10th) and the rigid "Old Money" vs. "New Money" hierarchies of the 1920s.
- Make explicit cross-curricular connections to the paradoxical mood of the 1920s by using "One Summer: America 1927" by Bill Bryson to provide the prerequisite historical context while also prompting connections to Modern American History class.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1: I can express an opinion about whether a character (like *Gatsby*, Tom, or Nick) is a good person using a few simple words and sentence frames.
- Level 2: I can use sentence frames to construct a claim about Nick's reliability, and provide a reason to support my opinion.
- Level 3: I can construct a claim about Nick's reliability, provide evidence from the text where his actions contradict his words, and identify an opposing argument about his suitability as a narrator.
- Level 4: I can construct a claim analyzing how Nick's partiality or cynicism serves Fitzgerald's critique of the 1920s, providing logically ordered evidence from the text, and address a counterclaim to strengthen my argument.
- Level 5: I can construct a substantive claim typing Nick's reliability to Fitzgerald's complex portrayal of the 1920s, providing evidence of how his internal contradictions mirror the ambiguities of the time, providing compelling textual evidence to support my analysis within a formal essay structure.

Unit 2: The Great Gatsby

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	"One Summer: America 1927," by Bill Bryson.	<ul style="list-style-type: none"> I can describe the paradoxical mood of the 1920s in America. I can identify the tone of Bryson's description of America in the 1920's. 	<ul style="list-style-type: none"> Paradox Affluent 	<ul style="list-style-type: none"> America's in the 1920's Mood Tone
2	Chapter 1, pp. 1-5	<ul style="list-style-type: none"> I can identify contradictions in Nick's narration and explain their impact on the opening of the novel. I can compare Nick's description of the previous summer to Bryson's description of America in the 1920s. 	<ul style="list-style-type: none"> Ambivalent Vulnerable 	<ul style="list-style-type: none"> Unreliable narrator Frame narrative
3	Chapter 1, pp. 5--21	<ul style="list-style-type: none"> I can explain how Nick's tone and Fitzgerald's descriptions characterize Tom, Daisy, and Jordan. I can analyze how Fitzgerald uses contrasting settings to comment on divisions in American society. 	<ul style="list-style-type: none"> Supercilious Conscientious 	<ul style="list-style-type: none"> Explicit and implicit characterization Tone Imagery
4	Chapter 2, pp. 23-38	<ul style="list-style-type: none"> I can explain how Nick's tone and Fitzgerald's descriptions characterize both George and Myrtle. I can analyze how Fitzgerald uses contrasting settings to comment on divisions in American society. 	<ul style="list-style-type: none"> Desolate Vitality 	<ul style="list-style-type: none">
5	Chapter 3 pp. 39-59	<ul style="list-style-type: none"> I can explain how the imagery of Gatsby's party and the ambiguities surrounding Gatsby himself comment on American society in the 1920's. I can analyze how Nick's break from the narrative structure at the end of the chapter highlights his own moral corruption (60-64). 	<ul style="list-style-type: none"> Opulence Ascertain 	<ul style="list-style-type: none"> Bootlegging Materialism
6	CFA	<ul style="list-style-type: none"> I can evaluate Nick's strengths and limitations as a narrator. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Bias
7	Chapter 4 pp. 61-80	<ul style="list-style-type: none"> I can compare the image Gatsby presents (throughout the text) with what Wolfsheim's character suggests about Gatsby in order to see the paradoxes of the era. I can explain the impact of Jordan's flashback on the development of the story's emerging themes. 	<ul style="list-style-type: none"> Incredulous Disconcerting 	<ul style="list-style-type: none"> Pretense Facades Mob/mafia culture
8	Chapter 5 pp. 81-96	<ul style="list-style-type: none"> I can describe the impact of Nick's limited point of view in recounting Gatsby's reunion with Daisy. 	<ul style="list-style-type: none"> Vestige Reproach 	<ul style="list-style-type: none"> Symbols (weather, flowers, light)

		<ul style="list-style-type: none"> I can analyze how Fitzgerald uses weather symbolism to reinforce Gatsby's characterization. 		
9	Chapter 6 pp. 97-111	<ul style="list-style-type: none"> I can analyze Fitzgerald's use of flashbacks to develop Gatsby's character. I can compare how Gatsby's party is presented in Chapter 6 with how it was described in Chapter 3. 	<ul style="list-style-type: none"> Laudable Ingratiate 	<ul style="list-style-type: none"> Juxtaposition Flashback Motif Son of God allusion
10	CFA	<ul style="list-style-type: none"> I can analyze how Fitzgerald uses characters to advance his critique of the American Dream. 		
11	Chapter 7 pp. 113-136	<ul style="list-style-type: none"> I can analyze how the settings of the chapter reflect the events that happen within them. 	<ul style="list-style-type: none"> Portentous Incoherent 	<ul style="list-style-type: none"> Foreshadow
12	Chapter 7 pp. 136-145	<ul style="list-style-type: none"> I can evaluate the strengths and limitations of Nick's perspectives in narrating the novel's climax. 	<ul style="list-style-type: none"> Conspire Scrutiny 	<ul style="list-style-type: none">
13	Chapter 8 pp. 147-162	<ul style="list-style-type: none"> I can analyze how the motifs of Eckleburg's eyes and seasons reinforce the story's emerging themes. I can explain how the flashbacks to Gatsby's past and Wilson's perspective impact readers' reactions to the characters. 	<ul style="list-style-type: none"> Interminable Forlorn Pervade 	<ul style="list-style-type: none"> Minor characters Religious symbols (water/baptism)
14	Chapter 9 pp. 163-180	<ul style="list-style-type: none"> I can explain how Nick's conversation with Tom develops each character. I can describe the impact of Fitzgerald's shifts in tense, perspective, and tone in the final paragraphs of the novel. 	<ul style="list-style-type: none"> Recede Brood 	<ul style="list-style-type: none"> Metaphor Symbolism
15	Suggested Texts: Is the...Dream Over? The Dream is Alive...!	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to compare modern attitudes towards the American Dream with those illustrated in The Great Gatsby. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
16	Summative Writing	<ul style="list-style-type: none"> I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. I can draft complete body paragraphs for my summative essay. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
17	Summative Writing	<ul style="list-style-type: none"> I can write an introduction and brief conclusion to the draft of my essay. I can revise my writing based on feedback from my peers and/or teacher 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

18	Assessment	•	•	•
19	Flex	•	•	•
20	Flex	•	•	•

Unit 3: Their Eyes Were Watching God

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Writing

- **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

Shifting focus to the Harlem Renaissance, students study Zora Neale Hurston's *Their Eyes Were Watching God* to explore the quest for personal autonomy. Students will analyze the development of Janie Crawford's character across three distinct marriages in order to evaluate the extent to which an individual can realize their authentic self while navigating rigid societal norms and gender expectations. Students will also examine how Hurston's use of framed narration and recurring motifs structurally reinforce Janie's internal evolution from a silenced observer to a woman with her own powerful voice. By situating the novel within the artistic debates of the Harlem Renaissance, students will examine how Hurston uses vernacular and folklore to celebrate aspects of Black culture that exist independently of white cultural traditions.

Essential Question(s):

- To what extent can we be independent?
- How does one realize one’s authentic self in spite of societal norms and expectations of others?
- How does art both shape and reflect the particular philosophies and values of an era? Should art reflect or shape society?

Enduring Understanding(s):

- Thematic: Hurston’s novel traces Janie’s quest for her own voice and growing sense of independence and autonomy. Although she ends the novel more independent than where she started, the degree to which she rejects social norms is debatable. Hurston develops the changes in her character through her relationships with the Logan Killicks, Jody Starks, and Tea Cake, as well as literary motifs of the voice and plants.
- Contextual - Black artists have debated how to represent themselves and their communities in literature and art, often having to balance the competing expectations of both white and black audiences. During the Harlem Renaissance, many writers were especially focused on using art to uplift authentically black culture. Through her use of vernacular, her choice of setting, and development of minor characters, Hurston seeks to celebrate aspects of black culture that exist largely outside of white cultural and artistic traditions.
 - Hughes Negro Artist and Racial Mountain: [Original](#) and [Modified](#)
 - Possibly Poetry of Countee Cullen

Demonstration of Learning:

Summative Writing Prompts


- Evaluate Janie’s growth over the course of the text. How independent is Janie by the end of the novel? To what degree does she reject social norms and expectations? Consider the ways in which she rejects and conforms to gender roles of the time period, as well as how this is portrayed through her marriages.
- Over the course of the novel, Janie experiences three marriages in her pursuit of her own voice. Compare and contrast Janie’s marriages, analyzing how each contributes to the development of Janie’s character over the course of the text.
- In “The Negro Artist and the Racial Mountain,” Langston Hughes argues that African American writers must help black readers “turn from their white, respectable, ordinary books and papers to catch a glimmer of their own beauty.” What was Hughes asking of his fellow black writers in his essay? How do Hurston’s choices in language, setting, and/or development of minor characters fulfill this duty? Use evidence from both texts to develop your response.

Connections to Prior Units:

- Students will have previously studied "coming of age" through protagonists who encounter harsh adult realities in *The House on Mango Street* and much of 6th grade, providing a foundation for Janie’s quest for an authentic self.
- Students will have previously examined how rigid gender expectations and patriarchal structures limit individual agency in *Uprising* (7th), *Romeo and Juliet* (9th), and *In the Time of the Butterflies* (9th).

Connections to Future Units:

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<ul style="list-style-type: none"> Students will be equipped to draw comparisons between the cynical disillusionment of the "Lost Generation" studied in <i>The Great Gatsby</i> and the cultural celebration of the Harlem Renaissance. Students will have previously practiced decoding complex, unfamiliar language when studying the archaic, 19th-century prose of <i>Narrative of the Life of Frederick Douglass</i> (7th) and <i>Frankenstein</i> (8th), as well as the Elizabethan verse of <i>Romeo and Juliet</i> (9th). While Hurston's use of vernacular is distinct from these earlier texts, they provide relevant practice in decoding unfamiliar syntax and developing an ear for rhythm and meaning. 	
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 3rd Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Their Eyes Were Watching God Strategies for Addressing Racist and Dehumanizing Language
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> In modern American History, students will have studied government inaction in light of racial hostility during the 1920s and 1930s. This systemic failure pushed many African Americans to establish new cultural communities, such as the Harlem Renaissance in the north or independent Black towns like Eatonville, Florida. 	<ul style="list-style-type: none"> Students may struggle to make sense of the characters' heavy use of vernacular, potentially viewing the dialect as "incorrect" or a barrier to the story's depth. In doing so, they may fail to notice a contrast with the sophisticated third person narration, confuse the characters voice with Hurstons, or fail to recognize Hurston's intentional use of dialect to celebrate an authentic Black voice and elevate it alongside traditional "literary" standards. Students may be unfamiliar with internal debates within the African American community regarding representation, or struggle to appreciate the double consciousness of anticipating and navigating the reactions of white and black readers.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways 	Teacher Actions: <ul style="list-style-type: none"> Challenge stereotypical or simplistic portrayals of the 1920's and 1030's by having students compare the urban luxury of Gatsby's parties to grit of the Florida everglades; the empty disillusionment of the Lost Generation and the cultural and communal celebration of the

	<p>Harlem Renaissance. Use this contrast to evaluate how Hurston's choice of setting and her development of minor characters specifically aim to capture aspects of Black culture that exist largely outside of white artistic traditions.</p> <ul style="list-style-type: none"> • Incorporate a range of authors and perspectives by pairing the novel with contemporary voices like Michelle Obama or Maya Angelou in a Socratic Seminar to help students recognize the range of people and histories that contribute to our current understanding of American ideals.
<p>UDL Indicator</p> <ul style="list-style-type: none"> • Consideration 7.4 Address biases, threats, and distractions 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Acknowledge potential negative experiences surrounding language by co-creating shared classroom agreements for how the class will navigate Hurston's use of Southern Black vernacular and the n-word. Clearly establish that students will not say the word out loud to address potential linguistic biases or threats. • Vary the social demands for performance during seminars and discussions by offering private reflection journals or structured small-group conversations before requiring public display of their opinions. This reduces the risk of public evaluation and encourages students to both form their own interpretations and choose how much to share. • Use audio recordings for passages featuring heavy vernacular to prevent the distraction and discomfort of students being asked to perform a dialect that is not their own, while also allowing them to develop an ear for the rhythm and emotional nuance of the text.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> • 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: I can respond verbally and nonverbally to simple yes/no and "wh-" questions about Janie's life and her three husbands, such as "Is Janie happy with Logan?" or "Where does Janie move with Joe?". • Level 2: I can present basic information about Janie's journey and the different settings or marriages using academic vocabulary like autonomy, identity, and aspiration. • Level 3: I can express my own ideas about Janie's development as a character, and ask relevant questions to my peers during class discussions. • Level 4: I can express my own ideas about how Janie resists or

submits to social expectations, support my points with evidence from the text, and build on the ideas of my classmates to deepen the conversation.

- Level 5: I can persuasively express my own ideas about Janie's independence, supporting my points with specific evidence or her growth or lingering limitations, and asking questions that probe the thinking of my classmates.

Unit 3: Their Eyes Were Watching God

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<p>Suggested Artists: Aaron Douglas Archibald Motley Jacob Lawrence James Van Der Zee Ella Wheeler Waring</p> <p>Suggested Poetry: "I Too," Hughes "Incident," Cullen "If We Must Die," McKay "Ma Rainey," Brown</p>	<ul style="list-style-type: none"> I can describe the key characteristics of the Harlem Renaissance using examples from art and poetry. I can compare and contrast the Harlem Renaissance and the Lost Generation. 	<ul style="list-style-type: none"> Aspirations Distinctive Assimilation 	<ul style="list-style-type: none"> Harlem Renaissance Lost Generation
2	<p>"The Meaning of a Word" Gloria Naylor</p> <p>Potential videos CNN Debate</p>	<ul style="list-style-type: none"> I can explain how Naylor develops her claims regarding language's nuances. I can establish and explain classroom norms regarding the use of language throughout the unit. 	<ul style="list-style-type: none"> Vernacular Articulate 	<ul style="list-style-type: none"> Connotation Tone
3	<p>"The Negro Artist and the Racial Mountain" by Langston Hughes</p> <p>Original and Modified</p>	<ul style="list-style-type: none"> I can determine how Hughes uses and refines the meaning of the "racial mountain" over the course of a text. I can identify how Hughes believes the expectations of both white and black audiences impact African American artists. 	<ul style="list-style-type: none"> Subconscious Smug 	<ul style="list-style-type: none"> Dialect Extended metaphor
4	Ch. 1, pp. 1-7	<ul style="list-style-type: none"> I can explain what the descriptions and dialogue of the townspeople on the porch suggests about the culture of the town. I can analyze how Janie's initial characterization establishes her defiance of social norms. 	<ul style="list-style-type: none"> Consolation Conjecture 	<ul style="list-style-type: none"> Framed narrative
5	Ch. 2-3, pp. 8-25	<ul style="list-style-type: none"> I can analyze what the emerging motif of the pear tree is used to represent about Janie and her desires in life. 	<ul style="list-style-type: none"> Desecrate Reproof (Match) 	<ul style="list-style-type: none"> Motif

		<ul style="list-style-type: none"> I can compare Janie's views of marriage to those of her grandmother. 		
6	Ch. 4-5, pp. 26-50	<ul style="list-style-type: none"> I can trace the development of Janie's character through her relationships with Logan and Joe. 	<ul style="list-style-type: none"> Temerity (Match) Disillusioned 	<ul style="list-style-type: none"> Gender roles Mysogeny
7	CFA	<ul style="list-style-type: none"> I can explain how Janie's marriages shape her sense of identity. 		
8	Ch. 6, pp. 51-75	<ul style="list-style-type: none"> I can analyze how Hurston uses symbolism to emphasize changes in Janie's character. I can evaluate Hurston's depiction of Eatonville based on Langston Hughes' concept of the Racial Mountain. 	<ul style="list-style-type: none"> Indignant Fractious 	<ul style="list-style-type: none"> Symbolism
9	Ch. 7-9, pp. 76-93	<ul style="list-style-type: none"> I can analyze how Hurston uses the motifs of voice and hair to emphasize Janie's developing independence. 	<ul style="list-style-type: none"> Affront Futile 	<ul style="list-style-type: none"> Motif
10	Ch. 10-12, pp. 94-115	<ul style="list-style-type: none"> I can analyze how Tea Cake is characterized in a way that contrasts Joe and Logan. I can explain how Janie's relationship with Tea Cake reveals the way she both adheres to and defies societal expectations. 	<ul style="list-style-type: none"> Swaggered Scornful Malice 	<ul style="list-style-type: none"> Age gap
11	Ch. 13-15, pp. 116-138	<ul style="list-style-type: none"> I can explain how Hurston's contrasting depiction of Eatonville and the Everglades fulfills Hughes's call for black writers to capture authentic black culture. 	<ul style="list-style-type: none"> Denounce Pacify Transient 	<ul style="list-style-type: none"> Societal Norms Transient lifestyle Diaspora
12	CFA	<ul style="list-style-type: none"> I can compare the community of the Everglades with the earlier setting of Eatonville and explain how Hurston uses those settings to portray black culture. 		<ul style="list-style-type: none">
13	Ch. 16-17, pp. 139-153	<ul style="list-style-type: none"> I can analyze how Mrs. Turner's characterization reinforces Hughes's points about white standards. I can explain what Tea Cake's conversation with Sop-de-Bottom reveals about gender roles and what it implies about Janie's attitude towards them. 	<ul style="list-style-type: none"> Earnest Divinity 	<ul style="list-style-type: none"> Irony Internalized racism Colorism Deities
14	Ch. 18, pp. 154-167	<ul style="list-style-type: none"> I can compare the imagery of the storm to Janie and Tea Cake's relationship. I can infer what the climax suggests about how Janie's marriage to Tea Cake differs from her previous relationships 	<ul style="list-style-type: none"> Crude Puny 	<ul style="list-style-type: none"> Personification

15	Ch. 19-20, pp 168-193	<ul style="list-style-type: none"> • I can identify the impact setting has on how characters like Tea Cake feel the effects of racism. • I can explain how the novel's climax and resolution illustrate Janie's newfound independence. 	<ul style="list-style-type: none"> • Supplication • Ferocious • Delirium 	<ul style="list-style-type: none"> • American Legal System
16	Suggested Texts: "If Black English Isn't a Language..." "Michelle Obama's Remarks..." "Phenomenal Woman"	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to explore how Hurston's language, setting, and characterization address gender and racial stereotypes. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
17	Assessment	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
18	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
19	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
20	Flex	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21	Flex	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades**
- **RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of American ideals (individualism, materialism, autonomy, etc.). These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):	
<ul style="list-style-type: none"> • How has our quest as a nation to realize our values benefited and harmed American society? • How have American ideals benefited and harmed you personally? • What obstacles do Americans face in their attempts to define their individuality? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • American values often compete with one another, which makes it difficult to fully realize all that the nation promises and values. Nonetheless, our personal values and choices are ultimately the product of our cultural inheritance as Americans. Our struggle, therefore, is to find balance between our personal desires and our obligations to others (relationships, social order, etc.), which includes considering the consequences of our individual choices. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-10, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. For example, all three prior units feature a protagonist who takes a personal journey to define their identity against the backdrop of American values. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grade 12, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 4th Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar

themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared concepts of American values and their relevance to citizens' lives.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.4 Maximize transfer and generalization

Teacher Actions

- Have students build a year-end concept map that explicitly traces how American Ideals, such as rugged individualism, materialism, and self-determination, evolve across the unit anchor texts before they begin their independent research or new anchor text. Use this visual pattern to help students evaluate whether these characters' journeys serve as a warning, celebration, or critique of the "American Dream".
- Require students to apply a specific analytical lens mastered earlier in the year to their independent Capstone texts or research topics. For example, students might use the Transcendentalist framework from Unit 1 to evaluate a modern environmental movement, or Langston Hughes's concept of the "Racial Mountain" from Unit 3 to analyze the work of a contemporary artist.
- Prompt students to take one of the course's overarching Essential Questions, such as "Where is the line between idealism and extremism?" and answer it by examining a contemporary real-world issue. This requires students to transfer their analysis of American characters like McCandless, Gatsby, or Janie to their own lived reality, connecting 11th-grade literary themes to the personal and social costs of realizing the American ideals today.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about an American idea, like rugged individualism, material success, or self determination..
- Level 2: I can gather information from provided sources and summarize what it says about an American ideal.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a research question about how an American ideal is reflected in multiple contexts.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about how an

American ideal empowers or constrains individuals.

- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly analyzes the paradoxes of an American ideal, answering an essential question about the ultimate value of that ideal.

Standard Matrix	Unit 1: Into the Wild	Unit 2: The Great Gatsby	Unit 3: TEWWG	Unit 4: Capstone
Language				
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	S	S	
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	S	S	S	
11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	P	P	
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading Informational Text				
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	S	S	S
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to	P	S	S	S

provide a complex analysis; provide an objective summary of the text.				
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P		S	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	S	S	S
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	P	S	S	
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P		P	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.				
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).				
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	S		S	

RL.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	P	S	S	S
Reading Literature				
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		P	P	P
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		P	P	P
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		P	P	S
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		S	P	S
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		P	P	S
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).				
RL.11-12.7 Analyze multiple interpretations of a story,				

drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)				
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P	S	S	
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking and Listening				
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	S
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	P	P	P	S
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)				

in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				S
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	P	P	P	S
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,				P

demonstrating understanding of the subject under investigation.				
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				S
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Information

Date: May 6th, 2026

Decision

AGENDA REPORTING FORM

TOPIC: English I-III Curriculum Revision (Second Reading)




BACKGROUND: This is the second reading of the revised curriculum for English I-III, first presented to the Student Achievement Committee on April 29th. Each course grounds the development of reading and writing skills in the exploration of shared texts, topics, and themes. Ninth grade texts explore Individual Agency. Tenth grade texts explore Power and Society. Eleventh grade texts explore a variety of American Ideals. Each grade features a diverse set of genres, authors, and protagonists that collectively develop students' knowledge of literature and their knowledge of the world.

COSTS: N/A

FUNDING SOURCE: N/A

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

-  **9ELA Curriculum 2026.pdf**
-  **10ELA Curriculum 2026.pdf**
-  **11ELA Curriculum 2026.pdf**

TOPIC PRESENTER: Leszek Ward

CONTACT NUMBER: 860-609-7397

ACTING SUPERINTENDENT: Ms. Iris White

Bristol Board of Education, Bristol CT

Presented at Board Meeting:

Approved:

Order Filed:

Referred to:

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Health I	Health	9	.5
Course Description:			
<p>This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.</p>			
<p>The health curriculum is grounded in the Connecticut Health and Balanced Living Curriculum Framework, which emphasizes a proactive approach to health education. This course is designed to empower students to critically analyze and evaluate their own lifestyle choices, enabling them to develop and implement strategies to achieve optimal physical, social, mental, and emotional well-being.</p>			
<p>At the high school level, students receive instruction in key areas such as mental and emotional health, nutrition, alcohol and drug prevention, human sexuality, and disease prevention. Central to the curriculum are the content strands of Human Growth and Development and HIV/AIDS education, where students gain a deeper understanding of the human body and are equipped with the tools to make positive, informed health decisions.</p>			
<p>The following outlines the course objectives for the ninth-grade health curriculum.</p>			
<p>The Seven Skills-Based Health Units are designed to equip students with practical skills that support their ability to make informed and responsible decisions related to their health. These units go beyond just teaching health content and focus on building critical thinking and action-oriented abilities that students can apply in various life situations. The seven skills are commonly found in comprehensive health education programs and are often included in frameworks like the Connecticut Health and Balanced Living Curriculum.</p>			
<ol style="list-style-type: none"> 1. Accessing Information 2. Analyzing Influences 3. Interpersonal Communication 4. Decision Making 5. Goal-Setting 6. Self-Management 7. Advocacy 			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
None		<p>Health Literacy</p> <ul style="list-style-type: none"> ● Obtain, interpret and understand basic health information and services and use such ● information and services in ways that enhance health ● Understand preventative physical and mental health measures, including proper diet, ● nutrition, exercise, risk avoidance and stress reduction ● Understand basic public health and safety issues 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <i>Completed Equity Audit</i>	
N/A		9th Grade health education	

Standard Matrix

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7:	Standard 8
Use functional health information to support health and well-being of self and others.	2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being	3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.	Use interpersonal communication skills to support health and well-being of self and others.	Use a decision-making process to support health and well-being of self and others.	Use a goal-setting process to support health and wellbeing of self and others.	Demonstrate practices and behaviors to support health and well-being of self and others.	Advocate to promote health and well-being of self and others.
1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.	2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.	3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.	5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors	8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes	2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity	3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.	6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.	7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.

1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.	2.12.4 Formulate strategies to manage influences that impact health and well-being.	3.12.4 Use valid and reliable sources of health information, products, services, and other resources.	4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	5.12.3	6.12.3 Develop a goal and analyze how it supports health and well-being.	7.12.3 Adapt practices and behaviors to support individual and collective health and wellbeing.	8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	2.12.5 Use resources to manage influences that impact health and well-being.	3.12.5 Apply strategies to manage misinformation and disinformation.	4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.	5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.		7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.
1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.			4.12.5 Apply refusal skills and strategies in a variety of situations.	5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.			8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels
1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact			4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.	5.12.6 Develop a plan of action to implement a health-related decision.			8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the

health outcomes.							individual, interpersonal, community, societal, and environmental levels.
1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.			4.12.7 Demonstrate collaboration skills in a variety of situations.	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.			8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.
1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors			4.12.8 Demonstrate negotiation skills in a variety of situations.	5.12.8 Evaluate the effectiveness of health-related decisions.			
1.12.9 Analyze the relationship between access to health care and overall health and wellbeing.							
			4.12.10 Communicate with empathy and compassion				

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Unit Links

[Unit 1: Self Management in MH](#)

[Unit 2: Analyzing Influences in HEPA/OWDP](#)

[Unit 3: Accessing Information in ANOD](#)

[Unit 4: Decision making in SH/SIP](#)

[Unit 5: Communication in HR/VP](#)

Unit Title:	
Self Management in Mental Health	
Relevant Standards: Bold indicates priority	
<p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.</p> <p>MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.</p> <p>MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).</p> <p>MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.</p> <p>MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).</p> <p>MEH 1.9.12 Summarize strategies for coping with loss and grief.</p> <p>MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <p>MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).</p> <p>MEH 1.12.12 Differentiate between positive and negative body image.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p>	
Essential Question(s):	Enduring Understanding(s):
How can effective self management impact one's mental health and wellbeing?	Being able to have positive self management plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing 	10

<ul style="list-style-type: none"> • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 1	<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):
Eustress, distress, chronic stress, acute stress, epinephrine, norepinephrine, stress response, stress management, coping strategy, self-esteem, self-image, body image, peer groups, clicks, peer pressure, anxiety, grief, mental illness, various mental health conditions/illnesses, trusted adult , bullying	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer 	<ul style="list-style-type: none"> • No way to stop a person from having suicidal ideation • Dangerous to talk about suicide with an individual • By asking if a person is contemplating suicide that is then putting that idea in their head • “They aren’t serious” if someone talks about it they are not actually serious about it
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding analyzing influences will allow students to make informed decisions regarding their self management of their mental health.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.4 Minimize threats and distractions.	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or

	<p>course. This includes rules regarding respect for others, participation, and minimizing distractions.</p> <ul style="list-style-type: none"> ● Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. ● Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
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Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
<p>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.</p>	<p>Level 1</p> <ul style="list-style-type: none"> ● I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> ● I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary <p>Level 3</p> <ul style="list-style-type: none"> ● I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> ● I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> ● I can summarize the key idea

Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> ● I can identify different stressors that people face throughout their lifespan ● I can summarize how chemicals in the brain cause changes in mood 	<ul style="list-style-type: none"> ● I can apply and describe three personal stress management techniques to my life
2	<ul style="list-style-type: none"> ● I can evaluate what makes up my own self image 	<ul style="list-style-type: none"> ● I can implement four new techniques to improve my overall self-image
3	<ul style="list-style-type: none"> ● I can identify the signs and symptoms of when I should seek help regarding my mental health ● I can identify resources in which I can reach out to for help regarding my mental health 	<ul style="list-style-type: none"> ● I can match signs and symptoms to various mental health conditions ● I can create a list of five resources to utilize when in a time of need for my mental health

4-5	<ul style="list-style-type: none"> I can access information regarding different mental health disorders 	<ul style="list-style-type: none"> I can develop a presentation and meet the requirements that are apart of a rubric
6	<ul style="list-style-type: none"> I can present material about a mental health condition/disorder 	<ul style="list-style-type: none"> I can teach my peers about a specific mental health condition/disorder.
7	<ul style="list-style-type: none"> I can define depression and identify signs and symptoms I can identify treatment options for depression 	<ul style="list-style-type: none"> I can list 5 signs/symptoms of depression I can list 3 treatment options to treat depression
8	<ul style="list-style-type: none"> I can identify risk factors and warning signs of an individual with suicidal ideation I can establish a self management plan for someone going through suicidal ideation 	<ul style="list-style-type: none"> I can create a support plan for an individual who is dealing with suicidal ideation I can provide written support to a friend dealing with suicidal ideation
9	<ul style="list-style-type: none"> I can describe roles of bullying and the impact it has on my peers 	<ul style="list-style-type: none"> I can create a plan to limit bullying in my school
10	<ul style="list-style-type: none"> I can show my learning of mental/emotional health 	<ul style="list-style-type: none"> I can obtain a score of 75% of greater on a mental/emotional health assessment

Unit Title:	
Analyzing influences on Healthy Eating and Physical Activity and Optimal Wellness Disease Prevention(OWDP)	
Relevant Standards: Bold indicates priority	
<p>OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep, Stress Management</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health.</p> <p>HEPA 1.3.12 Describe the relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.</p> <p>HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods).</p> <p>HEPA 1.6.12 Distinguish food sources that provide key nutrients.</p> <p>HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output).</p> <p>HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health.</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks.</p> <p>HEPA 1.12.12 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).</p> <p>HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food.</p> <p>HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise.</p> <p>HEPA 1.15.12 Identify the physical and psychological effects of food allergies.</p>	
Essential Question(s):	Enduring Understanding(s):
"How can nutrition and physical activity work together to optimize wellness and prevent chronic diseases?"	Personal choices about healthy eating and physical activity are influenced by many factors—such as family, culture, media, peers, and environment—and understanding these influences helps individuals make healthier decisions.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing 	8

<ul style="list-style-type: none"> • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 2	<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):
Nutrient, Caloric intake, Balanced diet, Macronutrients, Micronutrients, Recommended daily allowance (RDA), Metabolism, Energy balance, Endurance, Flexibility, Cardiovascular health, Muscle strength, Heart disease, Cancer, Diabetes, Hypertension, Holistic diet, Whole foods, Processed foods, Nutrient-dense, Clean eating, Artificial additives, Sustainability, Emotional eating Eating disorder, Binge eating, Food insecurity, Restrictive eating, Disordered eating	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer 	<ul style="list-style-type: none"> • Access to a variety of food options • Sugar isn't bad for you • Fat is ok to consume • Calories are not bad for health
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding Goal Setting will allow students to make informed decisions regarding their decision making of their nutrition.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 6.2 Anticipate and plan for challenges	<ul style="list-style-type: none"> • Use reflection prompts to anticipate challenges and encourage strategic planning. • Use checklists and project planning templates for understanding the goal and setting up prioritization, sequences, and schedules of steps. • Use guides for breaking long-term goals into

reachable short-term objectives.

Supporting Multilingual/English Learners

Related *CELP standards:*

9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1**
 - conduct short individual or shared research projects to answer a question
- Level 2**
 - gather information from provided print and digital sources
- Level 3**
 - paraphrase key information in a short written or oral report
- Level 4**
 - integrate information into an organized oral or written report
- Level 5**
 - analyze and integrate information into a clearly organized oral or written text

Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> • I can explain how the U.S. Dietary Guidelines guidelines help people make healthy food choices. • I can distinguish between foods that provide important vitamins, minerals, and other nutrients. 	<ul style="list-style-type: none"> • I can explain how these recommendations help people choose healthier foods. • I can explain why nutrient-dense foods are important for health.
2	<ul style="list-style-type: none"> • I can describe how good nutrition supports overall health. • I can explain how physical activity contributes to good health. 	<ul style="list-style-type: none"> • I can explain the consequences of poor nutrition. • I can describe the benefits of regular exercise.
3	<ul style="list-style-type: none"> • I can explain how diet and physical activity influence the risk of chronic diseases. • I can identify the role of a healthy lifestyle in preventing chronic diseases. 	<ul style="list-style-type: none"> • I can explain how poor diet and inactivity increase disease risk. • I can describe long-term health benefits and how these habits help prevent disease.
4	<ul style="list-style-type: none"> • I can explain what a holistic diet is. • I can describe the health benefits of eating more whole foods and fewer processed foods. 	<ul style="list-style-type: none"> • I can define whole foods and processed foods. • I can identify examples of each. • I can explain how whole foods support better health.
5	<ul style="list-style-type: none"> • I can explain why healthy eating and physical activity are essential for long-term health. • I can describe how both factors work together to maintain a healthy lifestyle. 	<ul style="list-style-type: none"> • I can describe how healthy eating and physical activity together improve overall health.

6	<ul style="list-style-type: none"> ● I can explain why limiting sugary drinks and foods is beneficial for health. ● I can identify the negative effects of consuming too much sugar. 	<ul style="list-style-type: none"> ● I can identify common sources of added sugar. ● I can identify conditions linked to high sugar intake.
7-8	<ul style="list-style-type: none"> ● I can describe risky approaches to eating, such as fad diets or extreme calorie restriction. ● I can describe the signs of an unhealthy relationship with food, such as overeating or restrictive eating behaviors. 	<ul style="list-style-type: none"> ● I can identify warning signs of unhealthy diet trends and explain the potential health risks. ● I can identify behaviors that suggest an unhealthy relationship with food.

Unit Title:	
Access information regarding ANOD	
Relevant Standards: Bold indicates priority	
<p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.</p> <p>ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.</p>	
Essential Question(s):	Enduring Understanding(s):
Overall Question for the Unit	Accessing accurate, reliable information and support about alcohol and other drugs helps individuals make informed decisions and protect their health and well-being
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	8
Family Overview (link below)	Integration of Technology:
Unit 3	<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):
Over the counter, stimulant, depressant, prescription, drug, hallucinogen, abstain, addiction, abuse, functional alcoholic, alcoholism, addict, vaping, binge drinking, inhalants, narcotics, opioids, cannabis, THC, sativa,	N/A

indica.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Library Media for research School Counseling School Resource officer Best4Bristol 	<ul style="list-style-type: none"> THC is safer than alcohol THC isn't unhealthy for you because it is used medically One or two drinks will not affect my abilities to perform daily tasks safely THC is not a gateway dr
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding decision making for ANOD to accessing information for alcohol, nicotine, and other drugs. .</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement	<ul style="list-style-type: none"> Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies. Offer options for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control). Offer options for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard. Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary <p>Level 3</p> <ul style="list-style-type: none"> I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> I can ask and answer relevant questions

		Level 5	
		<ul style="list-style-type: none"> I can summarize the key idea 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can explain what alcohol is and how it affects the body. 	<ul style="list-style-type: none"> I can describe how alcohol affects the brain and body. I can explain how alcohol can impact decision-making and coordination. <ul style="list-style-type: none"> 	
2	<ul style="list-style-type: none"> I can identify the short-term and long term effects of alcohol use. 	<ul style="list-style-type: none"> I can identify health problems linked to long-term alcohol use I can describe how alcohol may lead to poor decision-making. 	
3	<ul style="list-style-type: none"> I can identify substances commonly found in vape products and explain their effects. 	<ul style="list-style-type: none"> I can explain the effects of these chemicals on our overall health. 	
4	<ul style="list-style-type: none"> I can describe the short-term and long term effects of vaping on the body. 	<ul style="list-style-type: none"> I can explain how vaping may affect breathing and lung function Written plea to a friend expressing the dangers of vaping. 	
5	<ul style="list-style-type: none"> I can research the dangers of tobacco use. 	<ul style="list-style-type: none"> I can explain the short and long term effects of tobacco use. 	
6	<ul style="list-style-type: none"> I can compare the possible benefits and consequences of consuming caffeine. 	<ul style="list-style-type: none"> I will be able to analyze the amount of caffeine in our everyday foods and drinks. 	
7-8	<ul style="list-style-type: none"> I can access information regarding AOD. 	<ul style="list-style-type: none"> Develop presentations to meet requirements that are a part of the rubric. 	

Unit Title:	
Use a decision-making process to support health and well-being of self and others in regards to sexual health	
Use of decision-making process to support safety and injury prevention.	
Relevant Standards: Bold indicates priority	
<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy</p> <p>SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus)</p> <p>SH 1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent.</p> <p>SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.</p> <p>SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.</p>	
Essential Question(s):	Enduring Understanding(s):
How is the decision making process connected to my sexual health	<p>Using a thoughtful decision-making process helps individuals make responsible choices about sexual health that protect their well-being and respect the well-being of others</p> <p>Students will be able to demonstrate and explain accepted procedures of CPR and first aid needed for a variety of emergency situations.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	6

Family Overview (link below)	Integration of Technology:
Unit 4	<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):
Adolescence, puberty, hormones, reproductive anatomy (penis, testes, vagina, etc.), sexual transmitted infection, contraception, condom. HIV, reproductive health	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer • School Health Department (nurse) 	<ul style="list-style-type: none"> • You can't get pregnant the first time you have intercourse • Birth control prevents sexually transmitted infections (STI) • You can tell if someone has an STI just by looking at them • You can't get pregnant during your period • You only need to see a doctor if something's wrong • Puberty looks/feels the same for everyone
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding their use of healthy decision making for their sexual health.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 3.1 Connect prior knowledge to new learning	<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). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors. • Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).

Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		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.		Level 1 <ul style="list-style-type: none"> I can actively listen to others Level 2 <ul style="list-style-type: none"> I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary Level 3 <ul style="list-style-type: none"> I can build on the ideas of others Level 4 <ul style="list-style-type: none"> I can ask and answer relevant questions Level 5 <ul style="list-style-type: none"> I can summarize the key idea 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can identify the male and female reproductive systems. 	<ul style="list-style-type: none"> I can label major parts of the male reproductive system. I can label major parts of the female reproductive system. I can explain the basic function of each system. 	
2	<ul style="list-style-type: none"> I can describe the physical, emotional and social changes that occur during puberty. I can explain the role of hormones (estrogen and testosterone) in sexual development. 	<ul style="list-style-type: none"> I can identify common physical changes during puberty. I can define hormones and explain their purpose in the body. 	
3	<ul style="list-style-type: none"> I can identify the signs and symptoms related to various STI/STDs. Evaluate influences on sexual decision making. 	<ul style="list-style-type: none"> I can define STIs/STDs. I can identify symptoms that may indicate an infection. I can evaluate how to make responsible choices. 	
4	<ul style="list-style-type: none"> I can summarize the effects teen parenting may have on education. I can hypothesize possible social, emotional, and physical implications of teen parenting I can contemplate how my life may be affected in relationship with my personal goals 	<ul style="list-style-type: none"> I can evaluate how to make responsible choices. I can describe how these responsibilities affect daily life. 	

Unit Title:	
Communication in Healthy Relationships and Violence Prevention	
Relevant Standards: Bold indicates priority	
<p>HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.</p> <p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence.</p> <p>HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>VP 1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders.</p> <p>VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.</p>	
Essential Question(s):	Enduring Understanding(s):
How do respect for diversity, healthy relationship skills, and responsible bystander actions help prevent violence and create safer communities?	Effective communication—such as expressing feelings, setting boundaries, listening, and showing respect—helps build healthy relationships and can prevent conflict and violence.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	6 Lessons
Family Overview (link below)	Integration of Technology:
Unit 5	<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):
Hate Crime, Racism, Hate Crimes Reporting Gap, Abuse, Sexual Abuse, Sexual Assault/Harrassment, Communication, Compromise, Boundaries, Consent	SRO, Sound Cloud, School Psychology, Wheeler Clinician

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer • School Health Department (nurse) 	<ul style="list-style-type: none"> • All Hate crimes get reported in our Country. • Frequent check-ins are a sign of healthy relationships. • Its ok to share passwords with my partner. • Jealousy is a sign of a caring partner. • Reporting abuse can get you in trouble. • Abuse happens to only one race of gender.
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding self management, this will allow students to communicate decisions regarding healthy relationships and violence prevention.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p>Checkpoint 9.4 Cultivate empathy and restorative practices</p>	<ul style="list-style-type: none"> • Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives. • Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another. • Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom. • Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments. • Use a protocol such as circle practice to make communal decisions about how to restore the community after an agreement has been broken. These protocols can span primary through adult learner settings.
Supporting Multilingual/English Learners	
Related <i>CELP standards</i>:	Learning Targets:

9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.		<p>Level 1</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to <p>Level 2</p> <ul style="list-style-type: none"> give a reason to support the claim <p>Level 3</p> <ul style="list-style-type: none"> provide sufficient evidence, reasons, or facts to support the claim I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> use academic and domain specific vocabulary <p>Level 5</p> <ul style="list-style-type: none"> provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim
Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> I can analyze factors related to racism and hate crimes. 	<ul style="list-style-type: none"> I can define racism and hate crimes. I can explain how prejudice, stereotypes, and discrimination contribute to hate crimes.
2	<ul style="list-style-type: none"> I can identify characteristics of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> I can describe qualities of healthy relationships such as respect, trust, and communication. I can identify warning signs of unhealthy relationships. I can compare healthy and unhealthy relationship behaviors.
3-4	<ul style="list-style-type: none"> I can describe the 7 common types of dating abuse. I can list signs of an abusive relationship.. 	<ul style="list-style-type: none"> I can list the seven types of dating abuse. I can identify common warning signs of abuse. I can recognize controlling, manipulative, or harmful behaviors.
5	<ul style="list-style-type: none"> I can develop strategies to identify if I am in an abusive relationship. I can communicate resources for support, assistance, and awareness. 	<ul style="list-style-type: none"> I can identify behaviors that indicate abuse or control. I can describe steps I could take if I recognize signs of abuse. I can describe community or school resources that provide help.
6	<ul style="list-style-type: none"> I can describe what sexual abuse, sexual assault and sexual harassment are I can describe ways to stay safe from and avoid sexual abuse, assault, and harassment 	<ul style="list-style-type: none"> I can define sexual abuse, sexual assault, and sexual harassment. I can explain how setting boundaries helps protect safety.

	<ul style="list-style-type: none">• I can list resources of who and how I can report sexual abuse, assault, and harassment	<ul style="list-style-type: none">• I can describe ways to respond or seek help if a situation feels unsafe.• I can identify trusted adults or authorities to report to.
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Healthy Living Lab (Summer elective)	PE	9-12	.5

Course Description:

Healthy Living Lab is an engaging hybrid summer course designed to promote physical wellness and personal health literacy. Students will participate in structured, in-person physical activities twice a week, complemented by two online sessions.

This course emphasizes the connection between physical activity and overall well-being, encouraging students to explore fitness, track personal progress, and build lifelong healthy habits. Online components may include guided workouts, wellness journaling, and interactive learning activities.

Family Overview:	Connection to the <i>BPS Vision of the Graduate</i>
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Health Living Lab	Health Literacy <ul style="list-style-type: none"> ● Obtain, interpret and understand basic health information and services and use such ● information and services in ways that enhance health ● Understand preventative physical and mental health measures, including proper diet, ● nutrition, exercise, risk avoidance and stress reduction ● Understand basic public health and safety issues
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Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to <i>Completed Equity Audit</i>
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Please note that unit titles depict the space and not specific skills units	Equity Audit
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Standard Matrix

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Unit Links

[Unit 1: In the Gym](#)

[Unit 2: In the Weightroom](#)

[Unit 3: In the Cardio Room](#)

[Unit 4: On the Track](#)

[Unit 5: At Home](#)

Unit Title:	
In the gym	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	
Essential Question(s):	Enduring Understanding(s):
How can I use my understanding of movement concepts and safety to design a fitness plan that is both effective and sustainable?	"Applying movement concepts, principles, and strategies in a game setting enhances personal performance and the effectiveness of the team
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Project • Journal response 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<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):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 7.4 Minimize threats and distractions.	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	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.	Level 1 <ul style="list-style-type: none"> • I can actively listen to others Level 2 <ul style="list-style-type: none"> • I can participate in short conversational

	<p>and written exchanges on familiar topics and texts using academic and domain specific vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key idea 	
	<p>Learning Target</p>	<p>Assessment</p>
	<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> • Teacher Observation
	<p>I can create a 3 week, personalized workout plan that includes 4 out of 5 fitness components. (S3.H12)</p>	<ul style="list-style-type: none"> • Workout plan rubric

Unit Title:	
In the Weightroom	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How does mastering proper technique and safety today empower me to maintain a healthy, active lifestyle throughout my life?	Consistent application of resistance training principles (reps, sets, and proper form) empowers individuals to develop strength and competence in using a variety of equipment for lifelong fitness
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<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):
Resistance Machines (Bench Press, Chest	N/A

Press, Shoulder Press, Lat Pulldown) Free Weights (Dumbbells, Kettlebells, Barbell, Medicine Ball) Body Weight Exercises (Push-Ups, Pull-Ups, Squats, Lunges) Reps Sets	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p> <ul style="list-style-type: none"> • analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment

<p>I can identify at least 3 free weight exercises and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can identify at least 3 resistance machines and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> ● Teacher Observation

Unit Title:	
In the Cardio Room	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
Why is personal accountability for safety and equipment use essential for achieving individual and collective fitness goals?	Mastering proper technique and adhering to safety protocols in the cardio room are essential for preventing injury and ensuring long-term physical health and performance
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<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):
Elliptical, Treadmill, Stationary Bike Heart Rate Beats per Minute (BPM) Resting Heart Rate Maximum Heart Rate Target Heart Rate Pace	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies. • Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p>

	<ul style="list-style-type: none"> analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment
I can track their target heart rate by using proper technique. (S3.H10)	<ul style="list-style-type: none"> Teacher Observation
I can select at least two cardiovascular endurance machines and participate in utilizing them properly. (S5.H3)	<ul style="list-style-type: none"> Teacher Observation
I can demonstrate the ability to make at least two modifications to their workout plan in order to improve performance for a self-selected skill. (S2.H3)	<ul style="list-style-type: none"> Teacher Observation Workout plan rubric

Unit Title:	
On the Track	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique impact my ability to improve physical performance	Achieving fitness goals on a track requires a combination of technical skill, personal responsibility for safety, and the ability to analyze and apply movement concepts effectively
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<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):

Meters Miles Laps Intensity Pace	N/A	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:	
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy 	
Connections to Prior Units:	Connections to Future Units:	
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.	
Differentiation through Universal Design for Learning		
UDL Indicator	Teacher Actions:	
Checkpoint 9.4 Cultivate empathy and restorative practices		<ul style="list-style-type: none"> • Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives. • Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another. • Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom. • Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments. • Use a protocol such as circle practice to make communal decisions about how to restore

		the community after an agreement has been broken. These protocols can span primarily through adult learner settings.
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Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
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9-12.2 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	<p><u>Level 1:</u></p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to <p><u>Level 2:</u></p> <ul style="list-style-type: none"> give a reason to support the claim <p><u>Level 3:</u></p> <ul style="list-style-type: none"> provide sufficient evidence, reasons, or facts to support the claim <p><u>Level 4:</u></p> <ul style="list-style-type: none"> provide logically ordered reasons or facts that effectively support the claim <p><u>Level 5:</u></p> <ul style="list-style-type: none"> construct a substantive claim about a variety of topics or events
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Learning Target	Success Criteria/ Assessment	
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I can modify Intensity by using the FITT Principle to adjust speed, distance and duration. (S4.H1)	<ul style="list-style-type: none"> Teacher Observation 	
I can use proper Track etiquette by following expectations related to proper lane usage. S4.H2	<ul style="list-style-type: none"> Teacher Observation 	

Unit Title:	
At Home	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H6.L1 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique, and personalized planning impact my ability to improve physical performance	Consistent self-reflection through wellness journaling allows individuals to track personal progress, identify barriers to physical activity, and make informed adjustments to their fitness plans for long-term health.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Observation ● Exit Slip ● Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and</i>

	<i>communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.4 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.	Level 1 <ul style="list-style-type: none"> • I can actively listen to others Level 2 <ul style="list-style-type: none"> • I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary Level 3 <ul style="list-style-type: none"> • I can build on the ideas of others Level 4 <ul style="list-style-type: none"> • I can ask and answer relevant questions Level 5 <ul style="list-style-type: none"> • I can summarize the key idea

Learning Target	Assessment
I can create and implement an at-home workout plan for two days out of the week. (S3.H11)	<ul style="list-style-type: none"> • Turned in at-home plan
I can make at least two modifications to their at-home workout plan. (S4.H1)	<ul style="list-style-type: none"> • Teacher graded plan
I can complete at least two at-home workouts per week for a total of 6. (S3.H6)	<ul style="list-style-type: none"> • Turned in at-home plan

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Principles of Chemistry ACA Chemistry ACC	STEM: Science	10-11	1.0

Course Description:

This course is third in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Atomic structure and quantitative relationships between atoms and molecules are stressed to explain chemical reactions. Understanding the concepts of chemistry is developed through the use of real world phenomena that apply chemistry including: The Radium Girls, Airbags and the Environmental phenomena. Students engage in chemistry through the science and engineering practices. Additional depth is provided to accelerated students through added conceptual ideas and a deeper focus on the mathematical and computational understanding of chemistry.

Aligned Core Resources:

- Hands on laboratory experiences and demonstrations
- Virtual lab simulations (PhET, Gizmo, etc)

Connection to the *BPS Vision of the Graduate*

COLLABORATION:

- Demonstrates ability to work effectively and respectfully with diverse teams

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

COMMUNICATIONS AND TECHNOLOGY LITERACY

- Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society

INFORMATION LITERACY

- Access information on efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

CONTENT MASTERY

- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively. Use systems thinking
- Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

None

Link to *Completed Equity Audit*

[Equity Curriculum Review Audit - Chem ACA/ACC \(2026\)](#)

Standard Matrix

Standard	Unit 1	Unit 2	Unit 3	Unit 4
HS-PS1-1 . Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	X	X		

HS-PS1-2 . Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.		X		X
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.		X	X	
HS-PS1-4 . Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.				X
HS-PS1-5 . Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	X			X
HS - PS1-6 . Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium				X
HS-PS1-7 . Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	X	X		X
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		
HS - PS 2-4 . Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.		X		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.			X	
HS-PS4-3 . Evaluate the claims, evidence, and 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		
HS-PS4-4 . Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.		X		

Unit Links

[Unit 1: The Building Blocks of Matter: Elements, Compounds, Mixtures and Quantitative Analysis](#)
[Unit 2: Atomic Structure, Electrons, Periodic Trends and Bonding](#)
[Unit 3: Intermolecular Forces](#)
[Unit 4: Chemical Reactions, Stoichiometry & Gas Laws](#)

Instructional Pacing

- 84 Blocks x 2 (A and B days) = 168 Days
- 3 Days Community Building
- 10 Days: Midterm review and exams, final review and exams

Unit Title																		
Unit 1: The Building Blocks of Matter: Elements, Compounds, Mixtures and Quantitative Analysis																		
Relevant Standards: Bold indicates priority																		
HS-PS1-1	HS-PS1-5	HS-PS1-7																
Essential Question(s)	Enduring Understanding(s)																	
<p>How does the microscopic arrangement of matter dictate its macroscopic identity and behavior?</p> <p>How do chemists bridge the gap between the invisible world of atoms and the measurable world of the lab?</p> <p>How does the proportion of components in a mixture change its "strength" and functionality?</p>	<p>Matter can be classified into elements, compounds, and mixtures based on the arrangement of atoms. These patterns allow us to predict properties and use physical techniques to separate components without changing their chemical identity.</p> <p>Because atoms are too small to count individually, the mole serves as a vital "counting unit" (Avogadro's number). It provides a mathematical bridge that allows us to convert measurable mass into a specific number of particles.</p> <p>Solutions are specific mixtures where the ratio of solute to solvent (molarity) determines the concentration. By mathematically modeling this relationship $M = n/V$ we can precisely create, dilute, and predict the behavior of substances in various applications.</p>																	
Demonstration of Learning	Pacing for Unit																	
<ul style="list-style-type: none"> Separation of Mixture Lab Element/Compound/Mixture CFA Molar Conversions Lab Kool Aid Lab (solutions and dilutions) Molarity CFA 	<p>22 Blocks or Day 1 - 44 of the School Year</p>																	
Family Overview (link below)	Integration of Technology																	
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 																	
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)																	
Matter, Element, Compound, Atom, Molecule, Mixture, Homogenous, Heterogeneous, Solute, Solvent, Physical Property, Chemical Property, Filtration, Evaporation, Magnetism, Molarity, Dilution, Precipitation, Dissolve, Volume, Mass, Percent Composition	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Shared Chemistry Materials</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">Fe</td> <td style="padding: 2px;">glow powder</td> </tr> <tr> <td style="padding: 2px;">NaCl</td> <td style="padding: 2px;">thin paint brushes</td> </tr> <tr> <td style="padding: 2px;">SiO₂</td> <td style="padding: 2px;">CuSO₄</td> </tr> <tr> <td style="padding: 2px;">1M HCl</td> <td style="padding: 2px;">colorimeters</td> </tr> <tr> <td style="padding: 2px;">NaHCO₃</td> <td style="padding: 2px;">gatoraid powder</td> </tr> <tr> <td style="padding: 2px;">magnets</td> <td style="padding: 2px;">large cups</td> </tr> <tr> <td style="padding: 2px;">chalk</td> <td style="padding: 2px;">small cups</td> </tr> <tr> <td style="padding: 2px;">white acrylic paint</td> <td></td> </tr> </table> </div>		Fe	glow powder	NaCl	thin paint brushes	SiO ₂	CuSO ₄	1M HCl	colorimeters	NaHCO ₃	gatoraid powder	magnets	large cups	chalk	small cups	white acrylic paint	
Fe	glow powder																	
NaCl	thin paint brushes																	
SiO ₂	CuSO ₄																	
1M HCl	colorimeters																	
NaHCO ₃	gatoraid powder																	
magnets	large cups																	
chalk	small cups																	
white acrylic paint																		
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions																	
<ul style="list-style-type: none"> Environmental Science: The Flint Water Crisis (Molarity & Percent Composition) Culinary Arts: The "Perfect" Solution (Kool-Aid & Concentration) 	<ul style="list-style-type: none"> Students often think a mixture is chemically bonded or that a compound is just two elements mixed together. Confusing physical properties (like boiling point or density) with chemical properties (like reactivity or flammability). Believing a chemical reaction is required to separate a mixture (e.g., separating salt from water). Thinking the mole is a unit of mass (like a gram) rather 																	

	<p>than a counting number.</p> <ul style="list-style-type: none"> Believing that adding water to a solution changes the <i>number of solute particles</i>.
Connections to Prior Units	Connections to Future Units
Students can connect to middle school learning and Physical Science in regards to states of matter, structure of the atom, and the periodic table.	<p>Students begin to draw particle diagrams of elements, compounds, and mixtures in Unit 1. This continues in Unit 4 to show the particle diagrams of reactants vs products.</p> <p>Students will begin to use the periodic table to identify elements in Unit 1. Students explore the organization of the periodic table further in Unit 2.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT1	Start with a "Kitchen Chemistry" challenge. Give students a mixture of salt, sand, and iron filings and ask them to brainstorm how to recover the salt for a meal. Relate separation techniques to real-world recycling or water filtration.	Use particle diagrams (circles/dots) alongside physical models (LEGOs or magnets) to represent elements vs. compounds. Provide a "Classification Flowchart" that uses both text and symbols to guide the identification process.	Instead of a standard lab report, allow students to "show" their separation process via a stop-motion video, a narrated photo essay, or a live "cooking show" style demonstration of their lab technique.
LT2	Use "Vertical Non-Permanent Surfaces" (Whiteboards) for group problem-solving. Assign roles (The Calculator, The Units Checker, The Logic Mapper) to sustain effort and persistence during difficult conversions.	Provide a "Mole Map" graphic organizer that color-codes the path from Mass to Moles to Particles. Use the "Dozen" analogy consistently to bridge the gap between a familiar counting unit and Avogadro's number.	Offer tiered practice sets. "Level 1" provides the conversion factors; "Level 2" provides the "Mole Map" but no factors; "Level 3" is a blank slate. Allow students to choose their entry point based on their confidence level.
LT3	Use the Kool-Aid Lab as a central hook. Let students determine their "ideal concentration" (Molarity) for taste. For the "Phosphorescent Paint" target, bring in a blacklight to show the qualitative effects of concentration on brightness.	Use digital simulations like PhET Molarity to allow students to "see" the solute particles dissolve as they change the volume. This makes the invisible ratio ($M = n/V$) visible and interactive.	Provide a "Solution Design Template" for the Kool-Aid and dilution labs. This checklist helps students plan their steps (Calculate to Measure to Mix to Verify) before they touch the equipment, supporting goal-setting and planning.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	<p>Learning Target</p> <ul style="list-style-type: none"> I can label pictures of elements, compounds, and mixtures and match separation tools to their uses. <p>Scaffolds:</p> <ul style="list-style-type: none"> Word banks with pictures; "I see..." sentence starters; physical sorting of manipulatives (LEGOs). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can describe the patterns in elements, compounds, and mixtures using short sentences and explain a separation step. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames: "This is a mixture because..."; bilingual glossaries; graphic organizers for lab steps. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can compare and contrast elements, compounds, and mixtures and justify my choice of a specific separation technique. <p>Scaffolds</p> <ul style="list-style-type: none"> Comparison transition words (however, whereas); peer-to-peer "Think-Pair-Share" for evaluating models.
LT2	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify the units (grams, moles, particles) on a conversion map and copy the setup for a calculation. <p>Scaffolds</p> <ul style="list-style-type: none"> Visual "Mole Map" with color-coded units; Worked examples with arrows showing the "path." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate molar mass and summarize the steps to convert mass to moles using academic vocabulary. <p>Scaffolds</p> <ul style="list-style-type: none"> Sequence words (first, then, finally); Formula reference sheets with labeled variables. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain the relationship between mass and particles and predict how the number of moles changes if the mass increases. <p>Scaffolds</p> <ul style="list-style-type: none"> "If...then..." hypothesis stems; Multi-step word problems; Opportunity to lead a small group "whiteboard" session.

LT3	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to and name the solute and solvent in a solution and record the molarity from a simulation. <p>Scaffolds</p> <ul style="list-style-type: none"> Realia (actual Kool-Aid packets/water); Interactive PhET simulations; Visual vocabulary cards (Solute = Salt). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can state the effect of adding more solute to a solution and solve for molarity using the given formula. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames for qualitative effects: "When I add more solute, the molarity becomes [higher/lower]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze how altering volume or moles affects concentration and communicate the process of diluting a solution. <p>Scaffolds</p> <ul style="list-style-type: none"> "Cause and Effect" graphic organizers; Written lab reflections using technical verbs (dilute, dissolve, saturate).
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Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Intro to chemistry / SEL	<ul style="list-style-type: none"> I can describe lab safety measures and locate safety features I can name my teacher and classmates and feel comfortable collaborating with them
5 days	<p>Learning Target 1 I can use patterns to classify matter as an element, compound, or mixture.</p>	<ul style="list-style-type: none"> I can define and give examples of atom, element, compound, and mixture. I can create and evaluate models of elements, compounds, and mixtures. I can use data to calculate the percent composition of a mixture when given the formula I can use lab techniques to separate a mixture based on the properties of its components. <p>▣ Shared Chemistry Materials (Separation Lab)</p>
9 days	<p>Learning Target 2 I can define and explain the mole as a counting number used in chemistry.</p>	<ul style="list-style-type: none"> I can state Avogadro's number. I can calculate molar mass. I can convert and explain the relationship between the mass of a sample and how many moles the sample contains and in reverse convert from moles to mass ACC Only I can convert and explain the relationship between the mass of a sample and how many particles the sample contains; and from particles to mass ACC Only I can calculate the number of particles in a given mass of radium.
5 days	<p>Learning Target 3 I can use the concept of molarity when using solutions</p>	<ul style="list-style-type: none"> I can identify a solution as a specific type of mixture containing a solute and solvent and identify which component is the solute vs solvent I can identify the variables and units in molarity calculations ($M=n/V$)(number of moles and liters) ACC Only I can solve for any of the variables in the molarity equation. (Including converting mL to L and grams to moles) ACA Only I can solve for molarity given moles and liters, and the equation. I can determine the qualitative effects of altering variables in molarity calculations. I can calculate the molarity of phosphorescent paint. ACC Only I can dilute a solution to a given concentration. I can create solutions of Kool-Aid and qualitatively and quantitatively investigate them <p>▣ Shared Chemistry Materials (Kool-Aid Lab)</p>

Unit Title						
Unit 2: Atomic Structure, Electrons, Periodic Trends, and Bonding						
Relevant Standards: Bold indicates priority						
HS-PS1-1	HS-PS1-7	HS-PS2-4				
HS-PS1-2	HS-PS1-8	HS-PS4-3				
HS-PS1-3		HS-PS4-4				
Essential Question(s)	Enduring Understanding(s)					
<p>How do invisible forces at the atomic level dictate the visible patterns of the universe?</p> <p>How is the "story" of an atom told through the energy it releases?</p> <p>How does an atom's quest for stability lead to the diversity of compounds in our world?</p>	<p>The structure of the atom is governed by Coulombic attraction. Changes in the distance or charge between subatomic particles create predictable patterns (Periodic Trends) that determine how elements behave and interact.</p> <p>Atoms are dynamic; when electrons move between energy levels or when nuclei change (nuclear chemistry), they release energy as light or radiation. These "signatures" allow us to identify elements and understand the history of substances like radium.</p> <p>Atoms bond to achieve lower energy states. Whether they share electrons (covalent) or transfer them (ionic), the resulting structure determines the physical and chemical properties of everything from the air we breathe to the minerals in the earth.</p>					
Demonstration of Learning	Pacing for Unit					
<ul style="list-style-type: none"> Flame Test Lab Isotopes CFA "My Element" Project Intermolecular Forces CFA 	<p>22 Blocks or Day 45 - 89 of the School Year <i>(I midterm review and exams follow this unit)</i></p>					
Family Overview (link below)	Integration of Technology					
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 					
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)					
<p>Atom, subatomic particle, proton (p^+), neutron (n^0), electron (e^-), nucleus, electron cloud, mass number, atomic number, atomic mass, isotope, neutral atom, ion, periodic table tile, energy levels (shells), Bohr model, quantum model, orbitals, electron configuration, ground state, excited state, relaxation, photon, emission spectrum, spectral lines, luminescence, energy transitions, wavelength, frequency, color of light, electromagnetic spectrum, group (family), period, metals, nonmetals, metalloids, valence electrons, core electrons, atomic radius, ionization energy, electronegativity, metal reactivity, cation, anion, Coulomb's Law, electrostatic force, attraction, repulsion, distance (r), charge (q_1, q_2), ionic bond, covalent bond, polar covalent, nonpolar covalent, metallic bond, electronegativity difference, formula unit, molecule, lattice structure, conductivity, solubility, melting point, boiling point, brittle, malleable, ductile, oxidation state, octet rule, Nucleus, Alpha Decay,</p>	<p>Shared Chemistry Materials</p> <table border="0"> <tr> <td>Various metal ion solutions for flame test lab (examples NaCl, KNO_3, $SrCl_2$, LiCl)</td> <td>NaCl sucrose 1M HCl</td> </tr> <tr> <td>other ionic and covalent compounds as unknowns</td> <td>various metals (Mg, Al, Zn, Cu)</td> </tr> </table>		Various metal ion solutions for flame test lab (examples NaCl, KNO_3 , $SrCl_2$, LiCl)	NaCl sucrose 1M HCl	other ionic and covalent compounds as unknowns	various metals (Mg, Al, Zn, Cu)
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other ionic and covalent compounds as unknowns	various metals (Mg, Al, Zn, Cu)					

Beta Decay, Gamma Radiation, Fission, Fusion, Stability, Radioisotope, Contamination	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
<ul style="list-style-type: none"> Physics Connection: Quantum Mechanics and Light History & Ethics Connection: The Evolving Atom (LT 4) Mathematics Connection: Trends and Calculations History: Context for Radium Girls and Nuclear Energy (Chernobyl) History/Civics: Labor Law ("Radium Girls") 	<ul style="list-style-type: none"> The atom is mostly a dense, solid sphere (like a marble) with all the mass spread throughout. Believing electrons orbit the nucleus like planets (the Bohr or planetary model). Thinking atoms get larger as you move across a period (left to right). Believing every single atom in every molecule must have exactly eight valence electrons.
Connections to Prior Units	Connections to Future Units
Students can connect to middle school learning and Physical Science in regards to atomic structure (including subatomic particles and Bohr models).	Covalent bonding is first introduced in Unit 2. This is expanded upon in Unit 3, when the shape of covalent compounds is connected to polarity and macroscopic properties.

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT 1 & 3	Use a "Model Graveyard" activity. Students look at old atomic models (Dalton, Thomson, Rutherford) and "diagnose" why they died (what new evidence killed them). This hits the success criterion regarding how models change over time.	Use the "Hotel Analogy" for electron configurations (LT 3). Electrons are guests, orbitals are rooms, and energy levels are floors. Provide a visual "floor plan" for s, p, d, f blocks on the periodic table.	Use "Atomic Manipulatives" (beads, coins, or M&Ms) for Bohr models. ACC: Have students walk a "Human Orbital Map" on the floor to visualize electron density and energy levels.
LT 2 & 4	Start with a Flame Test Lab or use "glow-in-the-dark" stars. Connect the light they see to the tragic story of the Radium Girls. Use a "Driving Question Board" to capture student empathy and curiosity about why the paint was "deadly but beautiful."	Provide an audio version or a graphic novel summary of the Radium Girls' story. Use an interactive "Energy Ladder" visual to show electrons jumping to the "Excited State" and releasing photons as they fall to the "Ground State."	Students can "explain the glow" (LT 2) through a creative medium: a poem from the perspective of an electron, a technical diagram, or a recorded "news report" from the 1920s explaining the chemistry of the paint.
LT 5	Use a "Pennies/Dice Decay" simulation to model half-life. It turns the math of exponential decay into a tactile game. Connect this to the Ra-226 used by the dial painters to make the risk "real."	Provide a "Translation Key" for isotope notation. Color-coding the Mass Number and Atomic Number in different notations. Use the Band of Stability graph with transparent overlays to help students see where "safety" ends and "radioactivity" begins.	Provide a "Decay Flowchart." When students see "Alpha Decay," the flowchart prompts them to subtract 4 from the mass and 2 from the atomic number. This supports the mathematical model success criterion without the "blank page" panic.
LT 6-10	Run a "Bonding Speed Dating" activity. Students wear signs with their valence electrons and have to find a "partner" (ionic or covalent) to reach stability. For LT 6, have a "Periodic Trend Scavenger Hunt" using data cards.	Use Coulomb's Law qualitatively with a magnet demonstration. More magnets = more charge. Further apart = less force. Show the formula as: $F = k \frac{q_1 q_2}{r^2}$ but emphasize the "size" of the variables visually (e.g., big r means tiny F).	For naming and formulas (LT 9), offer a "Naming Hexagon" puzzle or a digital "Formula Builder" app. For the properties lab (LT 10), allow students to use a "Decision Tree" to identify if their mystery substance is ionic or covalent based on conductivity and melting point.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT 1 & 3	Learning Target <ul style="list-style-type: none"> I can label protons, neutrons, and electrons on a diagram and copy an electron configuration. Scaffolds <ul style="list-style-type: none"> Illustrated word bank; color-coded Bohr models (e.g., 	Learning Target <ul style="list-style-type: none"> I can describe the location of subatomic particles and follow a map to write electron configurations. Scaffolds <ul style="list-style-type: none"> Sentence frames: "The [particle] is in the [location] and 	Learning Target <ul style="list-style-type: none"> I can compare the Bohr model to the orbital model and explain why electrons fill certain levels first. Scaffolds <ul style="list-style-type: none"> Academic transition words (similarly, conversely);

	Protons = Red); PhET "Build an Atom" simulation.	has a [charge] charge." A visual "Aufbau" filling order diagram.	"Think-Aloud" protocols for solving configurations.
LT 2 & 4	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to the ground state vs. excited state and match colors to high/low energy. <p>Scaffolds</p> <ul style="list-style-type: none"> Visual "Energy Ladder" showing an electron jumping; color-coded arrows (Purple = High, Red = Low energy). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain how an electron makes light and list questions about the Radium Girls' experience. <p>Scaffolds</p> <ul style="list-style-type: none"> Sequence signals (First, the electron gains energy. Then, it falls.); Question starters (Who, What, Why, How). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can relate the color of light to energy loss and argue why the Radium Girls' story matters to chemistry. <p>Scaffolds</p> <ul style="list-style-type: none"> Cause/effect organizers; Socratic Seminar sentence stems ("I agree with [Name], because the energy released...").
LT 5	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify an isotope by its mass number and label a picture of fission vs. fusion. <p>Scaffolds</p> <ul style="list-style-type: none"> Sorting cards for isotope notation (U-235 vs. U-238); "Stability" graph with a green "safe" zone and red "unstable" zone. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can define an isotope and predict if a nucleus is stable using a graph. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames: "This atom is an isotope because it has a different number of [neutrons/protons]." T-chart for Alpha/Beta decay. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate mass changes in nuclear decay and model the harmful effects of Radium-226. <p>Scaffolds</p> <ul style="list-style-type: none"> Modeling software or whiteboarding; Guided lab reflections connecting nuclear decay to biological damage.
LT 6-10	<p>Learning Target</p> <ul style="list-style-type: none"> I can sort elements into metals/nonmetals and draw arrows for periodic trends. <p>Scaffolds</p> <ul style="list-style-type: none"> Periodic table with "trend arrows" (Size up/down); "Magnet vs. Distance" visual for Coulomb's Law. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can predict if a bond is ionic or covalent and name simple compounds using a reference sheet. <p>Scaffolds</p> <ul style="list-style-type: none"> "If... then..." frames: "If it is a metal and a nonmetal, then the bond is [ionic/covalent]." Naming flowchart. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can use Coulomb's Law to justify a trend and defend my identification of an unknown compound. <p>Scaffolds</p> <ul style="list-style-type: none"> Claims-Evidence-Reasoning (CER) graphic organizer; Peer-review checklists for naming and formula writing.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can describe the structure of an atom and its subatomic particles.	<ul style="list-style-type: none"> I can identify protons (p+), neutrons (n0), and electrons (e-) as subatomic particles and model their location, charge, and mass. I can use the periodic table to determine the number of subatomic particles in a neutral atom. I can identify the key components of a tile on the periodic table. I can identify how and why the atomic model has changed over time. I can draw Bohr models and properly label the location and number of protons, neutrons, and electrons. I can investigate and explain the existence of electrons in energy levels (rings).
3 days	Learning Target 2 I can relate the color of light emitted by an element to the relaxing of electrons from a higher energy level to a lower energy level.	<ul style="list-style-type: none"> I can identify the differences between the ground state and excited state of an electron. I can describe how energy in the form of light is emitted when excited electrons relax. I can relate the color of light emitted to how much energy an electron loses when it changes energy levels. I can explain why radium paint glows by describing how electrons release energy in the paint.

		<ul style="list-style-type: none"> Shared Chemistry Materials (Flame Test)
2 days	<p>Learning Target 3 ACC Only I can model electron configurations for specified main group elements using the orbital blocks of the periodic table.</p>	<ul style="list-style-type: none"> I can describe the existence of electrons in orbitals (s,p,d,f) and name these orbitals. I can determine the electron configuration of radium.
1.5 days	<p>Learning Target 4 I can ask questions about the Radium Girls experience with radium.</p>	<ul style="list-style-type: none"> I can engage with the Radium Girls story by generating driving questions to deepen my understanding. I can explain why learning chemistry is important by connecting it to the experiences of the Radium Girls.
4 days	<p>Learning Target 5 I can investigate nuclear chemistry</p>	<ul style="list-style-type: none"> I can define an isotope and describe how differences in neutron number affect atomic mass. I can use both isotope notations to describe isotopes of the same element. (U-238 and $^{238}_{92}\text{U}$) I can use the band of stability graph to determine if an isotope exists, and if it is radioactive I can use a model to demonstrate how specific isotopes participate in nuclear fission and fusion reactions. I can use a mathematical model to describe how matter is conserved in alpha, beta, and gamma decay. I can model the harmful effects of Ra-226 used in the radium dial painters paint. <ul style="list-style-type: none"> Shared Chemistry Materials (pHets)
5 days	<p>Learning Target 6 I can use the trends of the periodic table to make predictions.</p>	<ul style="list-style-type: none"> I can identify and define the periodic trends of atomic radius, ionization energy, and electronegativity. I can use an annotated periodic table to organize a set of elements based on periodic trends. I can predict the trend of metal reactivity, including radium.
	<p>Learning Target 7 I can use Coulomb's Law to explain the forces between subatomic particles.</p>	<ul style="list-style-type: none"> I can determine the effect of altering variables in Coulomb's Law equation qualitatively. I can describe how Coulomb's law explains periodic trends
3 days	<p>Learning Target 8 I can identify the differences between ionic and covalent compounds.</p> <p>Learning Target 9 I can determine the name and formula of an ionic or covalent compound</p> <p>Learning Target 10 I can investigate the properties of ionic and covalent compounds</p>	<ul style="list-style-type: none"> I can use the periodic table to determine if an element is a metal, metalloid, or nonmetal I can determine if a compound is ionic or covalent based on its elemental composition. I can identify the forces that hold together the atoms that make up ionic and covalent bonds. Given the formula, I can name ionic and covalent compounds. Given the name, I can write the formula of ionic and covalent compounds. I can describe the properties of ionic and covalent compounds. I can conduct an investigation using the properties of a compound to identify a substance as an ionic or covalent compound. I can identify compounds of radium and classify them as ionic or covalent.

Unit Title			
Unit 3: Intermolecular Forces			
Relevant Standards: Bold indicates priority			
HS-PS1-3	HS-PS2-6		
Essential Question(s)	Enduring Understanding(s)		
<p>How does the "tug-of-war" for electrons create different types of matter?</p> <p>How does a molecule's 3D shape determine its "personality"?</p> <p>Why do some substances "stick" together more than others?</p>	<p>Atoms achieve stability by rearranging their valence electrons. Whether they transfer electrons (Ionic) or share them (Covalent), the nature of this "tug-of-war" dictates the fundamental structure of the resulting compound.</p> <p>A molecule's identity is not just what atoms it has, but how they are arranged in space. Geometric symmetry and electronegativity differences determine polarity, which dictates how a molecule will interact with its neighbors.</p> <p>Macroscopic properties like boiling point and surface tension are "invisible" clues to microscopic intermolecular forces (IMFs). The more polar a molecule is, the "stickier" it becomes, requiring more energy to pull apart.</p>		
Demonstration of Learning	Pacing for Unit		
Stations lab on IMF	14 Blocks or Day 90 - 118 of the School Year		
Family Overview (link below)	Integration of Technology		
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> • PhET Labs • Gizmos • Google Slides (Research and Presentations) 		
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)		
<p>Intermolecular forces (IMFs), Attraction, Repulsion Surface tension, Volatility, Evaporation rate, Vapor pressure, Boiling point, Melting point, VSEPR theory (Valence Shell Electron Pair Repulsion), Electron domain, Molecular geometry / shape, Linear, Bent, Trigonal planar, Trigonal pyramidal, Tetrahedral, Symmetry, Nonpolar, molecule, Polar molecule, "Like dissolves like" (polarity rule), Chemical formula, Molecular formula, Subscript, Coefficient, Ion, Cation, Anion, Polyatomic ion, Single bond, Double bond, Chemical bond, Ionic bond, Covalent bond, Metallic bond, Electrons, Valence electrons, Octet rule, Electronegativity, Bond polarity, Polar bond, Nonpolar bond, Partial charge (δ^+ / δ^-)</p>	<p>Shared Chemistry Materials</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> molecular model kits acetone blue glitter oil charging source (fur, wool, etc) food coloring </td> <td style="padding: 5px;"> capillary tubes dish soap balloons isopropyl alcohol pepper </td> </tr> </table>	molecular model kits acetone blue glitter oil charging source (fur, wool, etc) food coloring	capillary tubes dish soap balloons isopropyl alcohol pepper
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Opportunities for Interdisciplinary Connections:	Anticipated misconceptions		
<ul style="list-style-type: none"> • Biology: The Molecule of Life: Connect Learning Target 2 & 4 specifically to DNA and proteins. Students can investigate how the polarity of water and the "weak" intermolecular forces (hydrogen bonding) are the only reasons the DNA double helix stays together and why cell membranes form bilayers. 	<ul style="list-style-type: none"> • Confusing the forces that hold atoms together within a molecule (chemical bonds) with the forces that attract one molecule to another (IMFs). • Thinking that boiling or melting requires breaking covalent bonds. • Assuming the molecular shape is simply the 2D arrangement shown in the Lewis structure. 		

<ul style="list-style-type: none"> Environmental Science: Oceanic Cleanup Use the "Like dissolves like" success criteria to study oil spills. Students can analyze why crude oil (nonpolar) sits on top of the ocean (polar) and the chemistry behind "dispersants" that act as a bridge between the two. Culinary Arts: The Science of Emulsions Why do oil and vinegar separate in a dressing? Students can apply their knowledge of polar/nonpolar compounds to understand how "emulsifiers" (like lecithin in egg yolks) allow us to make stable mixtures like mayonnaise. 	<ul style="list-style-type: none"> Thinking that if a molecule contains polar bonds, the molecule <i>must</i> be polar.
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Connections to Prior Units	Connections to Future Units
<ul style="list-style-type: none"> Polarity of water and related macroscopic properties is introduced in Bio. Explanation as to why water is a polar molecule is expanded upon in Chemistry. Students must know how to identify types of compounds (ionic vs covalent) and how to draw covalent compounds (Unit 2) in order to determine the molecular geometry and polarity in Unit 3. 	<p>Gases are first introduced in Unit 3 in the context of explaining how intermolecular forces impact boiling point. Properties of gases are expanded upon in Unit 4.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT1	Assign students an element and have them "network" to find partners. Ionic "couples" involve a gift (electron transfer), while covalent "couples" involve holding hands (sharing).	Use physical items like Bingo chips, Skittles, or Cheerios as valence electrons. Provide a "Bonding Mat" that clearly shows the nucleus in the center and pre-drawn slots for the octet rule.	Allow students to build Lewis structures using digital "drag-and-drop" tools, physical modeling kits, or by drawing them on mini-whiteboards during a "Check for Understanding" game.
LT2	Start with a classic hook: use a statically charged comb to "bend" a stream of water. Ask students why water reacts this way while a nonpolar liquid (like oil) wouldn't.	To represent 3D geometry, use balloons tied together. They naturally push away from each other, perfectly mimicking how electron pairs (especially lone pairs) create molecular shapes like "Bent" or "Tetrahedral."	Provide a reference sheet where students must use specific colors for partial charges: Red for the more electronegative atom and Blue for the less electronegative atom. This visual consistency helps identify "dipoles" at a glance.
LT3	Relate IMFs to everyday fasteners. Nonpolar molecules have weak "static cling," while polar molecules have "strong magnets" (dipole-dipole). This makes the abstract concept of "attraction" tangible.	Use a visual sliding scale or "thermometer" that ranks forces from weakest to strongest. Place London Dispersion at the bottom and Hydrogen Bonding (a specific IMF) at the top to emphasize the hierarchy.	Give students a set of 3D molecule models and ask them to physically arrange them in a line from "Least Sticky" to "Most Sticky" based on their polarity and predicted IMFs.
LT4	In small groups, students place a drop of water, rubbing alcohol, and acetone on a surface and time how long they take to evaporate. This turns "vapor pressure" into a competitive, observable event.	Provide graphs that show the relationship between IMFs and properties. For example, a graph showing that as "Stickiness" (IMF) goes up, "Boiling Point" also goes up (direct), but "Evaporation Rate" goes down (inverse).	Provide a "Mystery Compound" datasheet. Students must use the boiling point and solubility data to work backward and predict if the molecule is polar or nonpolar, acting as "Chemical Detectives."

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Learning Target <ul style="list-style-type: none"> I can label valence electrons as dots and circle where atoms are "sharing." Scaffold <ul style="list-style-type: none"> Visual Banks: Provide atoms with pre-drawn "slots" for dots. 	Learning Target <ul style="list-style-type: none"> I can draw a Lewis structure and describe the force holding the atoms together. Scaffold <ul style="list-style-type: none"> Sentence Frames: "In this bond, electrons are 	Learning Target <ul style="list-style-type: none"> I can compare single and triple bonds and explain how electrostatic attraction creates an ionic bond. Scaffold <ul style="list-style-type: none"> Comparative Stems: "While

	Use "Take" (Ionic) and "Share" (Covalent) icons.	[shared/transferred]. This is an [ionic/covalent] bond."	covalent bonds share electrons, ionic bonds rely on..."
LT2	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to the "puller" (more electronegative) and match shapes to their names (Bent, Linear). <p>Scaffold</p> <ul style="list-style-type: none"> Picture Glossary: A "Shape Menu" with 3D photos. Color-coded partial charges (δ^+ in blue, δ^- in red). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can label partial charges and predict if a substance dissolves in water using a rule. <p>Scaffold</p> <ul style="list-style-type: none"> Rule Prompt: "Like dissolves like. Water is polar, so [Sugar] will dissolve because it is [polar/nonpolar]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze a 3D model to determine if a molecule is polar based on its symmetry and lone pairs. <p>Scaffold</p> <ul style="list-style-type: none"> Reasoning Stems: "Because the lone pairs push the atoms down, the molecule is asymmetrical and therefore..."
LT3	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify which molecule is "stickier" based on its polarity level. <p>Scaffold</p> <ul style="list-style-type: none"> Stickiness Meter: A visual scale from 1-10. Nonpolar = 1 (Low Stick), Polar = 10 (High Stick). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can state that all molecules have forces and link polarity to force strength. <p>Scaffold</p> <ul style="list-style-type: none"> Relationship Frames: "As polarity increases, the strength of the intermolecular force [increases/decreases]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can discuss how different types of polarity (dipoles) lead to different strengths of attraction. <p>Scaffold</p> <ul style="list-style-type: none"> Discussion Starters: "The dipole in a water molecule is stronger than in methane because..."
LT4	<p>Learning Target</p> <ul style="list-style-type: none"> I can match "High Boiling Point" to "Strong Force" using a picture. <p>Scaffold</p> <ul style="list-style-type: none"> Visual Data Cards: Cards with a thermometer icon for boiling point and a "magnet" icon for IMFs. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain why water has a high boiling point by referring to its "stickiness" (IMFs). <p>Scaffold</p> <ul style="list-style-type: none"> Cause/Effect Frames: "Water has a [high/low] boiling point because its molecules are [hard/easy] to pull apart." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can justify a substance's identity by evaluating its evaporation rate and surface tension data. <p>Scaffold</p> <ul style="list-style-type: none"> CER Template: "My claim is that this is sugar. My evidence is the high melting point. My reasoning is that high IMFs..."

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can create and use Lewis structures to explain chemical bonds	<ul style="list-style-type: none"> I can identify the forces that hold together the atoms that make up ionic (electrostatic attraction) and covalent bonds (sharing of electrons). I can model the Lewis structure for a main group element and a simple ionic or covalent compound ACC Only I can determine the number of bonds formed in a covalent compound. (single, double, triple) pHet Labs - Build a Molecule
5 days	Learning Target 2 I can identify compounds as polar or nonpolar	<ul style="list-style-type: none"> I can define a polar bond as an unequal distribution of electrons, and label atoms with partial charges. I can identify a bond as polar or nonpolar using differences in electronegativity. (Students will be given electronegativity values and ranges) Electronegativity Reference I can use the phrase "like dissolves like" to determine whether a compound is polar or nonpolar. I can use CO₂ and H₂O to model how lone pairs of electrons affect the geometry of a molecule ACA Only When given the shape of a molecule, I can determine whether it is polar or nonpolar. Academic students will explore geometries when given the Lewis structure ACC Only When given the formula, I can determine the Lewis

		<p>structure, shape, and polarity of a molecule when given a reference table molecular geometry reference</p> <ul style="list-style-type: none"> I can identify water and sugar as polar compounds.
3 days	<p>Learning Target 3 I can discuss how differences in molecular polarity affect intermolecular forces</p>	<ul style="list-style-type: none"> I can define intermolecular forces (forces such as Hydrogen bonds and London dispersion not required to be known by name) I can state that all molecules experience intermolecular forces. I can relate the polarity of a molecule to the strength of its intermolecular forces. <p>Classroom Resources Simulation Activity: Intermolecular Forces AACT</p>
3 days	<p>Learning Target 4 I can explore how the physical properties of substances are affected by intermolecular forces</p>	<ul style="list-style-type: none"> I can analyze the strength of intermolecular forces present in water vs sugar based on boiling point, melting point, vapor pressure ACC Only and surface tension. I can state the direct relationship between intermolecular forces and boiling point. I can state the direct relationship between intermolecular forces and melting point. I can state the direct relationship between intermolecular forces and surface tension. I can state the inverse relationship between intermolecular forces and rate of evaporation. ACC Only I can state the inverse relationship between intermolecular forces and vapor pressure.

Unit Title																
Unit 4: Chemical Reactions, Stoichiometry & Gas Laws (Airbags)																
Relevant Standards: Bold indicates priority																
HS-PS1-2	HS-PS1-5	HS-PS1-7														
HS-PS1-4	HS-PS1-6															
Essential Question(s)		Enduring Understanding(s)														
<p>How does matter transform while remaining conserved?</p> <p>How do we control the speed and "heat" of a chemical transformation?</p> <p>How can we use the predictable behavior of gasses to save lives?</p>		<p>In a chemical reaction, atoms are never created or destroyed; they are simply rearranged. Balancing equations and using stoichiometry allows us to predict exactly how much "new" substance can be made from a set amount of "old" substance.</p> <p>Reactions occur when particles collide with enough energy and correct orientation (Collision Theory). By manipulating variables like temperature or concentration, we can speed up or slow down a reaction and manage the energy (heat) it absorbs or releases.</p> <p>Gasses respond to changes in pressure, volume, and temperature in mathematically predictable ways. By calculating the exact moles of gas produced in a reaction, we can engineer devices like airbags to inflate to a precise volume at a precise moment.</p>														
Demonstration of Learning		Pacing for Unit														
<ul style="list-style-type: none"> • Airbag Lab (inflation of plastic bag) • Evidence of Chemical Reactions Lab (stations) • Single and Double Replacement Lab • Chemical Reactions Assessment • Stoichiometry CFA • Types of Reactions CFA • Limiting and Excess Lab 		<p>26 Blocks or Day 119 - 174 of the School Year (Final review and exam follow this unit)</p>														
Family Overview (link below)		Integration of Technology														
Chemistry ACA/ACC Family Overview (2026)		<ul style="list-style-type: none"> • PhET Labs • Gizmos • Google Slides (Research and Presentations) 														
Unit-specific Vocabulary		Aligned Unit Materials, Resources, and Technology (beyond core resources)														
<p>Physical Change, Chemical Change, Chemical Reaction, Reactant, Product, Evidence of a chemical reaction, Balanced Chemical Equation, Law of Conservation of Mass, Particle Diagram, Synthesis, Decomposition, Single Replacement, Double Replacement, Combustion, Precipitate, Mole Ratio, Stoichiometry, Moles, Limiting Reactant, Excess Reactant, Theoretical Yield, Actual Yield, Percent Yield, Dimensional Analysis, Multi-step Conversions, Molar Mass, Endothermic, Exothermic, Energy Diagram, Collision, Reaction Rate, Activation Energy, Concentration, Surface Area, Catalyst, Pressure, Volume, Boyle's Law, Charles's Law, Gay-Lussac's Law, Combined Gas Law, Ideal Gas Law, Ideal Gas Constant</p>		<p>Shared Chemistry Materials</p> <table border="0"> <tr> <td>sandwich baggies</td> <td>HCl</td> </tr> <tr> <td>NaHCO₃</td> <td>phenolphthalein</td> </tr> <tr> <td>acetic acid</td> <td>NaOH</td> </tr> <tr> <td>aluminum</td> <td>self inflating balloons</td> </tr> <tr> <td>CuSO₄</td> <td>supplies for s'mores</td> </tr> <tr> <td></td> <td>stoichiometry</td> </tr> <tr> <td>other various chemicals to demonstrate single and double replacement labs</td> <td></td> </tr> </table>	sandwich baggies	HCl	NaHCO ₃	phenolphthalein	acetic acid	NaOH	aluminum	self inflating balloons	CuSO ₄	supplies for s'mores		stoichiometry	other various chemicals to demonstrate single and double replacement labs	
sandwich baggies	HCl															
NaHCO ₃	phenolphthalein															
acetic acid	NaOH															
aluminum	self inflating balloons															
CuSO ₄	supplies for s'mores															
	stoichiometry															
other various chemicals to demonstrate single and double replacement labs																
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions														
<ul style="list-style-type: none"> • Engineering: Airbag design and incorporation into 		<ul style="list-style-type: none"> • Mass is lost if a gas is produced 														

<ul style="list-style-type: none"> vehicles Automotive Engineering & Physics: This unit is a direct bridge to physics. Students can calculate the Impulse required to stop a passenger and relate it to the volume of gas produced. This turns the airbag from a "bag of air" into a calculated safety system. Environmental Science: Green Chemistry Connect Percent Yield and Stoichiometry to industrial waste. Students can analyze how "Atom Economy" helps factories reduce pollution by ensuring that more of the reactants end up in the desired product rather than as byproduct waste. Health & Safety: Toxicology Since airbags use Sodium Azide, which is toxic, students can discuss the chemistry of decomposition into harmless Nitrogen gas and how the chemical industry balances "useful" reactions with "safe" waste management. 	<ul style="list-style-type: none"> Subscripts can be changed to balance equations Equations show what is actually happening in real-time The Molar Ratio is a Gram Ratio The Limiting Reagent is the one with the smallest mass Exothermic reactions don't need energy to start Breaking bonds releases energy Gas particles eventually stop moving if it's cold Gases have no mass or volume Increasing the volume of a container increases the pressure
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Connections to Prior Units	Connections to Future Units
<ul style="list-style-type: none"> Students will use Law of Conservation of Matter (introduced in Units 1 and 2) when balancing equations. Particle diagrams are introduced in Unit 1. Students learned how to form electrically neutral ionic compounds in Unit 2. This is needed in order to predict the products of chemical reactions. Students will use ionic and covalent compound naming (Unit 2 and 3) to properly name/ record reactants and products of a chemical reaction 	<p>Understanding chemical reactions, conservation of mass and energy, stoichiometry, reaction rates, and gas behavior prepares students to succeed in high school and college-level chemistry, as well as in biology topics such as metabolism and respiration, physics topics involving energy and particle motion, and earth science topics related to atmospheric behavior and climate.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT 1-3	Use "Airbag Launch" videos. Show a failed airbag vs. a successful one to spark a "Driving Question Board" about what went wrong.	Use particle diagrams (colored magnets) to show that atoms don't disappear during balancing—they just move "houses."	Allow students to write equations as "Chemical Sentences" or "Math Equations" before moving to standard symbols.
LT4	Use "Recipe Scaling." Have students scale up a cookie recipe for 1,000 people to understand the "Ratio" concept before using moles.	Provide a "Stoichiometry Flowchart" (Grams to Moles to Moles to Grams) that uses arrows to show the direction of the calculation.	Provide "Calculated Tiers": Tier 1 provides the molar masses; Tier 2 provides the mole ratio; Tier 3 is a blank problem.
LT 5 & 6	Use "Alka-Seltzer Races." Have groups compete to make a tablet disappear the fastest by changing variables (crushing, heating, etc.).	Use "Reaction Coordinate Diagrams" that look like roller coasters. Exothermic "drops" down; Endothermic "climbs" up.	Students can "Narrate the Collision" via a comic strip showing particles hitting each other with enough "oomph" (energy).
LT7	The "Egg in a Bottle" or "Can Crush" demo. Use these "magic" tricks to force students to explain the P, V, T relationship.	Use PhET Gas Properties simulations. Let students "pump" gas into a box to see the particles move faster as they add heat (KMT).	Provide a "Gas Law Organizer" that identifies which variables are held constant for Boyle's, Charles's, and Gay-Lussac's laws.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT 2 & 4	Learning Target <ul style="list-style-type: none"> I can identify the reactants (left) and products (right) and copy a balanced equation. Scaffold <ul style="list-style-type: none"> Color-coded equations 	Learning Target <ul style="list-style-type: none"> I can state that mass is conserved and calculate a mole ratio using a balanced equation. Scaffold	Learning Target <ul style="list-style-type: none"> I can calculate the percent yield and justify why the actual yield might be lower than the theoretical yield. Scaffold

	(Reactants in blue, Products in red).	<ul style="list-style-type: none"> Sentence frame: "Because there are 2 moles of A, I need [number] moles of B." 	<ul style="list-style-type: none"> CER (Claim, Evidence, Reasoning) template for lab reports.
LT 5 & 6	<p>Learning Target</p> <ul style="list-style-type: none"> I can label a graph as "Hot" (Exothermic) or "Cold" (Endothermic) and point to a fast reaction. <p>Scaffold</p> <ul style="list-style-type: none"> Thermometer icons on energy graphs. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can describe how heat moves in a reaction and explain how temperature changes the speed. <p>Scaffold</p> <ul style="list-style-type: none"> "If I increase temperature, then particles move [faster/slower] and collide [more/less]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze a reaction coordinate diagram and evaluate how a catalyst would change the reaction rate. <p>Scaffold</p> <ul style="list-style-type: none"> Comparative vocabulary bank (activation energy, catalyst, collision frequency).
LT 7	<p>Learning Target</p> <ul style="list-style-type: none"> I can match an increase in pressure to a decrease in volume using a picture. <p>Scaffold</p> <ul style="list-style-type: none"> Visual cards showing a piston moving down in a cylinder. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can predict what happens to a balloon in a freezer vs. a hot car using a gas law. <p>Scaffold</p> <ul style="list-style-type: none"> Relationship chart (Variable ↑, Variable ↓) 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate the volume of an airbag using the Ideal Gas Law and explain its importance to safety. <p>Scaffold</p> <ul style="list-style-type: none"> Multi-step problem-solving checklist.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can determine if a process is a chemical or physical change	<ul style="list-style-type: none"> I can identify indicators of chemical reactions. Shared Chemistry Materials (Evidence of chemical reactions)
3 days	Learning Target 2 I can represent a chemical reaction:	<ul style="list-style-type: none"> I can write a balanced chemical equation showing conservation of mass. I can explain how atoms are conserved in a reaction using mathematical representations as evidence. I can write a chemical reaction as a sentence or a chemical equation. I can identify reactants and products I can represent reactants and products as a particle diagram
4 days	Learning Target 3 I can compare and contrast the different types of chemical reactions	<ul style="list-style-type: none"> I can identify and describe reaction types generally and as specifically applied to airbags. I can predict the products of a chemical reaction of main group elements. (ACC Only polyatomic ions)
8 days	Learning Target 4 I can use stoichiometry to relate the amounts of reactants and products in a chemical reaction.	<ul style="list-style-type: none"> Given an amount of one reagent, I can mathematically determine how much reactant would be needed or how much product would be produced. I can design a model of an airbag that maximizes the production of the product. I can identify limiting and excess reagents. (ACC quantitatively, ACA only qualitatively) I can perform mathematical calculations to determine the percent yield of a product from a given amount of reactant. Shared Chemistry Materials (Stoich Target Lab)

1 day	<p>Learning Target 5 I can compare and contrast endothermic or exothermic reactions</p>	<ul style="list-style-type: none"> • I can show heat on the correct side of a chemical reaction based on if it is an endothermic or exothermic process • I can calculate the amount of heat absorbed/released based on the moles of reactants used. • I can graph, label and interpret the energy change in endothermic and exothermic reactions
3 days	<p>Learning Target 6 I can use collision theory to discuss reaction rates.</p>	<ul style="list-style-type: none"> • I can define collision theory and its relationship to reaction rates. • I can determine how a reaction's rate can be altered by manipulating conditions.
4 days	<p>Learning Target 7 I can use Gas Laws to explain the behavior of ideal gasses.</p>	<ul style="list-style-type: none"> • I can use Boyle's Law, Charles's Law, and Gay-Lussac's Law to predict the behavior of gasses. (qualitative for ACA) • I can relate these gas laws to kinetic molecular theory. • I can use the combined Gas Law to predict the behavior of gasses (qualitative for ACA) • I can use the ideal gas law quantitatively to describe the behavior of gasses. (limit to moles for ACA) • I can use 22.4 L = 1 mole as a conversion factor (in dimensional analysis for ACC, as a fact only for ACA) • I can relate the gas laws to the successful inflation of an airbag. • I can calculate the amount of gas produced in the decomposition of sodium azide in the inflation of an airbag.

Instruction/Community Relations

Library Material Review and Reconsideration

Statement of Policy:

The Bristol Board of Education understands that, on occasion, a member of the public may wish to register a complaint against library and other educational materials as defined in this policy. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Bristol Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for lack of legitimate pedagogical purposes or for failing to meet professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

Bristol Public School district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by the review committee on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with protections against discrimination set forth in section §10-15c of the Connecticut General Statutes, ensuring that no person is discriminated against on the basis of race, color, sex, gender identity or expression, religion, national origin, sexual orientation, disability, or any other category protected by law. The Bristol Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Instruction/Community Relations

Library Material Review and Reconsideration

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by the Bristol Board of Education, parent or guardian of a student currently enrolled in a school in Bristol Public Schools at the time a reconsideration form is filed, or any student currently enrolled in a school in Bristol Public Schools at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Bristol Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for reconsideration form to the principal of the school in which the library and other educational materials are being challenged.
2. Individuals with a vested interest shall be required to read the library and other educational materials cited on the request for reconsideration form in the work's entirety.
3. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
4. The Superintendent, or the Superintendent's designee, shall appoint a District Library Review Committee consisting of:
 - a) the Superintendent, or the Superintendent's designee;
 - b) the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c) the Director of curriculum, or a person in an equivalent position;
 - d) a representative from the Bristol Board of Education;
 - e) at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
 - f) a parent or guardian of a student *age thirteen years or younger* enrolled in Bristol Public Schools, provided the parent or guardian selected is not the individual who submitted the form;
 - g) a parent or guardian of a student *aged fourteen years or older* enrolled in Bristol Public Schools, provided the parent or guardian selected is not the individual who submitted the form;

Instruction/Community Relations

Library Material Review and Reconsideration

Material Review and Reconsideration Procedure (continued)

- h) a certified school librarian or certified library media specialist employed by Bristol Public Schools or employed by another board of education in the state.

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

5. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against Bristol Public School's *Library Collection Development and Maintenance Policy*.
6. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
7. The individual with a vested interest who submitted the *request for reconsideration form* may appeal the *review committee's decision* to the Bristol Board of Education. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited



Bristol Public Schools

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

- Parent/Guardian
- Student
- Other (please specify) _____

The material is best described as a:

- Book
- Video or Online Content
- Periodical/Magazine
- Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

Signature of Complainant

Date



**BRISTOL PUBLIC SCHOOLS
BRISTOL, CONNECTICUT**

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title of Material:** _____

Address: _____ **Telephone Number:** _____

Author: _____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

The Bristol Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.



**BRISTOL PUBLIC SCHOOLS
BRISTOL, CONNECTICUT**

Sample Letter to Complainant

Date: _____

Complainant Name
Address Line 1
Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or need assistance with this process, please don't hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

Superintendent Name
Superintendent of Schools

Instruction/Community Relations

Library Collection Development and Maintenance

The Bristol Board of Education's Library Collection Development and Maintenance Policy establishes the objectives and criteria that guide the selection and withdrawal of library materials. This policy also serves to inform the public regarding these standards. 'Library materials' include any material, digital or physical, in the custody of a school library media center, including, but not limited to, fiction and non-fiction books, periodicals, reference books, supplementary titles, multimedia, software, and other material not required as part of classroom instruction.

The Bristol Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The Bristol Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited

Instruction/Community Relations

Library Collection Development and Maintenance

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational material within a school library media center in order to ensure that library and other education materials in school library media centers are relevant, in good condition, and are age-appropriate or grade-level appropriate.

General Procedure

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. Material relevance

- a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
- b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. Physical condition of the material

- a. Assess whether the material is damaged or worn beyond reasonable use.

3. Availability of duplicates or copies of the material

- a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. Availability of more recent age-appropriate or grade-level appropriate material

- a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering award and recommended lists for recently recognized literature.
- b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
- c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

- a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.

Instruction/Community Relations

Library Collection Development and Maintenance (continued)

General Procedure

- b. Review usage data to determine whether the material is still being sought by students or teachers.

No library can reasonably acquire all published materials, nor can it keep all purchased materials indefinitely. This policy shall guide library staff in the selection and withdrawal of library materials within the financial and physical space constraints of the library.

Objectives of Materials Selection

- To provide faculty and students with materials that enrich and support the curriculum and meet the recreational reading needs of the students served
- To provide students with a wide range of age and grade-appropriate educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading

All library materials are evaluated and made accessible in accordance with the protections against discrimination set forth in section §10-15c of the Connecticut General Statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

General Selection Criteria

In selecting what materials to purchase for the School Library, certified library media specialists shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

- **Curriculum Support:** Resources that support and enrich the curriculum and/or students' personal interests and learning.
- **Quality and Standards:** Works that meet high standards in literary, artistic, and aesthetic quality, as well as technical aspects and physical format.
- **Appropriateness:** Materials suited to the subject area, and to the age, emotional development, ability level, and social, emotional, and intellectual development of the students served.
- **Accuracy and Authority:** Resources incorporating accurate and authentic factual content from authoritative sources.
- **Professional Reviews:** Titles earning favorable reviews in standard reviewing sources and/or recommended by professional personnel following preview and examination.

Instruction/Community Relations

Library Collection Development and Maintenance (continued)

General Selection Criteria

- **User Appeal:** Materials with a high degree of potential interest and appeal to students.
- **Viewpoint Representation:** Resources that present differing perspectives on controversial or complex issues.
- **Format Variety:** A range of physical and virtual resources, including print, electronic, multimedia, subscription databases, e-books, educational games, and other emerging technologies.
- **Durability and Design:** Physical format, appearance, and durability appropriate to the material's intended use.
- **Collection Gaps:** Materials that fill a substantial gap in the collection on a particular topic or subject area.
- **Cost Effectiveness:** Balance between the cost of materials and the demonstrated need or value to the collection.

In selecting library materials, certified library media specialists will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchase or gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Library Collection Maintenance

Withdrawing materials from the School Library ensures the library collection remains current, accurate, and relevant so that students and staff can easily find high-quality resources that support learning and engagement.

In selecting what materials to withdraw from the School Library, certified library media specialists shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

1. **Physical Condition:** Items that are damaged, worn, or in poor condition and cannot be feasibly repaired.
2. **Accuracy and Currency:** Materials containing outdated or inaccurate information, particularly in fields where current knowledge is critical.

Instruction/Community Relations

Library Collection Development and Maintenance (continued)

Library Collection Maintenance

3. **Relevance and Demand:** Titles that have not circulated for a significant period of time, or that no longer support the library's mission, curriculum, or community interests.
4. **Duplication:** Excessive copies of titles where demand no longer justifies multiple holdings.
5. **Format Obsolescence:** Materials in formats no longer supported by current technology or no longer used by the community.
6. **Incompleteness of Series:** In cases where a series is substantially incomplete and replacement volumes are unavailable or cannot be obtained at a reasonable cost, the remaining titles may be withdrawn to maintain the collection's overall usefulness, consistency, and appeal.
7. **Space Considerations:** Items may be withdrawn when necessary to manage shelf space and maintain an accessible, browsable collection.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Instruction/Community Relations

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The Bristol Board of Education recognizes that library displays and programs are provided for the interest, information, and enlightenment of all students; represent a wide range of varied and diverging viewpoints; provide students access to age-appropriate and grade-level-appropriate content; and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Bristol Board of Education's Library Display and Program Policy serves to articulate the principles and criteria that guide the creation and development of library displays and programs and to inform the public about those standards.

This policy shall be implemented in a manner that is consistent with section §10-15c of the Connecticut General Statutes, ensuring that no person is discriminated against on the basis of race, color, sex, gender identity or expression, religion, national origin, sexual orientation, disability, or any other category protected by law.

Definitions

Library programs are defined as events, in-person or virtual, planned by the library staff for the benefit of those members of the school community who opt to attend. Programs do not include regular library instruction as part of the curriculum. Programs are generally held at the library but may in some cases be held outdoors or at other venues.

Library displays are defined as curated collections of library materials and visual aids displayed to draw attention to particular items in the library collection.

The elected Board of Education shall delegate to the superintendent of schools the authority and responsibility for library displays and programs. Responsibility for actual library displays and programs rests with certified library media specialists using the board's adopted criteria and procedures.

General Selection Criteria

In curating materials for display and in developing programs, certified library media specialists shall evaluate materials using the following general selection criteria. Not all criteria may apply in all circumstances.

- Alignment with the educational mission and goals of the school
- Support for curriculum, literacy, and lifelong learning
- Relevance to the interests, needs, and developmental levels of students
- Connection to other community or national programs, exhibitions, or events

Instruction/Community Relations

Library Display and Program Policy (continued)

- Potential to foster collaboration with school departments, community organizations, or guest presenters
- Promotion of intellectual freedom, diversity of ideas, and inclusive representation
- Opportunities for active engagement, creativity, and critical thinking
- Community needs and interest
- Historical, cultural, or educational significance
- Relation to library collections, resources, exhibits, and programs
- Relation to holidays and observances
- Cost-effectiveness and feasibility within available resources
- Balance across program types (literary, cultural, informational, recreational, etc.) to ensure a wide range of student opportunities
- Availability of display space

The Bristol Board of Education acknowledges that a certified library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials. Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited

Policy adopted:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Bylaws of the Board

School Board Liaison to Local School

I. Statement of Policy's Purpose

The Board of Education believes it can become better informed and capable of making sound educational decisions when establishing effective regular communication with its schools. This policy aims to strengthen this by assigning each Board member to liaise with a designated school. This liaison role aims to foster improved relationships among the Board, staff, students, and community, while supporting informed and responsible governance.

II. Policy Statement

The Chair of the Bristol Board of Education shall assign each member to serve as a liaison to one or more district schools. The school liaison role is intended to facilitate communication, promote Board visibility, and support the schools in a non-administrative, non-evaluative capacity.

III. Guidelines

1. Assignment of Liaisons

- a. At the annual organizational meeting or as needed, the Board Chair assigns each member to one or more schools for the purpose of ensuring balanced representation across the district.
- b. Consideration shall be given to Board members' interests, geographic proximity, prior school relationships, ~~to avoid conflicts of interest.~~ and experience, to foster positive relationships and collaboration.

2. Scope of Liaison Responsibilities

- a. Serve as a communication bridge between the school and the Board, providing updates and relaying major concerns and information.
- b. Attend school events, open houses, and special programs when feasible.
- c. Meet periodically with the school principal to discuss general school climate.
- d. Share relevant information from the school with the Board while respecting confidentiality and avoiding involvement in day-to-day operations.

3. Limitations

- a. Liaisons shall not interfere with administrative decisions or personnel matters.
- b. Liaisons do not officially represent the Board unless authorized by the Board Chair.
- c. Liaisons are not evaluators or supervisors of school staff and shall avoid any action that may be perceived as such.

4. Communication and Reporting

- a. Liaisons are encouraged to provide informal, periodic updates to the Board on school visits or notable events.

Bylaws of the Board

School Board Liaison to Local School (continued)

b. Any matters requiring Board action or administrative follow-up shall be directed to the Superintendent by the Board Chair

5. Training and Orientation

a. New Board members shall receive orientation on liaison responsibilities.

b. The Board may offer annual refreshers or share best practices among members.

The Board shall periodically review this policy and the effectiveness of the liaison program as part of its self-evaluation process or upon recommendation of the Board Chair or Superintendent.

Legal References: Connecticut General Statutes
 10-220 Duties of boards of education
 Connecticut Freedom of Information Act (FOIA)

Bylaw adopted by the Board:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Bylaw of the Board

Liaisons/Representatives

The Chairperson of the Bristol Board of Education shall, from its members, appoint liaisons to each of the Bristol schools. School liaisons provide a personal link to the Board of Education for Bristol Board of Education employees and school families.

The Chairperson of the Bristol Board of Education shall, from its members, appoint representatives from the Board to liaison committees such as, but not limited to, the Capital Region Education Council [CREC] and the Connecticut Association of Boards of Education [CABE].

Liaisons and representatives may bring information to the full Board for consideration.

Bylaw Adopted: July 7, 2004

Bylaw Revised: June 1, 2016

Students

Electronic Devices

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools. ~~The Bristol Board of Education (“Board”) considers allowing students to bring to school such devices to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board’s acceptable use and student discipline policies.~~

Definitions

Board Technology Resources

For the purposes of this policy, “Board Technology Resources” refers to the Board’s computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, smart phones, Chromebooks, Kindles, Nooks, cellular telephones, radios, and walkie-talkies, personal data assistants, I-Phones and other electronic signaling devices.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by ~~Policy # 6141.328 Bring Your Own Device and Protocol for the use of Personal Technology in the Schools. Cellular telephones may not be turned on during the school day. Use of the device shall be limited to the period before classes begin in the morning and after the student’s last class in the afternoon. Such devices shall not be used during instructional time or in the passing between classes unless there is a bona fide health or safety emergency.~~ except as specifically permitted by instructional staff or unless necessary for a student to access the district’s digital learning platform or otherwise engage in remote learning if remote learning has been authorized in accordance with applicable law.

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

On school property, at a school-sponsored activity, while in use for a remote learning activity if remote learning has been authorized in accordance with applicable law, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to: use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene, **obscene as to minors**, or contains pornography;
- Cyberbullying;
- ~~Taking pictures without the specific permission of the subject of the picture;~~
- Using ~~a privately owned technological~~ such device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

~~A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.~~

A student's privately-owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged **while the device is on school property or during a school-sponsored activity**, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

Responsibility for Privately Owned Technological Devices (continued)

privately owned technological device that is stolen, lost, or damaged while at school **or during a school-sponsored activity**. ~~Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices.~~ For that reason, students are advised not to share or loan their privately owned technological devices with other students.

~~Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.~~

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, **or at school-sponsored activities**, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

~~It is the policy of the Bristol Board of Education to~~ The Board may permit students, using their privately owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. **Students using privately-owned technological devices will agree to access the District's technology resources only through the designated Wi-Fi network.**

Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. ~~The Board considers access to its technology resources to be a privilege and not a right.~~ Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

Access to Board Technology Resources (continued)

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and that any privately owned technological devices access same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

~~(cf. 5114—Suspension and Expulsion/Due Process)~~

~~(cf. 5131—Conduct at School and Activities)~~

~~(cf. 5131.8—Out of School Misconduct)~~

~~(cf. 5131.911—Bullying)~~

~~(cf. 5131.913—Cyberbullying)~~

~~(cf. 5143.—Academic Integrity/Cheating)~~

~~(cf. 5145.5—Sexual Harassment)~~

Legal References: Connecticut General Statutes
 10-233j Student possession and use of telecommunications devices
 31-48d Employees engaged in electronic monitoring required to give prior
 notice to employees.
 53a-182 Obstructing free passage: Class C misdemeanor.
 53a-183 Harassment in the second degree: Class C misdemeanor.
 53a-250 Definitions.
 Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
925 (1978)
Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562
(1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy Adopted: August 17, 2005
Policy Revised: July 1, 2015

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Use of Private Technology Devices by Students

Cellular Phones

The use of privately-owned technological devices at school is considered a privilege, not a right. Therefore, students may possess cellular phones and other wireless communication devices on school property and school-sponsored transportation, providing students adhere to the restrictions contained within this regulation and specific school building restrictions outlined in the student handbook.

High School: Students are permitted to bring cellular phones and other wireless communication devices to school. Such devices should remain on silent throughout the school day. Device use, including earbuds, is not permitted, bell to bell, during class time. A teacher may allow use of such devices for course-specific educational purposes. Students may use cellular phones and other wireless communication devices during non-class times in areas designated by the school administration.

Middle School: Students are permitted to bring cellular phones and other wireless communication devices to school. Devices must be placed, on silent, in lockers prior to the start of the academic school day and can be collected at the end of the academic day. Students may use cellular phones and other wireless communication devices before and after the academic day in areas designated by the school administration.

PreK-5: Students are discouraged from bringing cellular phones and other wireless communication devices to school. If a parent/guardian sends their student to school with a device, the device must remain on silent for the entire day and remain out of sight and in a student's bag for the entirety of the school day and while on school-sponsored transportation.

Other Acceptable Uses

Cellular phones and other wireless communication devices are permissible in the following circumstances:

a. IEP, 504, or Health Care/Medical Plan.

Students may use cellular phones, wireless communication devices and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

b. Other Reasons.

Other reasons determined appropriate by a school administrator or school administrator's designee.

Regulation approved:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

COPY

WYLAND DALE CLIFT
CORPORATION COUNSEL

THOMAS W. CONLIN
ASSISTANT CORPORATION COUNSEL

JEFFREY R. STEEG
ASSISTANT CORPORATION COUNSEL

JONATHAN D. DONOVAN
ASSISTANT CORPORATION COUNSEL

NOELLE BATES
LEGAL ADMINISTRATOR

MARIA THEAM
LEGAL ADMINISTRATIVE ASSISTANT



CITY HALL
111 NORTH MAIN STREET
BRISTOL, CONNECTICUT 06010
Tel. (860) 584-6150
CorpCounsel@BristolCT.gov

City of Bristol

Office of Corporation Counsel

March 18, 2026

Bristol Board of Education
129 Church Street
Bristol, CT 06010

Re: Encroachment of South Side School property

Dear Commissioners:

Over the last couple of years, the Real Estate Committee of the Bristol City Council has been auditing city owned properties to ascertain if personal property (i.e. sheds, fences, etc.) of adjoining property owners have been encroaching on city owned properties.

One such property appears to be encroaching on the South Side School property located at 21 Tuttle Road. It appears that the adjoining property owner has a shed and a playscape on school property. Attached is copy of GIS photograph for reference.

At its February 11, 2025 meeting, the Bristol City Council passed an encroachment policy for city owned properties not considered as "open space" with the following two options:

- a. The city can pursue removing all structures and personal property off of the city owned property; or
- b. Enter into a boundary line adjustment with the encroaching neighbor with all expenses, including but not limited to survey costs, attorney's fees, etc. being the responsibility of the encroaching property owner.

At the March 2, 2026 Real Estate Committee Meeting, the adjoining property owner proposed purchasing a small portion of the school property or alternatively, signing a hold harmless agreement indemnifying the City of Bristol. The committee voted to send a letter to the Board of Education seeking approval to sell. If approved, the neighbor would be responsible for all costs as detailed in the aforementioned policy.

The next Real Estate Committee Meeting is April 6, 2026 so I would greatly appreciate a response so that I may inform the committee at that time.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Jeffrey R. Steeg". The signature is stylized and cursive, with a long horizontal stroke extending to the right.

Jeffrey R. Steeg

JRS:ml
enclosure

CC:
Mayor Ellen Zoppo-Sassu
Greg Hahn, Councilman, Chair of Real Estate Committee
Erik Rosengren, Councilman, member of Real Estate Committee
Mark Dickau, Councilman, member of Real Estate Committee
Peter Kelley, Councilman, Board of Education liason

TUMBLE ROAD





Solar Development Services

Bristol Public Schools

2026 NRES Program



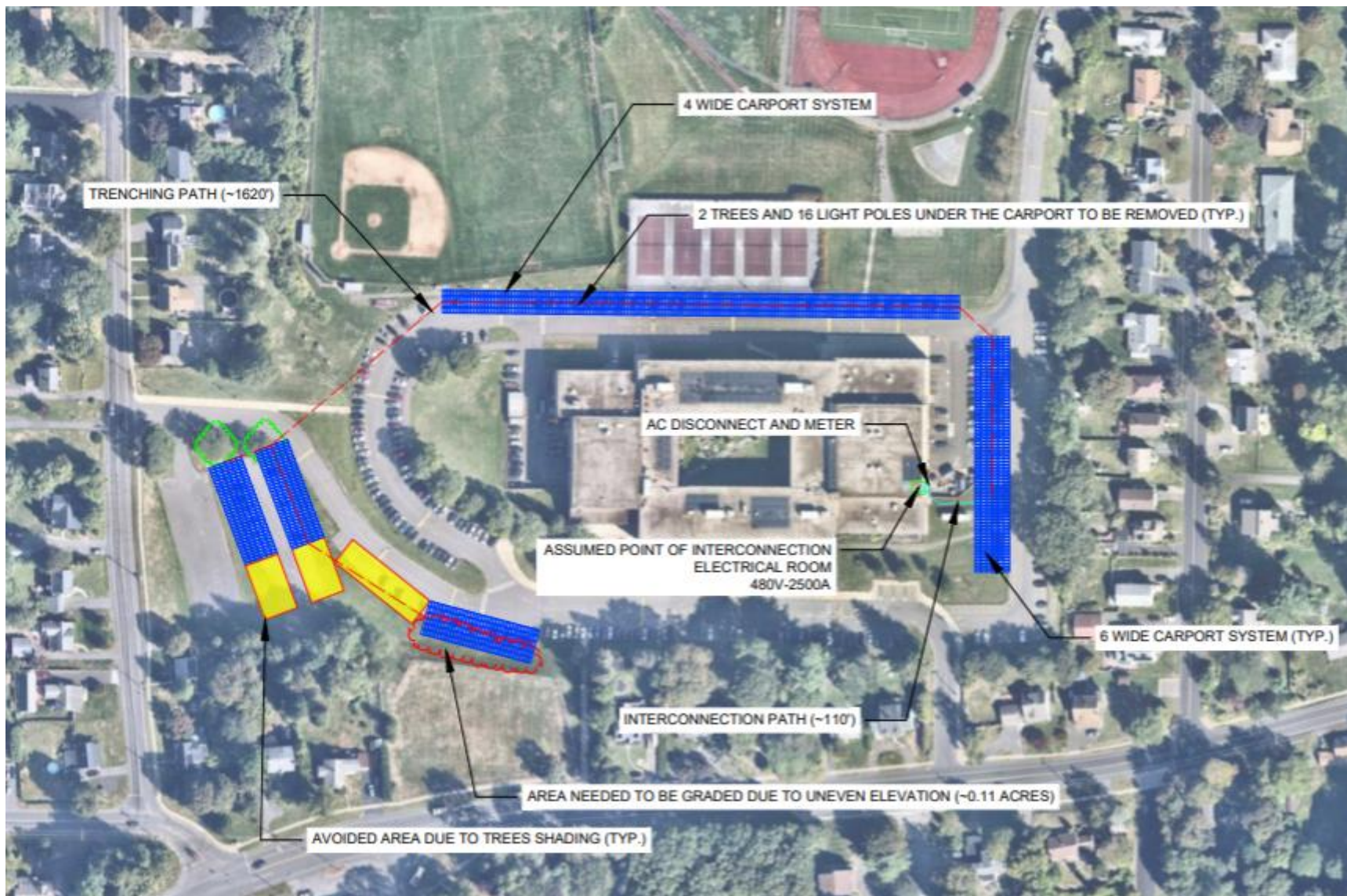
Summary

- The projects will yield + \$8,000,000 in savings over a 20-year period with zero out-of-pocket cost.
- The projects will be owned and operated by the chosen developer from an RFP process administered by Titan.
- The value from these projects will be realized as a mix of credits on BPS Eversource bills and reduced power costs through the purchase of low-cost electricity.
- The economics of these projects are dependent by the Eversource NRES incentive program and the 40% Federal Investment Tax Credit (ITC).
- The chosen developer will need to take steps to safe-harbor equipment for the project prior to July 5th 2026, per the revised renewable energy tax credit provision within the Big Beautiful Bill.
- Titan is prepared to administer the RFP and make a recommendation in time to meet this deadline.

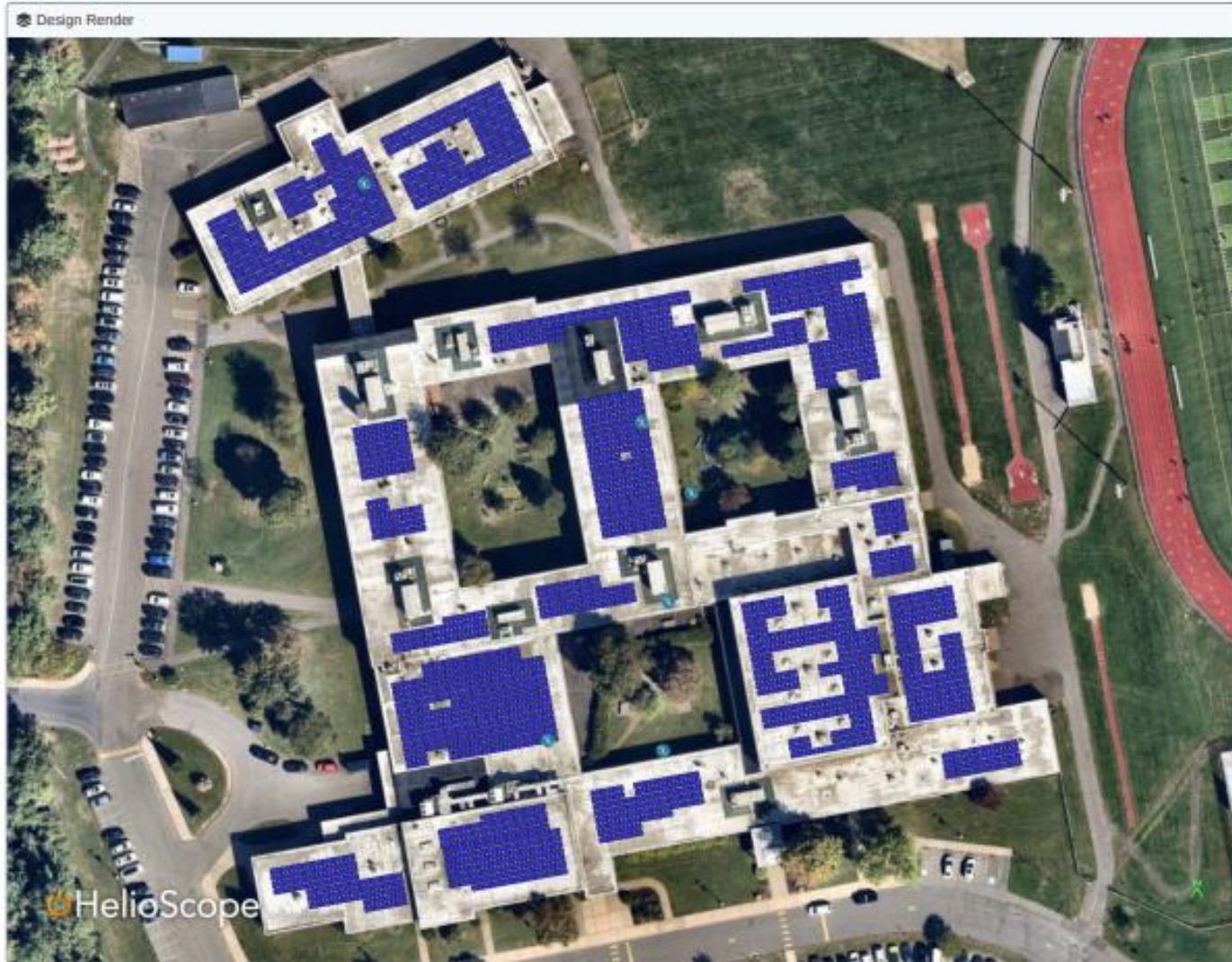
Bristol Central Rooftop



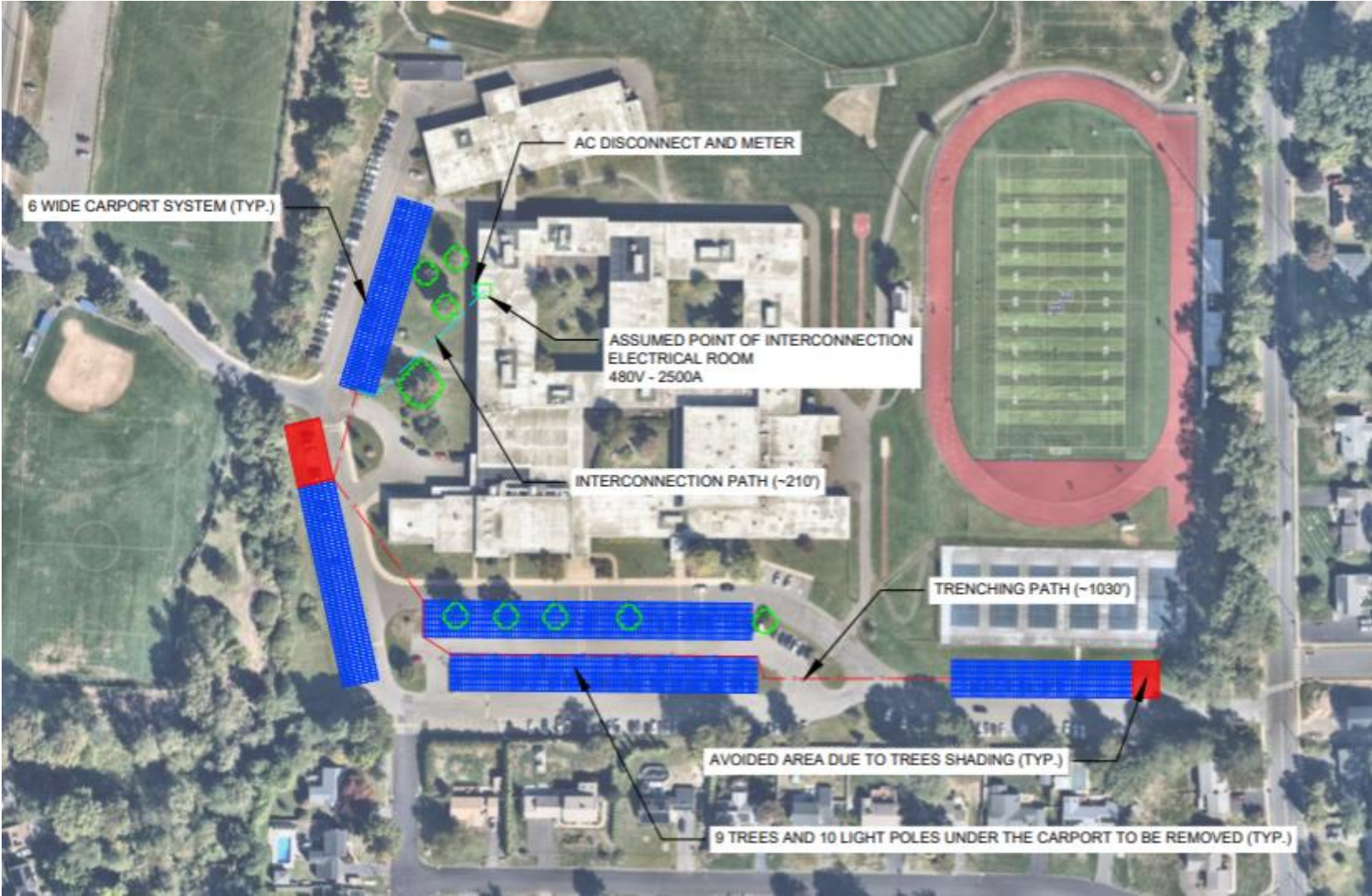
Bristol Central Carport



Bristol Eastern Rooftop



Bristol Eastern Carport









BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Information

Date: May 6th, 2026

Decision

AGENDA REPORTING FORM

TOPIC: Bristol Eastern 2027 Trip to Spain	
BACKGROUND: Justin McDermott and the students of BEHS seek approval to begin planning a trip to Spain in the Spring of 2027. As language teachers, we stress the value of authentic interactions that go beyond the confines of the classroom. This journey, tentatively scheduled for April 10 to April 17, 2027, offers students a level of linguistic and cultural engagement that is impossible to replicate in a traditional school setting. Highlights of the proposed trip include guided tours of Madrid and Barcelona, a visit to the royal palace, and an evening of Flamenco.	
COSTS: \$4,413 per student	FUNDING SOURCE: N/A
RECOMMENDATIONS/COMMENTS:	
ATTACHMENTS: <ul style="list-style-type: none">• Spain 2027 Field Trip Approval Forms• Spain 2027 - Sample Itinerary.pdf	

TOPIC PRESENTER: Leszek Ward/Justin McDermott

CONTACT NUMBER: 860-609-7397

ACTING SUPERINTENDENT: Ms. Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	



Bristol Public Schools
Field Trip Request Form for Travel
Outside the Continental United States
Page 1 of 2

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School:	Bristol Eastern High School		
Date of Request:	3/23/26		
Trip Destination:	Madrid and Barcelona Spain		
Proposed Dates:	4/10/27-4/17/27		
Approx. # Students:	15		
Grade Levels:	9th-12th (Students in Spanish 3 or higher)		
Requesting Teacher(s):	Justin McDermott		
Chaperones	1. Justin McDermott	4.	
	2. Ashley McDermott	5.	
	3.	6.	
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>		
Transportation	<input checked="" type="checkbox"/> Bus	<input type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane
	<input type="checkbox"/> Other:		
Lodging	<input checked="" type="checkbox"/> Hotel/Motel	<input type="checkbox"/> Private Homes	<input type="checkbox"/> Other:
Name of Travel Agency	Explorica by WorldStrides		
Total Estimated Budget	NA		
Total Estimated Cost to Student	Approx. \$4,413 per student		
Fundraising	Are fund raising activities planned?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

	Please describe: Students are each set up with an individual fundraising page through Explorica where family members and friends can contribute to the cost of their trip for birthday, other holiday celebrations or just to support.
--	---

Proposed Itinerary: Please write a brief narrative explaining the purpose and educational value of the proposed trip.

Students will experience Spain's culture, will have the opportunity to use the Spanish they have learned in school and will visit many historical sites. Highlights include:

- Plaza Mayor: Madrid's most famous square. Throughout its long history the square has hosted markets, bullfights, soccer games, public executions, and the Spanish Inquisition. It is now ringed by shops and cafés and is often filled with artists and musicians.
- Royal Palace visit: Travelers browse through the 3,418 rooms in the largest palace in Europe. Art lovers will marvel at the walls lined with priceless paintings.
- Toledo Cathedral visit: Walk to Toledo Cathedral, considered one of the greatest Gothic structures in Spain. The cathedral actually reflects several architectural styles and features many art treasures, including: the Transparente, a Last Supper in alabaster, El Greco's Twelve Apostles, and works by Juan de Borgona. The Treasure Room features a 500-pound, 15th Century gilded monstrance, allegedly made with gold brought back from the New World by Columbus. It is still carried through the streets of Toledo during the feast of Corpus Christi.
- Gaudí's Sagrada Familia: This breathtaking church, said to be the master-work of architect Antoni Gaudí, has been under construction since 1882 and is expected to be completed in 2026!
- Gerona and Figueres guided excursion- Travel through the rolling land of northern Catalonia to Girona, a hilly medieval town with narrow streets connected by stairways and pastel buildings lining the waterfront. Climb the 90 steps to the Baroque cathedral. Tour the antique Jewish quarter. See the Arab baths. Then continue to Figueres, a bustling village that is the hometown of Catalonian surrealist painter Salvador Dalí.

Please attach a copy of the full brochure from the travel agency.

Madrid & Barcelona

GROUP INFORMATION



Departing From:
New York City

Departing:
April 10, 2027

Returning:
April 17, 2027

RESERVE YOUR TOUR NOW!

BEST PRICE guaranteed

Total Fee:* \$4,413.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee*	\$3,885.00
El Escorial & Segovia guided excursion	\$95.00
Toledo guided excursion	\$80.00
Gerona and Figueres guided excursion	\$95.00
On-Tour Tipping	\$79.00
Travel Protection Plan Plus	\$379.00
** 2027EarlySavings	\$ -200.00

Total Fee* \$4,413.00

OR 11 monthly payments of \$362.18
After initial payment of \$429.00

* Last day for this Tour Fee is Mar 26, 2026.

** Only valid with voucher code 2027EarlySavings

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$125.00
Twin Room Upgrade	\$270.00
Additional Adult Fee	\$395.00

TOUR FEE INCLUDES:

- Round-trip airfare
- 6 overnight stays (8 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

TOUR ITINERARY

Day 1 Overnight Flight to Spain (Madrid)

Day 2 Hola Madrid

Meet your tour director and check into hotel
Madrid city walk
Puerta del Sol, Plaza Mayor, Plaza de España

Day 3 Madrid

Madrid guided sightseeing tour
Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit
Optional Toledo guided excursion \$80
Toledo Cathedral visit, St. Mary's Synagogue visit, Sword factory visit

Day 4 Madrid

Reina Sofia Museum visit
Optional El Escorial & Segovia guided excursion \$95
El Escorial visit, Segovia Alcázar visit
Flamenco evening

Day 5 Madrid--Barcelona

Travel to Barcelona via Zaragoza
Basilica of the Virgin of Pilar visit

Day 6 Barcelona

Barcelona guided sightseeing tour
Plaza de Espana, Gaudí's Sagrada Familia, Montjuic Hill, Park Guell visit
Las Ramblas scavenger hunt
Tapas dinner

Day 7 Barcelona

Optional Gerona and Figueres guided excursion \$95
Salvador Dalí Theater Museum visit
Paella dinner

Day 8 Flight home from Barcelona



Bristol Public Schools
Field Trip Request Form
 (Use for all Field Trips)
 Page 1 of 2

Name of School:	Bristol Eastern High School		
Date of Request:	3/23/26		
Trip Destination:	Madrid and Barcelona Spain		
Proposed Dates:	4/10/27-4/17/27		
Type of Trip	<input type="checkbox"/> Curriculum-based	<input checked="" type="checkbox"/> Enrichment	<input type="checkbox"/> Recreational
	<input type="checkbox"/> Athletic		
Approx. # Students:	15		
Grade Levels:	9th-12th (Students in Spanish 3 or higher)		
Requesting Teacher(s):	Justin McDermott		
Chaperones	1. Justin McDermott	5.	
	2. Ashley McDermott	6.	
	3.	7.	
	4.	8.	
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>		
Transportation	<input checked="" type="checkbox"/> Bus	<input type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane
	<input type="checkbox"/> Car		
Lodging	<input checked="" type="checkbox"/> Hotel/Motel	<input type="checkbox"/> Private Homes	<input type="checkbox"/> Other:
Total Estimated Budget	NA		
Total Estimated Cost to Student	Approx. \$4,413 per student		
Fundraising	Are fund raising activities planned?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Please describe: Students are each set up with an individual fundraising page through Explorica where family members and friends can contribute to the cost of their trip for birthday, other holiday celebrations or just to support.		

<p>Please describe if/how lunch or snacks will be provided to students on the trip so that the school is aware of potential dietary needs.</p>	<p>Tour Includes Round-trip airfare 6 overnight stays in hotels with private bathrooms Full European breakfast daily Dinner daily Full-time services of a professional tour director Guided sightseeing tours and city walks as per itinerary Visits to select attractions as per itinerary Tour Diary™ Local Guide and Local Bus Driver tips; see note regarding other important tips Note: On arrival day only dinner is provided; on departure day, only breakfast is provided Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included. Transportation to and from Bristol Eastern to the airport on departure and return date are not included in the price. Daily lunches are not included in the price</p>
<p>The field trip plan and proposed student list was reviewed with the school nurse on: (See signed School Health Field Trip Approval Form)</p>	

Plan and Educational Rationale: Please attach a detailed plan for the proposed trip with a separate statement that describes the importance of the trip to the students’ classroom education and the district’s specific curricular focus for those children.

The essence of world language instruction is to provide as many communication and cultural experiences in the language of study as possible. This trip to Madrid and Barcelona takes learning beyond the classroom walls and provides students with a truly authentic experience that immerses them in the Spanish language and living culture they have been studying in class.

The world language curriculum is based on the "five C's," the Standards for Foreign Language Learning: communication, cultures, connections, comparisons, and communities. Students traveling to Spain will have the unique opportunity to move beyond textbooks and communicate in Spanish in real-world settings. Students will gain a deep knowledge of Spanish culture and connect with other disciplines by exploring the artistic legacy of the Royal Palace and the architectural wonders of Antoni Gaudí, such as the Sagrada Familia. To truly experience the cultural products and practices of Spain, students will participate in the social tradition of enjoying tapas and witness the emotional artistry of a live flamenco performance. These experiences allow students to draw direct comparisons to their own lifestyles while discovering the unique customs that define modern Spain.

As language learners, we stress the value of authentic interactions that go beyond the confines of the classroom. This journey, scheduled for April 10 to April 17, 2027, offers students a level of linguistic and cultural engagement that is impossible to replicate in a traditional school setting.

Madrid & Barcelona

GROUP INFORMATION

Departing From:
New York City

Departing:
April 10, 2027

Returning:
April 17, 2027

RESERVE YOUR TOUR NOW!

BEST PRICE guaranteed

Total Fee:* \$4,413.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee*	\$3,885.00
El Escorial & Segovia guided excursion	\$95.00
Toledo guided excursion	\$80.00
Gerona and Figueres guided excursion	\$95.00
On-Tour Tipping	\$79.00
Travel Protection Plan Plus	\$379.00
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Total Fee* \$4,413.00

OR 11 monthly payments of \$362.18
After initial payment of \$429.00

* Last day for this Tour Fee is Mar 26, 2026.

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Adult Supplement	\$125.00
Twin Room Upgrade	\$270.00
Additional Adult Fee	\$395.00

TOUR ITINERARY

Day 1 Overnight Flight to Spain (Madrid)

Day 2 Hola Madrid

Meet your tour director and check into hotel
Madrid city walk
Puerta del Sol, Plaza Mayor, Plaza de España

Day 3 Madrid

Madrid guided sightseeing tour
Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit
Optional Toledo guided excursion \$80
Toledo Cathedral visit, St. Mary's Synagogue visit, Sword factory visit

Day 4 Madrid

Reina Sofia Museum visit
Optional El Escorial & Segovia guided excursion \$95
El Escorial visit, Segovia Alcázar visit
Flamenco evening

Day 5 Madrid--Barcelona

Travel to Barcelona via Zaragoza
Basilica of the Virgin of Pilar visit

Day 6 Barcelona

Barcelona guided sightseeing tour
Plaza de Espana, Gaudi's Sagrada Familia, Montjuic Hill, Park Guell visit
Las Ramblas scavenger hunt
Tapas dinner

Day 7 Barcelona

Optional Gerona and Figueres guided excursion \$95
Salvador Dalí Theater Museum visit
Paella dinner

Day 8 Flight home from Barcelona

TOUR FEE INCLUDES:

- Round-trip airfare
- 6 overnight stays (8 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

I have read the **DISTRICT GUIDELINES FOR PLANNING PUPIL FIELD TRIPS**, and I hereby request approval to plan a school-sponsored trip.

Justin McDermott
Name of Requester

March 23, 2026
Date

FOR OVERNIGHT and/or OUT OF STATE TRIPS ONLY

What comparable educational experience is available in the Bristol area?	
There are no comparable experiences available in Bristol.	
Proposed dates	4/10/27-4/17/27
Proposed lodging information	Explorica makes all hotel reservations for the trip. Hotels with private bathrooms. Rooms are typically double or triple occupancy students are grouped together for hotels by gender into groups of two or three.

FOR TRIPS OUTSIDE OF THE CONTINENTAL U.S. ONLY:

Please attach the approval of Exhibit A- Field Trip Request Form for Travel Outside the Continental United States

APPROVALS

	Approval Needed	Timeline	From	Signature	Date
<i>Trips that do not include a signed School Health Field Trip Approval form should not be approved.</i>					
	Day Field Trip	4 weeks before	Principal only		
	APPROVAL FOR PLANNING OF: Overnight OR Out of state OR Out of country trip	12 weeks before	Principal		
			Superintendent		
	FINAL APPROVAL FOR Overnight OR Out of state OR Out of country trip	4 weeks before	Principal		
			Superintendent		



School Health Field Trip Approval Form

Page 1 of 2

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

Trip Destination: _____

Field Trip Coordinator: _____ Date of Field Trip: _____

School Nurse: _____

___ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.)

___ 2) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.)

___ 3) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach)

___ 4) Arrangements have been made for access to emergency medical services.

___ 5) Lunch/snack arrangements have been made in consideration of students with food allergies.

___ 6) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, etc.)

___ 7) Nursing care plans provided to field trip coordinator as needed.

___ 8) For out-of-state or out-of-country trips, consultation and necessary permission have been obtained regarding nursing practice and delegation in the respective location.

___ 9) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

___ 10) Other medical or safety issues addressed

School Health Field Trip Approval
Page 2 of 2

This portion of the form must be completed for any off-grounds excursions during the school day.

Date of Trip: _____ Date of Request: _____

Teacher(s): _____

Destination: _____

Departure time: _____ Return time: _____

Type of transportation: _____

Staff participating: _____

Students participating: Attach list

Number of students: _____ Number of chaperones: _____

Plan for telephone access: _____

Reviewed by _____ Date: _____
Nurse

Reminder: Student information sheets, medication, and first-aid kits should be brought on all field trips.



**Bristol Public Schools
Field Trip Permission Form**

A parent signature is required on this form for all field trips.

I have read the attached description of the field trip to be held on (date) _____ to (places) _____ and hereby consent to the participation of my child, _____ in this field trip.

I authorize school officials to send my child home, at my expense, from any field trip should his/her behavior warrant such action.

I also consent to any emergency medical treatment that my child may require during the course of this trip. Specifically, I give permission for any EMT or emergency room personnel providing medical treatment to my child to release any protected health information regarding my child to accompanying school staff in accordance with the provisions of the Health Insurance Portability and Accountability Act ("HIPPA"). In signing this authorization, I understand that I am allowing school personnel to be present in my absence during any emergency interventions involving my child and consent to the on-site exchange of medical information necessary for immediate medical treatment. Any protected health information released to school staff during an emergency shall be treated as confidential student information protected from further disclosure in accordance with the provisions of Connecticut law and the Family Educational Rights and Privacy Act ("FERPA").

I understand that, because travel plans must be determined well in advance of departure, any prepayments toward this trip may be *nonrefundable*.

I understand further that Homeland Security issues may force the cancellation of this trip and forfeiture of my payment. By signing below, I understand and accept that circumstance may arise between now and departure which could cause the trip to be cancelled, which may result in financial loss. I further understand that the Bristol Board of Education will not be liable for any financial losses I may incur should this trip be cancelled due to security or other unforeseen reasons.

I understand that I need to inform the school nurse of the medical condition/allergies my child has that requires any care needs on the field trip.

I understand that I must contact the school nurse to make arrangements if my child requires medication during the field trip.

_____ Date _____ Signature of Parent/Guardian

Parent Name: _____

Phone #'s to be reached during field trip-

Home: _____ Work: _____ Cell: _____

Physician: _____ Hospital of Choice: _____

I give my permission to the teacher-in-charge of the trip to seek emergency medical attention for ***(Student's Name)*** _____ and I ask that I be notified as soon as possible.

I accept the responsibility for any expense incurred for that medical treatment.

_____ Insurance Company _____ Insurance ID Number

Bristol Public Schools
Rules for Field Trip Chaperones

The Bristol Public Schools appreciate your agreement to serve as a field trip chaperone. For your protection and that of the school district, we want to assure that your responsibilities are clear, as follows:

1. Chaperones will be asked to present identification prior to taking the trip. All chaperones must be 21 years of age or older.
2. Chaperones serve at the direction of the teacher/sponsor and/or administrators present. Please take your lead from them.
3. Chaperones are not responsible and have no authority for disciplining of students. While it is permissible to redirect a student's attention verbally, any behavior problems should be referred to the teachers and/or administrators present.
4. Chaperones do not have the authority to dispense medication, even non-prescription medication. If there is any request concerning medication, even aspirin or Tylenol, please refer it to the teachers and/or administrators present.
5. If you are asked to stay with a particular student or group of students, it is important that you do so. If it is necessary to leave your group, please get the attention of and notify a teacher or administrator before doing so, so that alternative arrangements for supervising the students can be made.
6. Chaperones are not permitted to bring other children to events, including their own children.
7. Persons other than staff members serving as chaperones on overnight field trips may be asked to submit a background security check.
8. Chaperones are bound by and must follow all rules of the Bristol Public Schools, including but not limited to the strict prohibition against use of alcohol at any time while on a school trip.
9. Chaperones are asked to refrain from smoking in the presence of students.
10. If there are any special rules or requirements, the teachers and/or administrators supervising the trip will inform you.

I acknowledge receipt and that I have read these rules for chaperones and agree to abide by these and all other school rules and regulations.

Chaperone Name

Date

SAMPLE – Please adapt for your trip

Letter to Parents/Guardians

Re: Trip to [insert destination]

Dear Parents and Guardians:

As you know, your son or daughter is a member of the _____ Club. This year, the _____ Club has proposed a trip to _____ in [date].

Not surprisingly, school districts around the country are continually reconsidering the approval of field trips, based on the possibility of terrorist attacks and other concerns related to the safety of students. Trips involving travel to foreign countries are of particular concern. While the decision to participate or not participate in an approved trip will in each case be made by individual students and their parents, we will be reviewing any and all proposed trips on a continuing basis to determine whether certain trips should be canceled altogether.

At this point in time, the Board of Education has approved the proposed trip to [DESTINATION] in [DATE]. However, the Board reserves the right to reconsider that approval at anytime between now and the time of departure of the trip, based on the circumstances existing at the time. In addition, in the event that the Board decides at any point to rescind its approval of this trip, thereby canceling the trip, the Board will not be responsible for any financial losses or penalties incurred by the affected students or their parents or guardians.

We are confident that parents and students will understand our need to reassess on a continuing basis whether particular trips should go forward, based on the circumstances existing at the time. While we wish that we could provide students and parents with a definite statement about whether a trip will or will not go forward, that is simply not possible in these difficult, unpredictable times.

We appreciate your understanding in these matters, and we invite you to contact us if you have any questions.

Sincerely,

Bristol Public Schools Ski Club Permission Form

I, _____, hereby give my permission for my son/daughter,
_____,
(name of parent/guardian) (name)

a student in the Bristol Public Schools, to participate in the Ski Club outings during the 2010-2011 school year.

In giving this permission I have indicated my agreement to the following by circling my response:

I understand that Bristol will be providing transportation to and from the following location:
_____.

Bristol shall have no responsibility to wait for my child if my child is not present when the transportation is leaving to go to or return from this outing.

Agreed

I understand that the adult advisors to the Ski Club will ride the transportation with the students and be available on site at the outing. However, these advisors will have no responsibility for providing instruction, ensuring that my child has the correct equipment, that the equipment is in proper and safe working order, or that my child uses the equipment properly and in a safe manner. The advisors also shall have no responsibility for monitoring what trails or areas my child uses at the outing.

Agreed

Do you understand the nature of the trip and the risks inherent in skiing and snowboarding activities available to your student during the outing?

Yes No

Will your child require any special care or accommodations in connection with this trip? Include a complete description of your child's allergies, medication requirements and any medical, physical or other conditions related to care/supervision of your child.

Yes No

If yes, please explain: _____

We will contact you immediately in the event of the need for emergency medical treatment for your child. However, in the event of an urgent need to authorize emergency medical care, do you grant permission for medical treatment to be given and/or for the supervising staff (including volunteers) to take your child to the physician, dentist or hospital if an accident or serious illness occurs on the trip and you and the emergency contacts cannot be located in a timely fashion. You also understand and agree that you and not Bristol will have the responsibility for paying the costs of any such treatment.

Yes No

Page 2

Ski Club Waiver

I, the undersigned parent or guardian of _____, hereby acknowledge that I have been properly advised, cautioned, and warned by the proper administrative personnel at the Bristol Public Schools that by participating in the Ski Club Outings, a student is exposing her/himself in the risk of serious injury, including but not limited to the risk of sprains, fractures, and ligament and/or cartilage damage which could result in a temporary or permanent, partial, or complete impairment in the use of limbs; brain damage, paralysis, or even death. Having been so cautioned and warned, it is still _____'s desire to participate in the activity listed above. It is hereby further acknowledge that _____ does so with full knowledge and understanding of the risk of serious injury to which _____ is exposing himself/herself by participating in the aforementioned activity. [insert child's name in each space]

The Bristol Board of Education, the Town of Bristol and their agents, employees, or members shall bear no responsibility for any accident or injury (including death) sustained by the Student while participating in the aforementioned trip to (location(s) and all related travel and activities, including skiing and/or snowboarding to the extent permitted by law. To this end, I (for myself and the Student) hereby release and forever discharge the Board of Education, the Town of Bristol, and any of their members, employees or agents (including volunteers and chaperones) from any and all claims, demands, rights or cause of action of whatsoever kind or nature arising from, or by reason of, any and all known or unknown foreseen or unforeseen, bodily or personal injuries (including death), or damage to property and the consequences thereof which hereafter may be sustained by the Student or any parent or guardian or their heirs, executors or assigns, arising out of or in connection with the Student's participation in the Ski Club outings and all related travel and activities. Furthermore, the Parent hereby expressly stipulates and agrees to indemnify and forever hold harmless the Bristol Board of Education, the Town of Bristol, and any of its members, employees or agents (including volunteers and chaperones) against any and all loss from any and all claims, demands, or action in law or in equity that may hereafter be made or brought by any person or by the Student or by anyone acting on his behalf for the purpose of enforcing a claim for damages on account of any injury (including death) any damage arising out of or in connection with the Student's participation in the trip and all related travel and activities, and the costs of medical services.

I _____ represent and warrant that I am signing this Waiver
[name of parent/guardian]

voluntarily and knowingly, with a full and complete understanding of the terms and conditions of this Waiver.

Parent/Guardian or Adult Student Signature

Date

Suggested Roles and Responsibilities

School Administrators

1. Ensure adherence to districtwide policy for school-sponsored trips.
2. Communicate policy to all parties involved including staff, parents and students.
3. Encourage and support team planning for successful trips.
4. Encourage parents meeting to discuss details and requirements of the trip.
5. Support school nurse notification (at least four weeks prior to trip) and approval of all trips to identify and meet the health needs of students prior to your approval.
6. Ensure that the field trip coordinator has made arrangements by contacting the Director of Special Services to request a nurse at least three weeks prior to the trip for nursing coverage, if needed.
7. Serve as the key contact for emergencies during trips and involve the school nurse and school medical advisor as needed.
8. Determine alternative options or cancellation of trip if all students cannot attend the field trip due to the inability of the school district to accommodate the health or other special needs of students.

School Nurses

1. Adhere to district policy for field trips.
2. Obtain health information on all students participating from their health records and parental information.
3. Conduct a health and safety assessment of student needs based on a multitude of factors including severity of needs, location of trip, staff attending the trip, etc.
4. Contact visiting state board of nurses for permission to practice in that state if attending the trip and the state does not offer visiting status. (for out-of-state trips)
5. Contact visiting state board of nurses for information on nurse practice act, delegation and administration of medications laws and rulings if any care will be delegated to unlicensed personnel, such as the teacher or other school staff. (for out-of-state trips)
6. Develop nursing and emergency care plans for all students that will require medication, treatments or monitoring on the trip.
7. Obtain necessary medication and equipment for trip from parent at least three school days prior to departure.
8. Prepare all necessary medication, equipment and an emergency bag for the school staff.

9. Provide training to school staff regarding medication administration according to the Regulations and physician orders.
10. Provide training to school staff regarding any health care procedures to be performed and review emergency responses.
11. Determine competence of unlicensed school personnel to carry out medication administration and health care procedures.
12. Provide supervision to staff during the trip.

Important Note: School nurses may not provide the staff with more than one dose of medication from their school supply as this is considered dispensing and is not in the scope of practice for any nurse. For multiple doses, parents must provide the appropriate supply (i.e., three-day supply for three-day overnight field trip) from their pharmacy and ensure it is stored in an appropriately labeled pharmaceutical container.

School Personnel (teachers and other staff)

1. Adhere to districtwide policy regarding all aspects of field trips.
2. Include the school nurse in planning field trips to avoid any potential cancellations or situations of concern.
3. Notify the school nurse and obtain school nurse approval prior to principal approval and authorization of trip.
4. Contact the Director of Special Services to request a nurse for the trip if one is needed at least three weeks prior to the trip.
5. Communicate to parents the need for updated health and emergency information.
6. Participate in all trainings regarding health and safety of students prior to departure.
7. Be prepared to address emergency situations.
8. Contact the principal and school nurse as needed for health questions or emergencies while on the field trip.
9. Meet with the school nurse upon return to review documentation and performance of procedures and to debrief about the overall experience of the trip in meeting the students' health needs.

Parents/Students

1. Adhere to districtwide policy regarding all aspects of field trips.
2. Provide the school with updated health (including medication administration orders when necessary) and emergency information as required.
3. Adhere to districtwide policies regarding medication administration and self-administration of medications by students while on field trips.

4. Request from local pharmacy and provide school with an appropriately labeled medication container with only the amount of medication needed on the field trip.
5. For parents of students with special health care needs, consider attending if appropriate and requested by school personnel with the clear understanding that a school district cannot mandate or require parents to attend field trips as a means of accommodating a child with special health care needs.

Source: **Field Trips: Guidance for School Nurses**, Connecticut State Department of Education, June 2014.

Frequently Asked Questions (Pertaining to Medical Issues)

1. **Can a parent sign a relinquishment waiver to bring Glucagon for day trips only? Or can they sign a waiver for overnight trips as well?**

No. An order from the provider and parent approval for all medication actions (such as withhold, substitute, discontinue, etc.) for any school-sponsored trip is necessary.

2. **Can a parent assign a friend or relative to go on a field trip with their child in order to administer an emergency medication?**

No. According to the C.G.S. and regulations regarding medication administration in schools, only school nurses, qualified personnel or parents may administer medication to students.

3. **If the school district has current standing orders from our school physician (medical advisor) and signed parental permission on our Emergency Consent Forms, do we need a new authorization form for administration of medication for the trip signed by the child's medical provider?**

Yes, unless the school nurse is accompanying the trip. Standing orders may be administered only by a nurse after an assessment of the student's complaint and symptoms. Any medications delegated to qualified personnel in schools must have an individual student Medication Authorization Form.

4. **Can school nurses package multiple doses of meds for an extended day field trip?**

No. School nurses may not provide the staff with more than one dose of medication from their school supply as this is considered dispensing and is not in the scope of practice for any nurse.

5. **Can volunteers (such as parents) administer medications to students, other than their own children, on a field trip?**

No. According to the medication regulations, other than the school nurse, only "qualified personnel for schools" may administer medication in schools. "Qualified personnel for schools means (a) a full-time employee who meets the local or regional board of education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication in accordance with Section 10212a-3 of these regulations; (b) a coach and licensed athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of these regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a- 9 of these regulations. For school readiness

programs and before- and after-school programs, directors or director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of these regulations."

6. Is the school nurse responsible for non-school sponsored field trips?

No. Although school personnel (including school nurses) are often aware of non-school sponsored field trips or planned privately sponsored trips, they are not required to plan, coordinate or supervise these activities.

7. Do nurses require permission from other states when administering nursing services on field trips?

Yes. For field trips outside Connecticut, it is necessary that the school nurses determine the licensure and practice acts in the visiting state or country. The regulations for practice can vary from state to state and because Connecticut is not part of the Nurse Licensure Compact, the nurse is only licensed to practice in Connecticut.

Source: Field Trips: Guidance for School Nurses Field Trips, Connecticut State Department of Education, June 2014

Madrid & Barcelona

GROUP INFORMATION



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New York City

Departing:
April 10, 2027

Returning:
April 17, 2027

RESERVE YOUR TOUR NOW!

BEST PRICE guaranteed

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Reina Sofia Museum visit
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El Escorial visit, Segovia Alcázar visit
Flamenco evening

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Basilica of the Virgin of Pilar visit

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Las Ramblas scavenger hunt
Tapas dinner

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- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Information

Date: May 6th, 2026

Decision

AGENDA REPORTING FORM

TOPIC: Bristol Central 2028 Exchange in Fano, Italy

BACKGROUND: Gina Gallo and the Italian students of BCHS seek approval to continue a 17 year exchange program with the G. Nolfi classical language school in Fano, Italy. We are requesting permission to host our sister school during the fall of 2027 and travel to Italy in the spring of 2028.





The goal of this exchange is to create opportunities for our students to use language in a full-immersion setting while acting as cultured global citizens and ambassadors of Bristol. A program such as this aligns with our vision of the graduate a supports our global mindset reinforcing our initiative to “work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts as well as understanding other nations and cultures including the use of non-English language”.

COSTS: \$1,500-1,900 per student

FUNDING SOURCE: N/A

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

-  **Italy 2028 Exchange - Sample Itinerary.pdf**
-  **Italy Spring 2028 Field Trip Approval Forms**
-  **Proposal for the BOE, Fano 2027-2028.docx**
-  **Italy 2028 Exchange - Insurance Plan.pdf**

TOPIC PRESENTER: Leszek Ward/Gina Gallo

CONTACT NUMBER: 860-609-7397

ACTING SUPERINTENDENT: Ms. Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	



STUDENT TRAVEL PROTECTION PLAN



Plan or Claim Services:
www.travelinsured.com
1-855-836-1488

24/7 Traveler Support Service:
1-800-494-9907 (Within U.S./Canada)
1-603-328-1707 (Outside of U.S./Canada)



WORLDWIDE NON-INSURANCE ASSISTANCE SERVICES

The Travel Assistance feature provides a variety of travel related services.

Services offered include:

- Medical or Legal Referral • Inoculation Information • Hospital Admission Guarantee
- Telemedicine • House Calls • Translation Service • Lost Baggage Retrieval • Passport/Visa Information • Emergency Cash Advance • Bail Bond • Prescription Drug/Eyeglass Replacement • ID Theft Resolution Service • Concierge Service • Business Concierge

24/7 Worldwide Non-Insurance Assistance Services

Travel Assistance, Medical Emergency, Concierge Service, Business Concierge, and ID Theft Resolution Service FOR EMERGENCY ASSISTANCE DURING YOUR TRIP CALL:

800-494-9907

(From US/Canada)

OR CALL COLLECT:

603-328-1707

(From all other locations)

Travel assistance non-insurance services are provided by an independent organization and not by United States Fire Insurance Company or Travel Insured International. There may be times when circumstances beyond the Assistance Company's control hinder their endeavors to provide travel assistance services. They will, however, make all reasonable efforts to provide travel assistance services and help You resolve Your emergency situation.

AVAILABILITY OF SERVICES

You are eligible for information and concierge services at any time after You purchase this plan. The Emergency Assistance Services become available when You actually start Your Covered Trip. Emergency Assistance, Concierge and Informational Services end the earliest of: midnight on the day the program expires; when You reach Your return destination; or when You complete Your Covered Trip. The Identity Theft Resolution Services become available on Your scheduled departure date for Your Covered Trip. Services are provided only for an Identity Theft event which occurs while on Your Covered Trip. Identity Theft Resolution does not guarantee that its intervention on behalf of You will result in a particular outcome or that its efforts on behalf of You will lead to a result satisfactory to You. Identity Theft Resolution does not include and shall not assist You for thefts involving non-US bank accounts.

IDENTITY THEFT RESOLUTION SERVICES

In the event of an Identify Theft event while on Your Covered Trip, Travel Insured's designated provider will provide you with the support and tools needed for You to restore Your identity to prevent status.

Assistance includes contacting Your creditors to notify them of the event and to request replacement cards; connecting you with a friend or family member at home and providing them with the assistance to set up a transfer or wire of funds; information on how to contact the three major credit bureaus; guidance on how to obtain a police report; and providing You with a guide on how to restore Your credit.

CONCIERGE SERVICES

Concierge Services are provided by Travel Insured's designated provider. There is no charge for the services provided by the provider. You are responsible for the cost of services provided and charged for by third parties and for the actual cost of merchandise, entertainment, sports, tickets, food and beverages and other disbursement items. Services offered include: • Destination Profiles • Epicurean Needs • Event Ticketing • Floral Services • Tee Time Reservations • Hotel Accommodations • Meet-And-Greet Services • Shopping Assistance Services • Pre-Trip Assistance • Procurement of Hard-To-Find Items • Restaurant Referrals and Reservations • Rental Car Reservations • Airline Reservations

BUSINESS CONCIERGE SERVICES

Concierge Services are provided by Travel Insured's designated provider. There is no charge for the services provided by the provider. You are responsible for the cost of services provided and charged for by third parties. Services offered include: • Emergency Correspondence And Business Communication Assistance • Assistance With Locating Available Business Services Such As: Express/Overnight Delivery Sites, Internet Cafes, Print/Copy Services • Assistance With Or Arrangements For Telephone And Web Conferencing • Emergency Messaging To Customers, Associates, And Others (Phone, Fax, E-mail, Text, etc.) • Real Time Weather, Travel Delay And Flight Status Information • Worldwide Business Directory Service For Equipment Repair/Replacement, Warranty Service, etc. • Emergency Travel Arrangements

INDIVIDUAL TRAVEL PROTECTION INSURANCE POLICY

Student Travel Protection Plan

United States Fire Insurance Company, herein referred to as the "Company" or as "We", "Us" and "Our", agrees to pay the benefits provided by this policy per its provisions. This policy provides travel protection insurance benefits. Defined terms are capitalized and their meanings are listed in the General Definitions section.

PLEASE READ THIS DOCUMENT CAREFULLY FOR FULL DETAILS

This document is a legal contract issued in consideration of Your enrollment and payment of the premium due collected by Us or Our authorized representative.

14 Day Free Look Period


If You are not satisfied for any reason, You may cancel this policy within 14 days of the Effective Date of Your coverage by providing Us or Our authorized representative the cancellation notice. We will refund Your premium provided there has been no incurred loss; You have not departed on Your Trip or filed a claim under this policy. When so returned, all coverages under this policy are invalid from the beginning.

INCORPORATION PROVISION: The provisions of this policy and all amendments to this policy, after its effective date, are made part of this policy.

Signed for United States Fire Insurance Company By:



Marc J. Adee
Chairman and CEO



Michael P. McTigue
Secretary

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SCHEDULE OF BENEFITS

SECTION IV Travel Arrangement Protection Benefit(s)	Maximum Benefit Amount
Trip Cancellation**	up to 100% of non-refundable insured Trip Cost*
Optional Cancel for Any Reason	75% of non-refundable insured Trip Cost*
Trip Interruption***	150% of non-refundable insured Trip Cost*
*Up to the lesser of the Trip Cost paid or the limit of coverage on Your confirmation of coverage	
**Trip Cancellation is not applicable when \$0 Trip Cost displayed on Your confirmation of coverage	
***\$500 Return air ticket cost only if \$0 Trip Cost displayed for Trip Cancellation on Your confirmation of coverage	
Additional Trip Interruption	
Traveling Companion Hospitalization	Included under the Trip Interruption benefit maximum up to \$200 per day, limited to 10 days
Trip Delay 6 hours	up to \$250 per day, to a maximum of \$2,500
Single Supplement	Included
Missed Trip Connection	up to \$500
Medical Evacuation and Repatriation of Remains Benefit	up to \$250,000
Emergency Medical Evacuation	Included
Medically Necessary Repatriation	Included
Repatriation of Remains	Included
Medical Escort	Included
Hospital of Choice	Included
Transportation of Children/Child	Included
Bedside Visit Transportation to Join You	Included
Political or Security Evacuation and Natural Disaster Evacuation	Up to \$150,000
SECTION V Protection For Your Belongings Benefit(s)	Maximum Benefit Amount
Baggage and Personal Effects	Up to \$1,000
Musical Instruments and Musical Instruments Rental	Up to \$500
Passport, Visa or Other Travel Documents Replacement	Up to \$100
Credit Card charges and interest	Up to \$100
Per Article Limit	Up to \$250
Combined articles limit	Up to \$500
Baggage Delay 24 hours	Up to \$300
SECTION VI Travel Insurance Benefit(s)	Maximum Benefit Amount
Accident & Sickness Medical Expense	Up to \$50,000
Dental Expense sublimit	Up to \$750
Optional Benefit(s)	
We only cover You for the Optional Benefit(s) that You elect during the enrollment process, provided You paid the required additional premium and We or Our authorized representative received Your premium within the Time Sensitive Period.	
T7000IP-SOB	

SECTION I COVERAGE PROVISIONS

Who Is Eligible For Coverage

A person who is booked to travel on a Trip and pays the required premium is covered under this policy. Eligibility for purchase of this policy will be determined at the time of claim. If it is determined that a person or Trip is not eligible for coverage, any claim for benefits will be denied and Your premium for this policy will be refunded. Coverage is only available for persons who are citizens or residents of the United States of America.

Non-Refundable Provision

After the 14 day review period, the premium for this policy is non-refundable.

SECTION II WHEN COVERAGE BEGINS AND ENDS

When Coverage Begins:

This is Your Effective Date and time for Trip Cancellation, Optional Cancellation For Any Reason:

Coverage begins at 12:01 a.m. at Your location on the day after the date We or Our authorized representative receive the required premium to cover Your Trip.

This is Your Effective Date and time for Trip Delay: Coverage begins after You have traveled 50 miles or more from Your Primary Residence en route to join Your Trip.

This is Your Effective Date and time for All Other Coverages: Coverage begins on the date and time You depart on the first Travel Arrangement (or alternate travel arrangement if You must use an alternate travel arrangement to reach Your Scheduled Destination) for Your Trip.

When Coverage Ends:

Trip Cancellation, Optional Cancel For Any Reason coverage(s) automatically end on the earlier of:

1. the date and time You depart on Your Trip;
2. the date and time You cancel Your Trip.

All Other Coverages: Your coverage automatically ends on the earlier/est of:

1. the date You complete Your Trip;
2. the Scheduled Return Date;
3. Your arrival at Your Return Destination on a round Trip, or Your Scheduled Destination on a one-way Trip;
4. cancellation of Your Trip covered by this policy.

SECTION III EXTENSION OF COVERAGE

Automatic Extension of Coverage

All coverages will be extended if Your entire Trip is covered by this policy and Your return is delayed due to unavoidable circumstances beyond Your control. This extension of coverage will end on the earlier of the date You reach Your originally scheduled Return Destination or 7 days after the originally Scheduled Return Date.

Medical Evacuation and Repatriation Extension

If You incur a covered Injury or Sickness on Your Trip and a treating Physician certifies that You are not Medically Fit to Travel to Your Return Destination on Your Scheduled Return Date, the Medical Evacuation and Repatriation benefit will be

automatically extended until You are Medically Fit to Travel and transported to Your Primary Residence or You reached the Maximum Benefit Amount shown in the Schedule of Benefits.

Accident and Sickness Medical Expense Extension

If You are Hospitalized due to a covered Injury or Sickness on Your Trip and a treating Physician certifies that You are not Medically Fit to Travel to Your Return Destination on Your Scheduled Return Date, this benefit will be extended for an additional 7 days, or until You are released from the Hospital and Medically Fit to Travel, or You reached the Maximum Benefit Amount shown in the Schedule of Benefits, whichever is earlier, provided that Hospitalization goes beyond the date Your Coverage Ends.

SECTION IV TRAVEL ARRANGEMENT PROTECTION

TRIP CANCELLATION

If You cancel Your Trip prior to the Scheduled Departure Date, We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for unused, forfeited, prepaid non-refundable Payments or Deposits for the Travel Arrangements You purchased for Your Trip, provided the cancellation occurs while coverage is in effect for You and is due to any of the following covered Unforeseen reasons, as defined:

1. Your, a Family Member's, a Traveling Companion's or Traveling Companion's Family Member's or Business Partner's or Business Partner's Family Member's, death that occurs before departure on Your Trip; or
2. Your, a Family Member's, a Traveling Companion's or Traveling Companion's Family Member's or Business Partner's or Business Partner's Family Member's, Sickness or Injury, that:
 - a. occurs before departure on Your Trip;
 - b. is examined and treated by a Physician prior to cancellation unless it is not reasonably possible to do so; and
 - c. as certified by a Physician, results in medical restrictions so disabling as to cause You to cancel Your Trip;
3. You or Your Traveling Companion must cancel Your Trip due to Other Covered Events as defined, provided such circumstances occur while coverage is in effect:

Other Covered Events means:

1. You or Your Traveling Companion have Complications of Pregnancy, which is verified by medical records and occurs after the Effective Date of coverage;
2. You or Your Traveling Companion are suffering a Mental, Nervous or Psychological condition or disorders which require Hospitalization or Partial Hospitalization. Hospitalization or Partial Hospitalization must be for at least 1 or more days before Your Scheduled Trip. A Physician must certify the condition as preventing You or Your Traveling Companion from going on the Trip;
3. The Financial Insolvency or Financial Default of an entity that directly provides Travel Arrangements, including an Air Common Carrier, cruise line, tour operator, or other travel entity that causes a complete cessation of travel services if the Financial Insolvency or Financial Default occurs more than 14 days following Your Effective Date for Your Trip Cancellation benefit. Benefits will be paid due to Financial Insolvency or Financial Default of an airline only if no alternate transportation is available. If alternate transportation is available, benefits will be limited to the change fee charged to allow You to transfer to another airline in order to get to Your intended destination;
4. You or Your Traveling Companion are directly involved in a traffic accident, while en route to Your Scheduled Trip Departure City or Scheduled Destination;
5. Due to a Natural Disaster, a mandatory evacuation is ordered or recommended by local government authorities at Your Scheduled Trip Departure City or Scheduled Destination which prevents You from traveling to/arriving at Your Scheduled Trip Departure City or Scheduled Destination;

6. an unannounced Strike results in a complete cessation of services for at least 18 consecutive hours of a Common Carrier on which You or Your Traveling Companion are scheduled to travel which prevents You or Your Traveling Companion from reaching Your Scheduled Destination;
7. Inclement Weather that causes a: complete cessation of services for at least 18 consecutive hours of a Common Carrier on which You or Your Traveling Companion are scheduled to travel;
8. Your or Your Traveling Companion's Primary Residence or Scheduled Destination are made Uninhabitable and remains Uninhabitable during Your Trip by a Natural Disaster, or burglary;

Claims are not payable if a hurricane is foreseeable prior Your Effective Date for Trip Cancellation. A hurricane is foreseeable on the date it becomes a named storm.

9. You or Your Traveling Companion are hijacked or Quarantined;
10. You or Your Traveling Companion are subpoenaed, or served with a court order, or required to serve on a jury, or required to appear as a witness in a legal action, provided You or Your Traveling Companion are not: 1) a party to the legal action; except 2) appearing in a law enforcement capacity;
11. Your Host at Your Scheduled Destination being unable to provide Accommodations due to a life-threatening Sickness or Injury, or due to his/her death;
12. a Terrorist Incident occurs before Your Trip: within 30 days of Your Scheduled Departure Date in a city listed on the scheduled itinerary of Your Trip;

Provided Your Travel Supplier (if applicable) did not offer a substitute itinerary. If an incident occurred in a city within 90 days prior to Your purchase of insurance, all other incidents in that same city are excluded.

13. Security Breach, Civil Disorder or Riot occurs for at least 18 consecutive hours preventing You from reaching Your Scheduled Destination or departing on Your Trip;
14. a documented theft of Your passports or visas specifically required for Your Trip. A police report must substantiate the theft;
15. You or Your Traveling Companion are the victim of a Felonious Assault within 10 days prior to the Scheduled Departure Date;
16. a travel alert or travel warning for levels 4 and higher is issued for cities listed on Your itinerary after Your Effective Date for Trip Cancellation to a destination specifically listed on Your Itinerary. The travel alert/warning, etc. must occur within 30 days of the scheduled Departure Date.
17. Your parent or legal guardian, if You are a Child, is responsible financially for the Trip and:
 - a. Has an involuntary transfer of employment within the same organization of 250 or more miles which requires their Primary Residence to be relocated and You have to cancel Your Trip. Notification of the transfer must occur after the Effective Date of the Insured's Trip Cancellation Coverage.

This provision is not applicable to temporary or seasonal employment, independent contractors, freelancer or self-employed persons;

18. You or Your Traveling Companion are a student (or are a parent of a student) or are employed either as a full-time teacher or other full-time employee at an elementary, middle or high school and are required to attend/cover an extended school year that falls during or beyond the Scheduled Departure Date. Notice of the extended school year must be provided after the Trip Cancellation Effective Date. School extensions due to extra-curricular, or athletic events or failing grades are not covered;
19. You or Your Traveling Companion are required to take an academic examination on a date that has been scheduled after Your Trip Cancellation Effective Date, and the date falls during Your Trip;
20. You or Your Traveling Companion are required to work during Your Trip. Vacation leave must have been already approved by You or Your Traveling Companion's employer and cancellation of vacation leave must occur after Your Trip Cancellation Effective Date. You or Your Traveling Companion must provide proof of requirement to work, such as a notarized statement signed by an officer of the employer. In the situation of self-employment, proof of self-employment with proof of Your or Your Traveling Companion's 1099 and a notarized statement confirming You or Your Traveling Companion are unable to travel due to Your or Your Traveling Companion's job obligations is required.

The maximum payable under this Trip Cancellation Benefit is the lesser of the total amount of coverage You purchased or the Maximum Benefit Amount shown in the Schedule of Benefits.

You must report all cancellations to the Travel Supplier within 72 hours of the event causing the need to cancel. If the event delays the reporting of the cancellation beyond the 72 hours, You should report the event as soon as possible. We do not cover increased amounts of unused, non-refundable prepaid Payments or Deposits that result from all other delays or reporting beyond 72 hours.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

OPTIONAL CANCEL FOR ANY REASON

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the unused, forfeited, prepaid non-refundable Payments or Deposits You paid for Your Trip, when You cancel Your Trip prior to departure for any reason not otherwise covered by this policy, provided the following conditions are met:

1. You purchase the Cancel for Any Reason Benefit within the Time Sensitive Period; and
2. You cancel Your Trip no later than 48 hours prior to the Scheduled Departure Date of Your Trip.

This Cancel for Any Reason Benefit does not cover penalties associated with any Travel Arrangements not provided by Retail Travel Supplier or the failure of Retail Travel Supplier to provide the bargained-for Travel Arrangements due to cessation of operations for any reason.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

TRIP INTERRUPTION

If You must start Your Trip late or are unable to complete Your Trip, We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the unused, forfeited, prepaid non-refundable Payments or Deposits paid for the land or water Travel Arrangements You purchased for Your Trip plus the Additional Transportation Cost paid to:

- a) join Your Trip if You must depart after Your Scheduled Departure Date or travel via alternate travel arrangements; or
- b) rejoin Your Trip from the point where You interrupted Your Trip to the next Scheduled Destination; or
- c) transport You to Your originally scheduled Return Destination of Your Trip;

The benefit payable for the above will not exceed the cost of a one-way economy airfare (or first or business class, if the original tickets were first or business class) by the most direct route less any refunds paid or payable for Your unused original tickets.

Trip Interruption must occur while coverage is in effect for You due to any of the following covered Unforeseen reasons, as defined:

1. Your, a Family Member's, or a Traveling Companion's, or a Traveling Companion's Family Member's, or a Business Partner's, or a Business Partner's Family Member's, death, which occurs while You are on Your Trip; or
2. Your, a Family Member's, or a Traveling Companion's, or a Traveling Companion's Family Member's, or a Business Partner's, or a Business Partner's Family Member's, Sickness or Injury, that:
 - a) occurs while You are on Your Trip;
 - b) is examined and treated by a Physician prior to the time of interruption unless it is not reasonably possible to do so; and
 - c) as certified by a Physician, results in medical restrictions so disabling as to prevent Your continued participation on Your Trip.
3. You or Your Traveling Companion must interrupt Your Trip due to Other Covered Events as defined, provided such circumstances occur while coverage is in effect:

Other Covered Events means:

1. You or Your Traveling Companion have Complications of Pregnancy which is verified by medical records and occurs while You or Your Traveling Companion are on Your Trip;
2. mandatory evacuation ordered or recommended by local government authorities at Your Scheduled Destination due to a Natural Disaster which prevents You from traveling to/arriving at Your Scheduled Destination;
3. an unannounced Strike resulting in complete cessation of travel services for at least 18 consecutive hours of the Common Carrier on which You or Your Traveling Companion are scheduled to travel which prevents You or Your Traveling Companion from reaching Your Scheduled Destination or Return Destination;
4. You or Your Traveling Companion are directly involved in a traffic accident, while en route to Your Scheduled Trip Departure City or Scheduled Destination or Return Destination;
5. Inclement Weather that causes a: complete cessation of services for at least 18 consecutive hours of a Common Carrier on which You or Your Traveling Companion are scheduled to travel;
6. Your or Your Traveling Companion's Primary Residence or Scheduled Destination are made Uninhabitable and remains Uninhabitable during Your Trip by a Natural Disaster or burglary;

Claims are not payable if a hurricane is foreseeable prior Your Effective Date for Trip Interruption. A hurricane is foreseeable on the date it becomes a named storm.

7. You or You Traveling Companion are hijacked or Quarantined;
8. You or Your Traveling Companion are subpoenaed, or served with a court order, or required to serve on a jury, or required to appear as a witness in a legal action, provided You or Your Traveling Companion are not: 1) a party to the legal action; except 2) appearing in a law enforcement capacity;
9. Your Host at Your Scheduled Destination being unable to provide Accommodations due to a life-threatening Sickness or Injury, or due to his/her death;
10. a Terrorist Incident that occurs during Your Trip:
 - a. in a city listed on the scheduled itinerary of Your Trip;
 - b. provided Your Travel Supplier (if applicable) did not offer a substitute itinerary.

Note: if an incident occurs in a city within 90 days prior to Your insurance purchase, all other incidents in that same city are excluded.

11. Security Breach, Civil Disorder or Riot occurs during Your Trip for at least 18 consecutive hours, which prevents You from arriving at or continuing onto Your Scheduled Destination as shown on Your itinerary;
12. a theft or loss of passports or travel documents or visas while on Your Trip, specifically required for Your Trip, which is substantiated by a police report;
13. You or Your Traveling Companion are the victim of a Felonious Assault while on Your Trip;
14. A travel alert or travel warning for levels 4 and higher is issued, for cities listed on Your itinerary after Your Effective Date of Your Trip Interruption Coverage, to a Scheduled Destination specifically listed on Your Itinerary. The travel alert/warning, etc. must occur during Your scheduled Trip.
15. Your parent or legal guardian, if You are a Child, is responsible financially for the Trip and:
 - a. has an involuntary transfer of employment within the same organization of 250 or more miles which requires their Primary Residence to be relocated and You have to interrupt Your Trip. Notification of the transfer must occur while You are on Your Trip;

This provision is not applicable to temporary or seasonal employment, independent contractors, freelancer or self-employed persons;

16. You or Your Traveling Companion are required to take an academic examination on a date that has been scheduled after the Effective Date of Trip Cancellation coverage, and the date falls during Your Trip;
17. You or Your Traveling Companion are required to work during the Trip. Vacation leave must have been already approved by Your or Your Traveling Companion's employer and cancellation of vacation leave must occur after the Trip Cancellation Effective Date. You or Your Traveling Companion must provide proof of requirement to work, such

as a notarized statement signed by an officer of the employer. In the situation of self-employment, proof of self-employment with proof of Your 1099 and a notarized statement confirming that You or Your Traveling Companion are unable to travel due to Your or Your Travel Companion's job obligations is required;

18. cancellation of a scheduled event while You are on Your Trip provided attendance at event was the primary reason for Your Trip and the duration of Your Trip does not exceed 48 hours before or 48 hours after such an event;
19. Financial Insolvency or Financial Default of an entity that directly provides Travel Arrangements, including an Air Common Carrier, cruise line, tour operator, or other travel entity that cause a complete cessation of travel services if the Financial Insolvency or Financial Default occurs more than 14 days following Your Effective Date for Trip Interruption. Benefits will be paid due to Financial Insolvency or Financial Default of an airline only if no alternate transportation is available. If alternate transportation is available, benefits will be limited to the change fee charged to allow You to transfer to another airline in order to get to Your Scheduled Destination.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

Additional Trip Interruption

1. If You must interrupt Your Trip because Your Traveling Companion is Hospitalized and must remain Hospitalized due to a covered Injury or Sickness for at least 1 days during Your Trip, We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the Reasonable Expenses incurred by You to remain with Your Traveling Companion after Your Scheduled Return Date.

Additional Trip Interruption Benefits are supplemental to benefits provided under Trip Interruption and Your total Trip Interruption coverage may not exceed the amount shown in the Schedule of Benefits.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

TRIP DELAY

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the Reasonable Additional Expenses, You incur, if You are delayed for 6 consecutive hours or more while en route to or from, or during the course of Your Trip, for one of the covered Unforeseen reasons:

1. You or Your Traveling Companion are not directly involved in a traffic accident, while en route to Your Scheduled Trip Departure City or Scheduled Destination. The traffic accident must be substantiated by a police report;
2. Common Carrier delay (the delay must be documented by the Common Carrier);
3. a theft or loss of passports or visas specifically required for Your Trip substantiated by a police report or the copy of the request for a new passport, or visas;
4. You are hijacked or Quarantined;
5. An unannounced Strike resulting in a complete cessation of services of the Common Carrier on which You are scheduled to travel which prevents You from reaching Your Scheduled Destination;
6. Inclement Weather that causes a: delay which prevents You from reaching Your Scheduled Trip Departure City;
7. Due to a Natural Disaster, a mandatory evacuation order or recommendation by local government authorities at Your Scheduled Trip Departure City or Scheduled Destination is issued which prevents You from traveling to/arriving at Your Scheduled Trip Departure City or Scheduled Destination.
8. Security Breach, Civil Disorder or Riot while at an airport or other port for at least 6 consecutive hours preventing You from reaching Your Scheduled Destination or departing on Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

SINGLE SUPPLEMENT

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the additional cost incurred as a result of a change in the per person occupancy rate for prepaid non-refundable Travel Arrangements if a person booked to share Accommodations with You cancels or interrupts his/her Trip due to any of the covered Unforeseen reasons or Other Covered Events shown in Your Trip Cancellation and/or Trip Interruption section(s) and You do not cancel or interrupt Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

MISSED TRIP CONNECTION

If You miss Your Trip departure because Your arrival at Your Trip destination is delayed for at least 3 consecutive hours, due to:

1. any delay, cancellation or mechanical breakdown of regularly scheduled Common Carrier, must be documented by the Common Carrier;
2. Inclement Weather that is documented;
3. Quarantine, hijacking, Strike, Natural Disaster, terrorism or Civil Disorder or Riot;

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for:

1. Reasonable Additional Expenses; and
2. Additional Transportation Cost incurred by You to join the departed Trip; and
3. unused, forfeited, prepaid non-refundable Payments or Deposits paid for the land or water Travel Arrangements You purchased for Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

MEDICAL EVACUATION AND REPATRIATION OF REMAINS

Benefits will be paid, up to the Maximum Benefit Amount shown in the Schedule of Benefits, when You suffer a Sickness, Injury, or loss of life, during Your Trip, for the following:

Emergency Medical Evacuation

We will pay for the Usual and Customary transportation expenses for an Emergency Medical Evacuation, to the nearest suitable Hospital or medical facility where Medically Necessary treatment is available to treat an Unforeseen Sickness or Injury provided:

1. the local attending Physician and Our designated Travel Assistance Services Provider determine that Your condition is acute, severe or life threatening; and
2. that adequate Medically Necessary treatment is not available in Your immediate area.

Medical Repatriation

Following an Emergency Medical Evacuation or a covered Injury or Sickness, We will pay for Medical Evacuation expenses to return You to Your point of origin, Your Primary Residence, or to a Hospital of Choice or medical facility closest to Your Primary Residence capable of providing continued treatment, if Your local attending Physician and Our designated Travel Assistance Services Provider determine that it is Medically Necessary.

We will pay for one of the following methods of transportation, as pre-approved (prior to the evacuation) and arranged by Us or Our designated Travel Assistance Services Provider:

- a. one-way economy transportation;
- b. commercial air upgrade to business or first class, less refunds from Your unused transportation tickets;
- c. other covered land or air transportation including, but not limited to, commercial stretcher, Medical Escort, or the contracted charges for air ambulance.

Transportation must be via the most direct, efficient and economical method of conveyance. In all cases, where practical, economy fare will be utilized. If possible, Your Common Carrier tickets will be used.

We will also pay a benefit for Usual and Customary expenses incurred for a Medical Escort's transportation and accommodations if an onsite attending Physician recommends in writing that a Medical Escort accompany You.

Medical Escort means a medically trained professional who is approved by Us or Our designated Travel Assistance Services Provider, and is contracted to accompany and provide medical care to a sick or injured person while they are being transported.

Hospital of Choice: You may choose to be transported to a Hospital in a city within the United States of America other than the city of Your Primary Residence. The maximum amount payable is limited to the cost of transportation to Your Primary Residence.

Repatriation of Remains

Benefits will be paid for covered Repatriation Expenses incurred, up to the Maximum Benefit Amount shown in the Schedule of Benefits, to return Your body to Your city of Primary Residence or Your origination point or to the place of burial in the United States of America if You die during Your Trip.

Repatriation Expenses means:

- a) embalming or local cremation; and
- b) associated temporary storage costs for up to 30 days, or until local authorities of the country/state in which the death occurred, will permit further transportation of the body, whichever is later; and the most economical coffin or receptacle adequate to transport the remains;
- c) the cost of transportation of the remains, by the most direct and economical conveyance and route possible, to: 1) the nearest location where the body can be embalmed or cremated, if not locally available; and/or 2) the receiving funeral home or morgue, at the Return Destination, or a different place of burial within United States; and
- d) the cost for the creation and transmission of necessary documentation required to transport the body, such as a death certificate, autopsy or police report.

Transportation expenses for the Emergency Medical Evacuation and Medical Repatriation must be authorized and arranged in advance by Us or Our designated Travel Assistance Services Provider.

In the event that Your Injury or Sickness prevents for You to obtain prior authorization of the Emergency Medical Evacuation, Medical Repatriation, or Repatriation of Remains, You must make all efforts to notify Us or Our designated Travel Assistance Services Provider as soon as reasonably possible.

In the event You have not contacted Us or Our designated Travel Assistance Services Provider to arrange for Emergency Medical Evacuation, Medical Repatriation, or Repatriation of Remains, benefits will be limited to the amount We would have paid had We or Our designated Travel Assistance Services Provider been contacted and related services pre-approved.

Transportation of Children/Child: If You die or are Hospitalized for more than 7 consecutive days following an Emergency Medical Evacuation or Injury and Sickness that occurred during Your Trip, We will pay up to the cost of a single one-way economy transportation ticket, or same class as the original transportation ticket, less the value of any applied credit from any unused return travel tickets for each person, to return Your Children/Child who were accompanying You on Your Trip (and any accompanying minor persons under Your care) who are left unattended by Your death or Hospitalization to their

Primary Residence or to Your residence in the United States, including the cost of an attendant, if considered necessary by Us or Our designated Travel Assistance Services Provider.

Bedside Visit Transportation to Join You: If You are or will be Hospitalized for more than 7 consecutive days following an Emergency Medical Evacuation or Injury and Sickness that occurred during Your Trip, We will pay, up to the cost of a single round-trip economy transportation ticket, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for Reasonable Additional Expenses for one person chosen by You to visit Your bedside, provided You are traveling alone and Emergency Medical Evacuation is not imminent.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

POLITICAL OR SECURITY EVACUATION

We will pay, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for all reasonable Political or Security Evacuation expenses and Related Costs incurred for Your transportation, if You must interrupt Your Trip for a covered Political or Security Event and while traveling outside Your Home Country.

The Political or Security Evacuation must occur within 14 days of the Political or Security Event, and the arrangements will be by the most appropriate and by most efficient, practical and economical means available and consistent with Your health and safety.

Following the Political or Security Evacuation and when safety allows, We will pay for one-way economy transportation and Related Costs to return You to one of the following locations as chosen by You:

- a. back to Your point of origin for Your Trip; or
- b. to the Nearest Place of Safety necessary to ensure Your safety and well-being as determined by Us or Our designated Travel Assistance Services Provider.

POLITICAL OR SECURITY EVACUATION COVERAGE DEFINITIONS

Political or Security Evacuation means Your extraction from or within the Host Country due to a Political or Security Event that results in You being placed in imminent physical danger.

Political or Security Event means:

1. civil, military or political unrest for which a formal written recommendation from the appropriate local government authorities, or the U.S. State Department, for You to leave a country is issued;
2. You being expelled or declared a persona non-grata by a country You are visiting on Your Trip.

POLITICAL OR SECURITY EVACUATION COVERAGE CONDITIONS AND LIMITATIONS

1. The benefits and services described herein are provided to You only if authorized, arranged and coordinated by Us or Our designated Travel Assistance Services Provider;
2. We will not pay for any loss or expense recoverable under any other valid and collectible insurance or through an employer;
3. We will not pay any costs or expenses arising from:
 - a. We will not pay for any loss or expense arising from or attributable to: a) fraudulent or criminal acts committed or attempted by You; b) alleged violation of the laws of the country You are visiting, unless We determine such allegations to be fraudulent; or c) failure to maintain required documents or visas;
 - b. We will not pay for any loss or expense arising from or attributable to: a) debt, insolvency, business or commercial failure; b) the repossession of any property; or c) Your non-compliance with a contract, license or permit;
 - c. We will not pay for any loss or expense arising from or due to liability assumed by You under any contract;
 - d. Your arrival into a country for which a formal recommendation in the form of a travel alert or travel warning from the U.S State Department advising caution at a level 4 or higher in traveling to specified destinations due

to reasons such as armed violence, civil or political unrest, high incidence of crime (specially kidnapping and/or murder), natural disaster or outbreak of one or more contagious diseases has been issued preceding Your arrival into that country on Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

NATURAL DISASTER EVACUATION

We will pay, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for all reasonable Natural Disaster Evacuation expenses and Related Costs incurred for Your transportation, if You must interrupt Your Trip for a covered Natural Disaster Event and while traveling outside Your Home Country.

The Natural Disaster Evacuation must occur within 14 days of the Natural Disaster Event, and the arrangements will be by the most appropriate and by most efficient, practical and economical means available and consistent with Your health and safety.

Following the Natural Disaster Evacuation and when safety allows, We will pay for one-way economy transportation and Related Costs to return You to one of the following locations as chosen by You:

- a. back to Your point of origin for Your Trip; or
- b. to the Nearest Place of Safety necessary to ensure Yours safety and well-being as determined by Us or Our designated Travel Assistance Services Provider.

NATURAL DISASTER EVACUATION COVERAGE DEFINITIONS

Natural Disaster Evacuation means Your extraction from or within the Host Country due to a Natural Disaster Event that results in You being placed in imminent physical danger.

Natural Disaster Event results in such severe and widespread damage that the area of damage is officially declared a disaster area by the appropriate local government authorities of the Host Country, and the area is deemed to be Uninhabitable or dangerous.

NATURAL DISASTER EVACUATION COVERAGE CONDITIONS AND LIMITATIONS

1. The benefits and services described herein are provided to You only if authorized, arranged and coordinated by Us or Our designated Travel Assistance Services Provider;
2. We will not pay for any loss or expense recoverable under any other valid and collectible insurance or through an employer;
3. We will not pay any costs or expenses arising from:
 - a. We will not pay for any loss or expense arising from or attributable to: a) fraudulent or criminal acts committed or attempted by You; b) alleged violation of the laws of the country You are visiting, unless We determine such allegations to be fraudulent; or c) failure to maintain required documents or visas;
 - b. We will not pay for any loss or expense arising from or attributable to: a) debt, insolvency, business or commercial failure; b) the repossession of any property; or c) Your non-compliance with a contract, license or permit;
 - c. We will not pay for any loss or expense arising from or due to liability assumed by You under any contract;
 - d. Your arrival into a country for which a formal recommendation in the form of a travel alert or travel warning from the U.S State Department advising caution at a level 4 or higher in traveling to specified destinations due to reasons such as armed violence, civil or political unrest, high incidence of crime (specially kidnapping and/or murder), natural disaster or outbreak of one or more contagious diseases has been issued preceding Your arrival into that country on Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

SECTION V PROTECTION FOR YOUR BELONGINGS

BAGGAGE AND PERSONAL EFFECTS

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, if Your Baggage and Personal Effects, which are lost, stolen, damaged or destroyed during Your Trip or while checked with a Common Carrier less any amount paid or payable by a Common Carrier, hotel, Travel Supplier or any other party responsible for Your loss, provided You have taken all reasonable measures to protect, save and/or recover Your property at all times.

We will also reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for fees associated with the replacement of Your passport, visas and other travel documents which are lost, stolen, damaged or destroyed during Your Trip and for charges and interest incurred due to unauthorized use or replacement of Your lost or stolen credit cards if such use or loss occurs during Your Trip, subject to verification that You have complied with all conditions of the credit card company.

Valuation and Payment of Loss:

the lesser of the following amounts will be paid:

- a. the Actual Cash Value as determined by Us; or
- b. the cost to repair or replace the item with material of a like kind and quality.

not to exceed the Maximum Benefit Amount shown in the Schedule of Benefits.

Items subject to Special Limitations

The following items are subject to the maximum combined amount(s) shown in the Schedule of Benefits: jewelry, precious or semi-precious gems, decorative or personal articles consisting in whole or in part of silver, gold, or platinum, watches, furs or articles trimmed with fur, cameras and camera equipment, computers, and other digital or electronic equipment or media

These benefits will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

MUSICAL INSTRUMENT

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, to replace Your musical instrument, if lost, stolen, damaged or destroyed during Your Trip.

These benefits will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

MUSICAL INSTRUMENT RENTAL

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the reasonable cost of renting a musical instrument, if Your property is lost, stolen, damaged, destroyed or delayed by an Air Common Carrier for 6 or more hours during Your Trip.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

BAGGAGE DELAY

We will reimburse You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, for the cost of Necessary Personal Items purchased by You while on Your Trip, if Your checked Baggage is delayed or misdirected by a Common Carrier for at least 24 consecutive hours or more from Your time of arrival at a Scheduled Destination other than Your Return Destination.

Necessary Personal Items means replacement for clothing or toiletry, which are included in Your Baggage and Personal Effects and are required for Your Trip. Necessary Personal Items do not include jewelry, perfume or alcohol.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

EXCLUSIONS AND LIMITATIONS apply to Baggage and Personal Effects, Musical Instruments, Baggage Delay, and Musical Instruments Equipment Rental:

We will not provide benefits for any loss or damage for the following items:

- a. animals;
- b. automobiles and automobile equipment;
- c. boats or other vehicles or conveyances;
- d. trailers;
- e. motors;
- f. aircraft;
- g. bicycles, except when checked as baggage with a Common Carrier;
- h. household effects and furnishings;
- i. antiques and collectors' items;
- j. sunglasses, contact lenses, artificial teeth, dentures, dental braces, dental bridges, retainers or other orthodontic devices or hearing aids;
- k. artificial limbs or other prosthetic devices;
- l. prescribed medications;
- m. keys, money, stamps and credit cards (except as otherwise specifically covered herein);
- n. securities, stamps, tickets and documents (except as coverage is otherwise specifically provided herein);
- o. professional or occupational equipment or property, whether or not electronic business equipment;
- p. telephones or wireless devices, computer hardware or software.

Losses not covered:

We will not provide benefits for any loss or damage caused by or resulting from:

- a. breakage of brittle or fragile articles (except musical instruments);
- b. wear and tear or gradual deterioration;
- c. confiscation or appropriation by order of any government or custom's rule;
- d. theft or pilferage while left in any unlocked or unattended vehicle;
- e. property illegally acquired, kept, stored or transported;
- f. Your negligent acts or omissions;
- g. property shipped as freight or shipped prior to the Scheduled Departure Date;
- h. electrical current, including electric arcing that damages or destroys electrical devices or appliances.

SECTION VI TRAVEL INSURANCE BENEFITS

EMERGENCY ACCIDENT & SICKNESS MEDICAL EXPENSE BENEFIT

Benefits will be paid for Medical Expenses incurred by You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, subject to the following:

- a. Sickness must first commence or manifest itself and Injury must first occur while on Your Trip (of a duration of 180 days or less for Sickness);
- b. only Medical Expenses incurred by You during Your Trip (of a duration of 180 days or less for Sickness) will be reimbursed. Medical Expenses incurred after You return from Your Trip are not covered.

Medical Expenses means expenses incurred only for the following:

1. medical services (including charges for anesthetics, x-ray examinations or treatments, and laboratory tests) and supplies, prescription drugs, and therapeutic services ordered or prescribed by a Physician as Medically Necessary for treatment;
2. Hospital or ambulatory medical-surgical center services, including expenses for a cruise ship cabin or hotel room, not already included in the cost of Your Trip, if recommended by Your attending Physician and approved by Us or Our designated Travel Assistance Services Provider as a substitute for a hospital room for recovery from Your Injury or Sickness;
3. emergency dental treatment incurred during Your Trip due to an Accidental Injury to natural teeth. Dental expenses incurred after Your Trip is completed are not covered;
4. local transportation expense to and/or from a Hospital.

We will not pay benefits in excess of the Usual and Customary level of charges. We will not cover any expenses provided by another party at no cost to You or already included within the cost of Your Trip.

Advance Payment: If You require admission to a Hospital or treatment at a clinic, Our designated Travel Assistance Services Provider will arrange advance payment (directly to the provider) necessary for Your admission to a Hospital because of a covered Injury or Sickness, up to the Maximum Benefit Amount shown in the Schedule of Benefits, provided You agree to reimburse Us if it is determined that Your Medical Expense claim is not covered.

These benefit(s) will not duplicate any other benefits payable under the policy or any coverage(s) attached to the policy.

SECTION VII GENERAL DEFINITIONS

Accident means a sudden, unexpected unusual specific event that occurs at an identifiable time and place, and shall also include exposure resulting from a mishap to a conveyance in which You are traveling.

Actual Cash Value means current replacement cost of such item of like kind and quality.

Accommodation(s) means any establishment used for the purposes of temporary, overnight lodging such as apartment, condominium, or other vacation or timeshare residential unit(s).

Additional Transportation Cost means the actual cost incurred for one-way economy transportation (or for the original class of fare, if the original tickets were for a higher class of fare) by Common Carrier by the most direct route, less any refunds paid or payable, for Your unused original tickets.

Adventure or Extreme Activities means B.A.S.E. jumping, bull riding, running of the bulls, free diving, bungee jumping, hot air ballooning, parachuting, skydiving, cliff diving, fly-by-wire, paragliding, hang gliding, heli-skiing, heli-snowboarding, wingsuit flying, rock climbing without equipment, bodily contact sports, Mountain Climbing over 9,000 feet (2,700 meters), motor sport or motor racing, multi-sport endurance competitions, parkour, scuba diving if the depth exceeds 131 feet (40 meters) and any activity materially similar to the above.

Air Common Carrier means an air conveyance operated under a license for the transportation of passengers for hire.

Baggage and Personal Effects means luggage and personal possessions taken by You on Your Trip, whether owned, borrowed, or rented.

Business Partner means a person who is: (1) involved with You in a legal partnership; and (2) actively involved in the daily management of the business.

Children/Child means a person:

1. under age of 17 and primarily dependent on You for support and maintenance; or
2. who is at least age seventeen (17) but less than age twenty-six (26) and primarily dependent on You for support and maintenance.

The age limit does not apply to a child who is incapable of self-sustaining employment by reason of mental or physical incapacity.

Civil Disorder or Riot means a public disturbance by a person or persons acting in revolt, coup, rebellion or resistance against an established government or civil authority or involvement in acts of violence that causes immediate danger, damage, or injury to others or their property.

Common Carrier means an air, land, or sea conveyance operated under a license for the transportation of passengers for hire not including taxicabs or rented, leased or privately owned motor vehicles.

Complications of Pregnancy means conditions (when the pregnancy is not terminated) whose diagnoses are distinct from pregnancy but are adversely affected by pregnancy or are caused by pregnancy. These conditions include hyperemesis gravidarum, preeclampsia, eclampsia, gestational diabetes, gestational hypertension, acute nephritis, nephrosis, cardiac decompensation, and missed abortion. Complications of pregnancy also include non-elective cesarean section, ectopic pregnancy which is terminated and spontaneous termination of pregnancy, which occurs during a period of gestation in which a viable birth is not possible.

Complications of pregnancy do not include Physician-prescribed rest during the period of pregnancy (except due to conditions noted above), false labor, occasional spotting, morning sickness, elective abortion, and similar conditions associated with the management of a difficult pregnancy, not constituting a categorically distinct complication of pregnancy.

Domestic Partner means an opposite or a same-sex partner who is at least eighteen (18) years of age and has met all of the following requirements for at least 10 months:

- a) resides with You;
- b) shares financial assets and obligations with You;
- c) is not related by blood or adoption to You to a degree of closeness that would prohibit a legal marriage;
- d) neither You nor domestic partner is married to anyone else, nor has any other domestic partner.

We may require proof of the Domestic Partner relationship in the form of a signed and completed Affidavit of Domestic Partnership or whatever documentation as required by the state in which You reside.

Effective Date means the date and time Your coverage begins, as indicated in When Coverage Begins and Ends section of this policy.

Elective Treatment And Procedures means any medical treatment or surgical procedure that is not medically necessary including any service, treatment, or supplies that are deemed by the federal, or a state or local government authority, or by Us to be research or experimental or that is not recognized as a generally accepted medical practice.

Family Member means the following relatives of You or Your Traveling Companion:

- a) Spouse, Domestic Partner;
- b) Children, children-in-law, step-children, foster children, ward or legal ward;
- c) Siblings, siblings-in-law, step-siblings;
- d) parents, parents-in-law, step-parents, legal guardians, or guardians;
- e) grandparents, grandchildren;
- f) aunts or uncles;
- g) nieces or nephews.

Felonious Assault means an act of violence against You or Your Traveling Companion, which requires medical treatment in a Hospital, and is substantiated by a police report.

Financial Default or Financial Insolvency means the total cessation of operations due to insolvency, with or without the filing of a bankruptcy petition or the total cessation or complete suspension of operations following the filing of a bankruptcy

petition, whether voluntary or involuntary by an airline, cruise line, tour operator or other travel provider provided the Financial Default or Financial Insolvency occurs more than 14 days following Your Effective Date for Your Trip Cancellation Benefits.

Home Country means the country or territory of residence or Your citizenship as shown on Your passport. If You have dual citizenship, for the purposes of this benefit, Your Home Country is the country of the passport You used to enter the Host Country, while covered under this policy.

Hospital means a facility that:

- a. is licensed or recognized as a general hospital by the proper authority of the state in which it is located;
- b. is recognized as a general hospital by the Joint Commission on the Accreditation of Hospitals;
- c. is operated for the care and treatment of resident in-patients with a registered graduate nurse (RN) always on duty and with a laboratory and X-ray facility;

Hospitalized or Hospitalization means admitted to a Hospital overnight or where the patient is charged by the Hospital for a minimum of one day of inpatient charges.

Host Country means a country or territory You are visiting or in which You are living which is not Your Home Country, other than an excluded country, while covered under this policy.

Host at Scheduled Destination means the person with whom You are sharing prearranged overnight Accommodations in the host's home or has made previous arrangements to stay at the host's personal residence during Your Trip.

Inclement Weather means any severe weather condition that delays the scheduled arrival or departure of a Common Carrier or causes closure of public roadways by local or government authorities.

Injury(ies)/Injured means a bodily injury caused by an Accident occurring while Your coverage under this policy is in force and resulting directly and independently of all other causes of loss covered by this policy. Injury must not be caused by, or result from, Sickness. The injury(ies) requires examination and treatment and must be verified by a Physician.

You, Your means the person that is scheduled to participate on a Trip; for whom any required enrollment has been completed and the required premium has been paid.

Medically Fit to Travel means based on assessment by a treating Physician, following Your Injury or Sickness that occurs while on Your Trip, You are medically able to travel.

Medically Necessary means that a treatment, service, or supply:

- a) is essential for diagnosis, treatment, or care of the Injury or Sickness for which it is prescribed or performed;
- b) meets generally accepted standards of medical practice;
- c) is ordered by a Physician and performed under his or her care, supervision, or order; or
- d) is not used for the convenience of You, Physician, other providers, or any other person.

Mental, Nervous or Psychological Condition or Disorder means a mental or nervous health condition including, but not limited to: anxiety, depression, and neurosis, panic attack, phobia (such as fear of flying, fear of terrorism, fear of disease, etc.), psychosis; or any related physical manifestation. Mental, Nervous or Psychological Condition or Disorder does not include drug addiction, marijuana addiction, or alcohol addiction.

Mountain Climbing means the ascent or descent of a mountain requiring the use of specialized equipment, including, but not limited to, ropes, belay devices, pick-axes, anchors, pitons, bolts, crampons, carabiners, and lead or top-rope anchoring equipment.

Natural Disaster means a flood, tsunami, cyclone, hurricane, tornado, earthquake, mudslide, avalanche, landslide, volcanic eruption, sandstorm, sinkhole, named winter storm, severe hail storm, fire, wildfire or blizzard; all of which are due to natural causes.

Nearest Place of Safety means a location determined by Us or Our designated Travel Assistance Services Provider where:

- a) You can be presumed safe from the Occurrence that precipitated Your security evacuation; and
- b) You have access to transportation to Your Home Country; and
- c) You have the availability of temporary lodging, if needed.

Occurrence means any of the following situations in which You find Yourself while covered by this policy:

- a. expulsion from a Host Country or being declared persona non-grata on the written authority of the recognized government of a Host Country;
- b. political or military events or Civil Disorder or Riot involving a Host Country, if the government authorities in Your Home Country or in the Host Country issue an advisory stating that citizens of Your Home Country or citizens of the Host Country should leave the Host Country;
- c. Natural Disaster within 7 days of an event;

Payments or Deposits means the cash, check, or credit card amounts actually paid for Your Trip. Certificates, vouchers, discounts and/or credits applied (in part or in full) towards the cost of Your Travel Arrangements are not Payments or Deposits as defined herein.

Partial Hospitalization means an outpatient program specifically designed for the diagnosis or active treatment of a serious mental disorder when there is a reasonable expectation for improvement or when it is necessary to maintain a patient's functional level and prevent relapse or full hospitalization. Partial Hospitalization programs are usually furnished by a Hospital as distinct and organized intensive ambulatory treatment service of less than 24-hour daily care.

Physician means a licensed practitioner of medical, surgical, dental services acting within the scope of his/her license in the jurisdiction where the services are rendered. The treating Physician cannot be You, a Traveling Companion, a Family Member, or a Business Partner.

Pre-Existing Medical Condition means an illness, disease, or other condition during the 180-day period immediately prior to the date Your coverage is effective for which You or Your Traveling Companion, Business Partner, or Family Member:

- 1) received or received a recommendation for a test, examination, or medical treatment for a condition which first manifested itself, worsened or became acute, or had symptoms which would have prompted a reasonable person to seek diagnosis, care or treatment; or
- 2) took or received a prescription for drugs or medicine. Item (2) of this definition does not apply to a condition which is treated or controlled solely through the taking of prescription drugs or medicine and remains treated or controlled without any adjustment or change in the required prescription throughout the 180-day period before coverage is effective under this policy.
- 3) Change in prescribed medication means the dosage or frequency of a medication has been reduced, increased, stopped and/or new medications have been prescribed due to the worsening of an underlying condition that is being treated with the medication, unless the change is:
 - a) between a brand name and a generic medication with comparable dosage; or
 - b) an adjustment to insulin or anti-coagulant dosage.

Primary Residence means Your fixed, permanent and main home for legal and tax purposes.

Quarantined means You or Your Traveling Companion are forced into strict medical isolation by a recognized government authority, their authorized deputies, medical examiners or Physician to prevent the spread of the disease due to You or Your Traveling Companion either having, or being suspected of having an contagious disease, infection or contamination.

Reasonable Additional Expenses means reasonable expenses for meals, essential telephone calls, local transportation, and lodging which are necessarily incurred as the result of a Common Carrier or Trip Delay and which are not provided by the Common Carrier or any other party free of charge.

Related Costs means food, lodging and if necessary, physical protection for You during the transport to the Nearest Place of Safety.

Rental Property means a hotel room, vacation home, or other rental property You booked for Your stay during Your Trip.

Return Destination means Your final destination as shown in the enrollment, itinerary or other travel documents and the place to which You expect to return from Your Trip.

Scheduled Departure Date means the date on which You are originally scheduled to leave on Your Trip. This date is specified in the enrollment, itinerary or other travel documents.

Scheduled Destination means as shown in the enrollment, itinerary or other travel documents where You expect to travel to on Your Trip other than Return Destination.

Scheduled Return Date means the date on which You are scheduled to return to the point where Your Trip started or to a different specified Return Destination.

Scheduled Trip Departure City means the city from which You are originally scheduled to depart on the Trip.

Security Breach means any incident involving unauthorized and uncontrolled access by an individual or prohibited item into a sterile area or secured area of an airport that is determined by TSA or other airport security officials to present an immediate danger.

Sickness means an illness or disease of the body, that commences while Your coverage is in effect and requires examination, diagnosis and treatment by a Physician.

An illness or disease of the body that first manifests itself and then worsens or becomes acute prior to the Effective Date of Your coverage is not a Sickness as defined herein and is not covered by the policy.

Sickness does not include any Mental, Nervous or Psychological, Condition or Disorders including but not limited to anxiety, depression, neurosis, phobia, psychosis; or any related physical manifestation. Sickness does not include drug addiction, marijuana addiction, or alcohol addiction.

Spouse means Your lawful spouse, if not legally separated or divorced. For the purposes of this policy, the term spouse includes civil union partner whenever used.

Strike means a labor disagreement resulting in a stoppage of work which:

- a) is unannounced and unpublished at time this policy is purchased;
- b) is organized, and legally sanctioned by a labor union or other organized association of workers, in a trade or profession, formed to protect and further their rights and interests; and
- c) interferes with the normal departure and arrival of a Common Carrier.

Tarmac Delay means the holding of an aircraft on the ground either before taking off after gate departure or after landing with no opportunity for its passengers to deplane.

Terrorist Incident means an act of violence committed by a Foreign Terrorist Organization (designated or recognized as such by the US State Department) that results in property damage, Injury or loss of life.

Third Party(ies) means any person, corporation or other entity (except You, Rental Property and Us).

Time Sensitive Period means insurance must be purchased within 14 days of the date Your initial Payments or Deposits for Your Trip is received.

Travel Arrangements means: (a) transportation; (b) Accommodations; and (c) other specified services arranged for Your Trip by Your Travel Supplier. Air arrangements covered by this definition also include any direct round trip air flights booked by others, to and from the Scheduled Trip departure and return cities, provided the dates of travel for the air flights are within 7 total days of the scheduled Trip dates.

Travel Assistance Services Provider means the Assistance Company as listed within the Description of Coverage.

Traveling Companion means a person or persons whose name(s) appear(s) with Yours on the same Travel Arrangements and who, during Your Trip, will share accommodations with You in the same room, cabin, condominium unit, apartment unit or other lodging. A group or tour organizer, sponsor or leader is not a Traveling Companion as defined, unless sharing accommodations in the same room, cabin, condominium unit, apartment unit or other lodging with You.

Travel Supplier means any entity or organization that coordinates or supplies Travel Arrangements for You.

Trip means a scheduled Trip for which coverage is elected and the premium paid and all Travel Arrangements are arranged prior to the Scheduled Departure Date.

Trip Cost means the amount You paid for Your Travel Arrangements.

Unforeseen means not known, anticipated or reasonably expected, and occurring after the effective date of the benefit under which the claim is being made.

Uninhabitable means:

- (1) the building structure itself is unstable and there is a risk of collapse in whole or in part; or
- (2) there is exterior or structural damage allowing elemental intrusion, such as rain, wind, hail or flood; or
- (3) immediate safety hazards have yet to be cleared, such as debris or downed electrical lines; or
- (4) the property is without electric gas, sewer service or water; or
- (5) local government authorities have issued a mandatory evacuation; or
- (6) the destination is inaccessible by the mode of transportation as shown on the travel documents or itinerary.

Usual and Customary means the comparable level of charges for similar treatment, services and supplies in the geographic area where treatment, services or supplies are provided or performed.

SECTION VIII EXCLUSIONS AND LIMITATIONS

Unless otherwise shown below, these exclusions apply to You, Your Traveling Companion, or Family Member scheduled and booked to travel with You.

The following exclusion(s) appl(y)(ies) to the Trip Cancellation and Trip Interruption.

We will not pay for any loss or expense caused due to, arising or resulting from:

1. a Pre-Existing Medical Condition, as defined in the policy.

The following exclusions apply to the Medical Expense benefits.

We will not pay for any loss or expense caused due to, arising or resulting from:

1. routine physical examinations or routine dental care;
2. traveling for the purpose or intent of securing medical treatment or advice;
3. Elective Treatment and Procedures;
4. Normal pregnancy (except Complications of Pregnancy) or childbirth, except as specifically covered under Trip Cancellation or Trip Interruption or elective abortion;
5. a Mental, Nervous or Psychological Condition or Disorder unless Hospitalized or Partially Hospitalized while the policy is in effect;
6. Your participation in Adventure or Extreme Activities, riding or driving in any races, or participation in speed or endurance competition or events, except as a spectator;
7. Your participation in an organized athletic or sporting competition, contest, or stunt under contract in exchange for an agreed-upon salary or compensation. This does not include athletes participating in exchange for a scholarship or tuition.

In addition to any applicable benefit-specific exclusion, the following general exclusions apply to all losses and all benefits.

We will not pay for any loss or expense caused due to, arising or resulting from:

1. suicide, attempted suicide or any intentionally self-inflicted injury of You, a Traveling Companion, Family Member or Business Partner booked and scheduled to travel with You, while sane or insane;
2. being under the influence of drugs or narcotics, unless administered upon the advice of a Physician as prescribed;
3. activities, losses, or claims involving or resulting from possession, production, processing, sale, or use of marijuana, illegal drugs, alcohol or substances are excluded from coverage;
4. war or act of war, including invasion, acts of foreign enemies, hostilities between nations (whether declared or undeclared), or civil war, except as the policy specifically provides otherwise;
5. the commission of or attempt to commit a felony or being engaged in an illegal occupation by You, a Traveling Companion, Family Member, or Business Partner;
6. directly or indirectly, the actual, alleged or threatened use, discharge, dispersal, seepage, migration, escape, release or exposure to any hazardous biological, chemical, nuclear radioactive weapon, device, material, gas, matter or contamination;
7. piloting or learning to pilot or acting as a member of the crew of any aircraft;
8. a loss or damage caused by detention, confiscation or destruction by customs.

PRE-EXISTING MEDICAL CONDITION EXCLUSION WAIVER

We will waive the Pre-Existing Medical Condition exclusion if all of the following conditions are met:

- a. Your premium for this policy and enrollment form is received within the Time Sensitive Period; and
- b. You are medically able and not disabled from travel at the time Your premium is paid based on assessment of a Physician.

SECTION IX PREMIUMS

PREMIUMS: Coverage is not effective unless all premium due has been paid prior to the date of loss. In the event the premium paid for coverage is less than the required premium for coverage, benefits will be paid indirect proportion of the actual amount paid to the required premium due.

SECTION X CLAIMS PROCEDURES

Your duties in the event of a loss:

For Trip Cancellation, Optional Cancellation For Any Reason, and Trip Interruption You must:

Immediately, or as soon as possible, call Your Travel Supplier and the program administrator to report Your cancellation or interruption to avoid non-covered charges due to late reporting.

If the Insured is prevented from taking their Trip as scheduled due to Sickness or Injury, the Insured should obtain medical care immediately. We require an examination and treatment by a Physician prior to cancellation or interruption. Provide all unused transportation tickets, official receipts, etc.

For Trip Delay or Missed Trip Connection You must obtain any specific dated documentation, which provides proof of the reason for delay or missed connection (airline or cruise line forms, medical statements, etc.). Submit this documentation along with Your trip itinerary and all receipts for additional expenses incurred.

For Medical Expenses You must:

1. provide Us with all receipts from the provider of services and reports for medical and/or dental expenses claimed. Stating the amount paid and listing the diagnosis and treatment.

For Baggage and Personal Effects

In case of lost, stolen, damaged, destroyed or delayed Baggage and Personal Effects, You must:

1. report theft losses to police or other local authorities as soon as possible and obtain their written report of Your loss;
2. report the baggage delay to the Common Carrier as soon as possible. Submit proof of the report, documentation confirming delivery as well as reimbursement and receipts for essential items;
3. take reasonable steps to protect Your Baggage and Personal Effects;
4. allow Us to examine the damaged Baggage and Personal Effects and/or We may require the damaged item to be sent in the event of payment;
5. original receipts (if available) and a complete list of stolen, damaged or lost item(s) must be provided along with proof of loss providing amount of loss, date, time and cause of loss, and a repair estimate, if the item(s) is damaged.

SECTION XI HOW TO FILE A CLAIM

Notice of Claim: Notice of claim must be reported to Us or Our authorized representative within 20 days after a loss occurs or as soon as is reasonably possible. You or someone on Your behalf may give the notice. The notice should be given to Us or Our authorized representative and should include sufficient information to identify You.

Claim Forms: When notice of claim is received by Us or Our authorized representative, forms for filing proof of loss will be furnished. If these forms are not sent within 15 days, the proof of loss requirements can be met by You sending Us a written statement of what happened. This statement must be received within the time given for filing Proof of Loss.

Proof of Loss: Proof of loss must be provided within 90 days after the date of the loss or as soon as is reasonably possible. Failure to furnish such proof within provided period will not invalidate nor reduce any claim if it shall be shown not to have been reasonably possible to furnish such proof during that time. Proof of Loss must, however, be furnished no later than 12 months from the time it is otherwise required, except in the absence of legal capacity.

All claims require You to provide Us with the following: a Trip invoice, itinerary or confirmation showing details of Your Trip (dates of travel, destination, etc.); and any other information reasonably required to prove the loss.

Payment of Claims: Benefits for loss of life will be paid to Your designated beneficiary. If a beneficiary is not otherwise designated by You, benefits for loss of life will be paid to the first of the following surviving preference beneficiaries:

1. Your spouse;
2. Your child or children jointly;
3. Your parents jointly if both are living or the surviving parent if only one survives;
4. Your brothers and sisters jointly; or
5. Your estate.

All other benefits will be paid directly to You, unless otherwise directed. Any accrued benefits unpaid at Your death will be paid to Your estate. If You have assigned Your benefits, we will honor the assignment if a signed copy has been filed with us. We are not responsible for the validity of any assignment.

All or a portion of all benefits provided by the policy may, at Our option, be paid directly to the provider of the service(s) to You. All benefits not paid to the provider will be paid to You.

If any benefit is payable to: (a) an Insured who is a minor or otherwise not able to give a valid release; or (b) Your estate, We may pay any amount due under the policy to Your beneficiary or any relative whom We find entitled to the payment. Any payment made in good faith shall fully discharge Us to any party to the extent of such payment.

Disagreement Over Size of Loss: If there is a disagreement about the amount of the loss, either You or Us can make a written demand for an appraisal. After the demand, You and Us each select their own competent appraiser. After examining the facts, each of the two appraisers will give an opinion on the amount of the loss. If they do not agree, they will select an arbitrator. Any figure agreed to by 2 of the 3 (the appraisers and the arbitrator) will be binding. The appraiser selected by You is paid by You. We will pay the appraiser if We chooses. You will share with Us the cost for the arbitrator and the appraisal process.

Benefit to Bailee: This insurance will in no way inure directly or indirectly to the benefit of any carrier or other bailee.

SECTION XII GENERAL PROVISIONS

Beneficiary Designation and Change: Your beneficiary(ies) is (are) the person(s) designated by and on file with Us or Our administrator. You are over the age of majority and legally competent may change Your beneficiary designation at any time, unless an irrevocable designation has been made, without the consent of the designated beneficiary(ies), by providing Us or Our administrator with a written request for change. When the request is received, whether You are then living or not, the change of beneficiary will relate back to and take effect as of the date of execution of the written request, but without prejudice to Us on account of any payment made by it prior to receipt of the request.

Clerical Error: We or Our authorized representative may make a clerical error in keeping the data. If so, when the error is found, the premium and/or benefits will be adjusted according to the correct data. An error will not end insurance validly in force, nor will it continue insurance validly ended.

Concealment and Misrepresentation: The entire coverage will be cancelled, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

Conformity with Statute: Terms of this policy that conflict with the laws of the state where it is delivered are amended to conform to such laws.

Data Needed: We or Our authorized representative will keep a record of all the data needed to compute premium and carry out the terms of this policy. We may examine such data at any reasonable time.

Economic or Trade Sanctions: Any payments under this policy will only be made in full compliance with all United States of America economic or trade sanction laws or regulations, including, but not limited to, sanctions, laws, and regulations administered and enforced by the U.S. Treasury Department's Office of Foreign Assets Control ("OFAC"). Therefore, any expenses incurred or claims made involving travel that is in violation of such sanctions, laws and regulations will not be covered under this policy. For more information, You may consult the OFAC internet website at <https://www.treasury.gov/about/organizational-structure/offices/Pages/Office-of-Foreign-Assets-Control.aspx>.

Entire Contract: Changes: This policy and any other attachments are the entire contract of insurance. No agent or other person may change it in any way. Only an officer of the Company can approve a change. Any such change must be shown in this policy or its attachments.

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 3 years from the time written Proof of Loss is required to be furnished.

Limit on Agent's Authority: No agent may change or waive any provisions of this policy. Our office must approve any change or waiver in writing.

Misstatement of Age: If premiums are based on age and You have misstated Your age, there will be a fair adjustment of premiums based on Your true age. If the benefits for which You are insured are based on age and You have misstated Your age, there will be an adjustment of said benefit based on Your true age. We may require satisfactory proof of age before paying any claim.

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that right. You shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment for the loss.

Other Insurance with Us: You may be covered under only one travel policy with Us for each Trip. If You are covered under more than one such policy, You may select the coverage that is to remain in effect. In the event of death, the beneficiary or estate will make the selection. Premiums paid (less claims paid) will be refunded for the duplicate coverage that does not remain in effect.

Primary Insurance: The insurance provided by this policy for all benefits except Political or Security Evacuation and Natural Disaster Evacuation will be paid on a primary basis, regardless of any other coverage. We will pay the applicable eligible benefit, subject to any Deductible amount. We will pay first but reserve the right to recover from any other insurance carrier with which You may be covered. We will pay the claim first then seek to recover any payments made by a Third Party.

Physician Examination and Autopsy: We, at Our expense, may have You examined when and as often as is reasonable while the claim is pending. We may have an autopsy done (at Our expense) where it is not forbidden by law.

Termination of This Policy: Termination of this policy will not affect a claim for loss, which occurs after You pay the premium and while the policy is in force.

Transfer of Coverage: Coverage under this policy cannot be transferred to anyone else.

AMENDATORY ENDORSEMENTS

These Amendatory Endorsements are attached to and made a part of the policy issued to You. The provisions of these Amendatory Endorsements are effective on the Effective Date and will expire concurrently with the policy, unless otherwise terminated.

ALASKA

The policy is hereby amended for Alaska as follows:

1. The "Concealment and Misrepresentation" provision, located within the "General Provisions" section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if You conceal or misrepresent any material fact or circumstance relating to this insurance in the application or enrollment form for this policy.

2. The "Disagreement Over Size of Loss" provision located within the "How to File a Claim" section of the policy is hereby deleted and replaced with the following:

Disagreement Over Size of Loss (applies to the following coverage only: Baggage and Personal Effects): If there is a disagreement about the amount of the loss, either You or We can make a written demand for an appraisal. Within 10 days of the written demand, You and We must notify the other of the competent appraiser each has selected. The two appraisers will promptly choose a competent and impartial umpire. Not later than 15 days after the umpire has been chosen, unless the time period is extended by the umpire, each appraiser will separately state in writing the amount of the loss. If the appraisers submit a written report of agreement on the amount of the loss, the agreed amount will be binding upon You and We. If the appraisers fail to agree, the appraisers will promptly submit their differences to the umpire. A decision agreed to by one of the appraisers and the umpire will be binding upon You and We. All expenses and fees, not including counsel or adjuster fees, incurred because of the appraisal shall be paid as determined by the umpire.

This "Disagreement Over Size of Loss" provision is void and shall have no effect if the policy does not contain coverage for: Baggage and Personal Effects.

3. When included, the definition for "Usual and Customary" is hereby void and shall have no effect. All uses of the term throughout the policy, and any form attached thereto, are void and shall have no effect.
4. When included, the general exclusion that provides "activities, losses, or claims involving or resulting from possession, production, processing, sale, or use of marijuana, illegal drugs, alcohol or substances are excluded from coverage" is hereby deleted and replaced as follows:
 3. activities, losses, or claims involving or resulting from the possession, production, processing, sale, or use of marijuana, illegal drugs or substances are excluded from coverage. Activities, losses, or claims involving or resulting from the possession, production, processing, sale, or use of alcohol are also excluded from coverage if such possession, production, processing or sale of alcohol is illegal in the state or jurisdiction where You are located at the time of the incident; or if the use of alcohol either: 1.) is illegal in the state or jurisdiction where You are located at the time of the incident, or 2.) causes You to become Intoxicated. For purposes of this exclusion, "Intoxicated" mean a blood alcohol level that equals or exceeds the legal limit for operating a motor vehicle in the state or jurisdiction where You are located at the time of an incident;
5. When "Natural Disaster Evacuation" coverage is included, the definition of "Natural Disaster Evacuation," located within that coverage, is hereby deleted and replaced as follows:

Natural Disaster Evacuation means Your extraction from or within the Host Country due to a Natural Disaster Event that results in You being placed in imminent physical danger.

6. When included, the “Natural Disaster Coverage Conditions and Limitations,” located within the “Natural Disaster Evacuation” coverage, are hereby deleted and replaced as follows:

NATURAL DISASTER EVACUATION COVERAGE CONDITIONS AND LIMITATIONS

1. The benefits and services described herein are provided to You only if authorized, arranged and coordinated by Us or Our designated Travel Assistance Services Provider;
2. We will not pay for any loss or expense recoverable under any valid and collectible primary insurance, recoverable under all valid and collectible insurance or indemnity that does not also provide coverage on an excess basis or that is recoverable through an employer;
3. We will not pay any costs or expenses arising from:
 - a. We will not pay for any loss or expense arising from or attributable to: a) fraudulent or criminal acts committed or attempted by You; b) alleged violation of the laws of the country You are visiting, unless We determine such allegations to be fraudulent; or c) failure to maintain required documents or visas;
 - b. We will not pay for any loss or expense arising from or attributable to: a) debt, insolvency, business or commercial failure; b) the repossession of any property; or c) Your non-compliance with a contract, license or permit;
 - c. We will not pay for any loss or expense arising from or due to liability assumed by You under any contract;
 - d. Your arrival into a country for which a formal recommendation in the form of a travel alert or travel warning from the U.S State Department advising caution at a level 4 or higher in traveling to specified destinations due to reasons such as armed violence, civil or political unrest, high incidence of crime (especially kidnapping and/or murder), natural disaster or outbreak of one or more contagious diseases has been issued preceding Your arrival into that country on Your Trip.

T7000I-AE.AK

ARKANSAS

The policy is hereby amended for Arkansas as follows:

1. The **Legal Actions Against Us** provision appearing in General Provisions is deleted and replaced as follows:

Legal Actions: All policy terms will be interpreted under the laws of the state in which the policy was issued. A legal action or suit for a claim may be brought against Us within the time allowed by law.

2. The **Subrogation** provisions appearing in **General Provisions** are amended to include this sentence at the end of the provisions (whenever either provision is included):

We are entitled to recovery only after You have been fully compensated for the loss sustained.

T7000I-AE.AR

CALIFORNIA

The policy is hereby amended for California as follows:

1. The Who is Eligible for Coverage provision of the Coverage Provisions section is deleted in its entirety and replaced with the following:

A person who is booked to travel on a Trip and pays the required premium is covered under this policy. Coverage is only available for persons who are a citizen or resident of the United States of America.

2. The Domestic Partner definition in the General Definitions section is deleted in its entirety and replaced with the following:

Domestic Partner means two adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring. A Domestic Partnership is established in California when both persons file a Declaration of Domestic Partnership with the Secretary of State, and at the time of the filing of this document, the following requirements are met:

- (a) Neither person is married to someone else or is a member of another domestic partnership with someone else that has not been terminated, dissolved, or adjudged a nullity.
- (b) The two persons are not related by blood in a way that would prevent them from being married to each other in this state.
- (c) Both persons are at least 18 years of age, except as provided in Section 297.1 of the California Family Code.
- (d) Either of the following:
 - (i) Both persons are members of the same sex.
 - (ii) One or both persons meet the eligibility criteria under Title II of the Social Security Act as defined in Section 402(a) of Title 42 of the United States Code for old-age benefits or Title XVI of the Social Security Act as defined in Section 1381 of Title 42 of the United States Code for aged individuals. Regardless of any other provision of this section, persons of opposite sexes may not constitute a domestic partnership unless one or both of the persons are over 62 years of age.
- (e) Both persons are capable of consenting to the domestic partnership.

3. The Injury(ies)/Injured definition in the General Definitions section is deleted and replaced with the following:

Injury(ies)/Injured means an accidental bodily injury for which the proximate cause is an Accident occurring while Your coverage under this policy is in force. The injury(ies) requires examination and treatment and must be verified by a Physician.

4. The Medically Necessary definition in the General Definitions section is deleted and replaced with the following:

Medically Necessary means that a treatment, service, or supply:

- a) required to treat an Injury or Sickness;
- b) meets generally accepted standards of medical practice where the service is rendered;
- c) is ordered by a Physician and performed under his or her care, supervision, or order; or
- d) is not used for the convenience of You, Physician, other providers, or any other person.

5. The Spouse definition in the General Definitions section is deleted and replaced with the following:

Spouse means Your lawful spouse, if not legally separated or divorced. For the purposes of this policy, the term spouse includes a Domestic Partner or a civil union partner whenever used.

6. The Usual and Customary definition in the General Definitions section is deleted and replaced with the following:

Usual and Customary means the comparable level of charges for similar treatment, services and supplies in the country region, and city where treatment, services or supplies are provided or performed.

7. The 1st sentence of the **Trip Cancellation and Trip Interruption** provision in the Exclusions and Limitations section is deleted and replaced the following:

We will not pay for any loss or expense caused for which the proximate cause was:

8. The 1ST sentence of the **Medical Expense benefits** provision in the Exclusions and Limitations section is deleted and replaced the following:

We will not pay for any loss or expense for which the proximate cause was from:

9. The 1st sentence of the **benefit-specific, exclusion** provision in the Exclusions and Limitations section is deleted and replaced the following:

We will not pay for any loss or expense for which the proximate case was from:

10. The Subrogation provision(s) in the General Provisions section are deleted in their entirety.

T70001P-AE-CA

COLORADO

The policy is hereby amended for Colorado Residents as follows:

1. The following provisions are hereby added to the policy:

Time of Payment of Claims: Payment for any loss (other than losses for which the policy provides periodic payment) will be paid immediately upon receipt of due written proof of loss. If the policy provides for a periodic payment, it will not be paid less frequently than monthly. Any balance remaining unpaid upon the termination of liability when the policy provides periodic payment will be paid immediately upon receipt of due written proof.

2. The “Notice of Claim” provision in the “How to File a Claim” section of the policy is hereby deleted and replaced with the following:

Notice of Claim: Written notice for a claim brought under the policy must be reported to Us or Our authorized representative within 20 days after a loss occurs or as soon as is reasonably possible. You or someone on Your behalf may give the notice at Us or Our authorized representative at Our administrative office. The notice should include sufficient information to identify You.

3. The “Disagreement Over Size of Loss” provision in the “How to File a Claim” section of the policy is hereby void and shall have no effect.
4. The “Concealment and Misrepresentation” provision in the “General Provisions” section of the policy is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been intentionally concealed or intentionally misrepresented.

5. If included, the general exclusion regarding suicide, attempted suicide or any intentionally self-inflicted injury is hereby deleted and replaced with the following:

1. suicide, attempted suicide or any intentionally self-inflicted injury of You, a Traveling Companion, Family Member or Business Partner booked and scheduled to travel with You;

T70001I-AE.CO

CONNECTICUT

The policy is hereby amended for Connecticut as follows:

1. The Subrogation provision in **GENERAL PROVISIONS** section are deleted and revised as follows:

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that right as permitted by law. You shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment

for the loss, as permitted by law.

2. In the **EXCLUSIONS AND LIMITATIONS** section, the general exclusion regarding suicide, which is applicable to all losses and all benefits, is deleted and revised as follows:
 1. suicide, attempted suicide or any intentionally self-inflicted injury of You or a Family Member (Family Member does not include Your Spouse, child(ren), or other dependent relative who resides in Your household.), while sane or insane;

T7000I-AE.CT

Rev. 10.2021

DISTRICT OF COLUMBIA

The policy is hereby amended for the District of Columbia as follows:

1. **GENERAL PROVISIONS** section is amended to include the following provisions:

Fraud Warning as required for District of Columbia Residents: It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits, if false information materially related to a claim was provided by the applicant.

T7000I-AE.DC

FLORIDA

The policy is hereby amended for **FLORIDA** as follows:

The **Legal Actions Against Us** provision appearing in **General Provisions** section is deleted and replaced as follows:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within sixty (60) days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after five (5) years from the time written Proof of Loss is required to be furnished.

T7000I-AE.FL

GEORGIA

The policy is hereby amended for Georgia as follows:

1. The "Other Insurance with Us" provision, located within the "General Provisions" section of the policy, is hereby deleted and replaced with the following:

Other Insurance with Us: (1.) You may be covered under only one travel policy with Us for each Trip. If You are covered under more than one such policy, You may select the coverage that is to remain in effect. In the event of death, the beneficiary or estate will make the selection. The entire premium that You paid for each policy that will not remain in effect shall be refunded to You.

(2.) The following shall apply if there is a valid claim or claims under multiple policies with Us for each Trip. If any claim(s) has been paid under any policy that will not remain in effect because of the selection described in paragraph (1.) of this provision, You will refund to Us any amount paid to You under each policy that will not remain in effect that exceeds the premium paid for that policy. If the amount of the claim paid to You under each such policy does not exceed the premium paid, then we shall refund to You an amount that is the difference between the premium paid to Us and the claim paid to You for each policy that will not remain in effect. This shall cause You to receive an amount from Us that is equal to the premium that You paid for each policy that will not remain in effect. You will then be paid under the policy that remains in effect.

2. The following provision is hereby added:

Conflicting Excess Insurance Provisions: The following applies only if You are covered for the same loss under multiple policies of insurance or indemnity, including the policy. If the policy (including any coverage within the policy or any coverage attached to the policy as a Rider or part of a Rider) contains a provision indicating that it provides benefits for Your loss in excess of all other valid and collectible policies of insurance or indemnity, and You are also covered by one or more other valid and collectible policies of insurance or indemnity for the same loss, and these other policies contain clauses that are irreconcilable to this, then in accordance with Georgia law, all of these clauses shall cancel each other out, and the liability for the loss will be divided equally between Us and the other insurer(s).

3. The “Concealment and Misrepresentation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

T7000I-AE.GA

IDAHO

The policy is hereby amended for Idaho as follows:

1. The following is hereby added to the policy:

Contact Information for the Idaho Department of Insurance:

Idaho Department of Insurance
Consumer Affairs
700 W. State Street, 3rd Floor
PO Box 83720
Boise, ID 83720-0043

1-800-721-3272 or 208-334-4250 or www.DOI.Idaho.gov

2. The **Concealment and Misrepresentation** provision, located within the **General Provisions** section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

3. The **Disagreement Over Size of Loss** provision, located within the **How to File a Claim** section of the policy, is void and will have no effect.

4. The following definition is hereby added to the policy:

Elective Abortion means an abortion for any reason other than to preserve the life of the female upon whom the abortion is performed.

5. If included, the exclusion concerning “Your participation in Adventure or Extreme Activities, riding or driving in any races, or participation in speed or endurance competition or events, except as a spectator” that applies to Medical Expense benefits only is hereby deleted and replaced with the following:

6. Your participation as a professional: in Adventure or Extreme Activities, riding or driving in any races, or in speed or endurance competition or events;

6. If the definition of “Complications of Pregnancy” is included in the policy, this definition is deleted and replaced with the following:

Complications of Pregnancy means conditions (when the pregnancy is not terminated) whose diagnoses are distinct from pregnancy but are adversely affected by pregnancy or are caused by pregnancy. These conditions include hyperemesis gravidarum, preeclampsia, eclampsia, gestational diabetes, gestational hypertension, acute nephritis, nephrosis, cardiac decompensation, and missed abortion. Complications of pregnancy also include non-elective cesarean section (includes all cesarean sections for purposes of Section VI Travel Insurance Benefit(s) and all provisions that effect those coverages), ectopic pregnancy which is terminated and spontaneous termination of pregnancy, which occurs during a period of gestation in which a viable birth is not possible.

Complications of pregnancy do not include Physician-prescribed rest during the period of pregnancy (except due to conditions noted above), false labor, occasional spotting, morning sickness, elective abortion, and similar conditions associated with the management of a difficult pregnancy, not constituting a categorically distinct complication of pregnancy.

T7000I-AE.ID

KANSAS

The policy is hereby amended for Kansas as follows:

1. The “Disagreement Over Size of Loss” provision located within the “How to File a Claim” section of the policy is hereby deleted and replaced with the following:

Disagreement Over Size of Loss: If there is a disagreement about the amount of the loss, either You or We can make a written demand for an appraisal, if voluntary and mutually acceptable. After the demand, You and We each select our own competent appraiser. After examining the facts, each of the two appraisers will give an opinion on the amount of the loss. If they do not agree, they will select an arbitrator. Any figure agreed to by 2 of the 3 (the appraisers and the arbitrator) will be binding. The appraiser selected by You is paid by You. We will pay the appraiser We choose. You will share with Us the cost for the arbitrator and the appraisal process.

2. The “Legal Actions Against Us” provision located within the “General Provisions” section of the policy is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 5 years from the time written Proof of Loss is required to be furnished.

3. Any and all references to “Usual and Customary” within the policy and any attachment thereto are hereby void and shall have no effect.

4. The following provision is hereby added to the policy:

Time of Payments of Claims:

For claims brought under the Accident & Sickness Medical Expense Benefit coverage, all benefits payable under this policy will be paid immediately upon Our receipt of due written Proof of Loss.

For all other claims, payment shall be made within 30 calendar days after the amount of the payment is agreed to between the claimant and Us in accordance with K.S.A. 40-2,126.

5. The “Subrogation” provision, located in the “General Provisions” section of the policy is hereby deleted and replaced with the following:

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that

right. You shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment for the loss.

The Subrogation provision does not apply to following coverage: Accident & Sickness Medical Expense Benefit.

6. If included, the following exclusion “Normal pregnancy (except Complications of Pregnancy) or childbirth, except as specifically covered under Trip Cancellation or Trip Interruption or elective abortion,” which applies only to the Medical Expense benefits, is hereby deleted.
7. The following exclusion is hereby added to the list of general exclusions:

Normal pregnancy (except Complications of Pregnancy) or childbirth, except as specifically covered under Trip Cancellation or Trip Interruption or elective abortion. However, normal pregnancy or childbirth shall not be excluded from the coverages included within “Section VI Travel Insurance Benefits”.

T7000I-AE.KS

LOUISIANA

The policy is hereby amended for Louisiana as follows:

1. The following provision is hereby added to the policy:

Time of Payment of Claims: We, or Our designated representative, will pay claims within 30 days after receipt of acceptable proof of loss.

2. In the “General Provisions” section, the “Concealment and Misrepresentation” provision is deleted and replaced as follows:

Concealment and Misrepresentation: The entire coverage will be void if You conceal or misrepresent any material fact or circumstance relating to this insurance, with the intent to deceive, when applying for coverage. The entire coverage may be cancelled if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

3. The “Disagreement Over Size of Loss” provision, located within the “How to File a Claim” section of the policy, is void and will have no effect.
4. If included, the “Subrogation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that right, provided You have been made whole. You shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment for the loss, provided You have already been made whole for that loss. The amount of Our recovery will be reduced by a proper share of Your legal fees and Your expenses needed to obtain the refund.

5. If included, the definition of “Domestic Partner” in the “General Definitions” section of the policy is hereby deleted and shall have no effect.
6. If included, the definition of “Spouse” in the “General Definitions” section of the policy is hereby deleted and replaced as follows:

Spouse means Your lawful spouse, if not legally separated or divorced.

7. If included, the definition of “Family Member” in the “General Definitions” section of the policy is hereby deleted and replaced as follows:

Family Member means the following relatives of You or Your Traveling Companion:

- a) Spouse;
- b) children, children-in-law, step-children, foster children, ward or legal ward;
- c) siblings, siblings-in-law, step-siblings;
- d) parents, parents-in-law, step-parents, legal guardians, or guardians;
- e) grandparents, grandchildren;
- f) aunts or uncles;
- g) nieces or nephews.

T7000I-AE.LA

MAINE

The policy is hereby amended for Maine as follows:

- 1. Any and all references to “Usual and Customary” within the policy and any attachment thereto are hereby void and shall have no effect.
- 2. The “Disagreement Over Size of Loss” provision located within the “How to File a Claim” section of the policy is hereby deleted and replaced with the following:

Disagreement Over Size of Loss: If there is a disagreement about the amount of the loss, either You or We can make a written demand for an appraisal, if voluntary and mutually acceptable. After the demand, You and We each select our own competent appraiser. After examining the facts, each of the two appraisers will give an opinion on the amount of the loss. If they do not agree, they will select an arbitrator. Any figure agreed to by 2 of the 3 (the appraisers and the arbitrator) will be binding. The appraiser selected by You is paid by You. We will pay the appraiser We choose. You will share with Us the cost for the arbitrator and the appraisal process.

- 3. The “Concealment and Misrepresentation” provision, located in the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be voidable if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented. In order to void the policy, We will seek voidance through Maine’s state court system.

- 4. The following is hereby added to the policy:

Cancellation by Us: The Maine Insurance Code permits Us to cancel this policy for the following reasons:

- A. Nonpayment of premium;
- B. Fraud or material misrepresentation made by You or with Your knowledge in obtaining the policy, continuing the policy or in presenting a claim under the policy;
- C. Substantial change in the risk which increases the risk of loss after insurance coverage has been issued or renewed, including, but not limited to, an increase in exposure due to rules, legislation or court decision;
- D. Failure to comply with reasonable loss control recommendations;
- E. Substantial breach of contractual duties, conditions or warranties; or
- F. Determination by the superintendent that the continuation of a class or block of business to which the policy belongs will jeopardize a company’s solvency or will place Us in violation of the insurance laws of this State or any other state.

We will not cancel this policy for any other reason. We will send You a notice of cancellation prior to cancelling this policy. Cancellation will not take effect until 10 days after You receive the notice of cancellation. A post-office certificate of mailing to You at Your last known address is conclusive proof of receipt of notice on the 3rd calendar day after mailing.

5. When included, the definition of "Sickness," located in the "General Definitions" section of the policy, is hereby deleted and replaced with the following:

Sickness means an illness or disease of the body, that commences while Your coverage is in effect and requires examination, diagnosis and treatment by a Physician.

An illness or disease of the body that first manifests itself and then worsens or becomes acute prior to the Effective Date of Your coverage is not a Sickness as defined herein and is not covered by the policy.

Sickness does not include any Mental, Nervous or Psychological, Condition or Disorders including but not limited to anxiety, depression, neurosis, phobia, psychosis; or any related physical manifestation. Sickness does not include drug addiction, marijuana addiction, or alcohol addiction.

Notwithstanding the foregoing, for purposes of the Accident & Sickness Medical Expense Benefit only, Sickness shall be defined as Your illness or disease.

6. When included, the definition of "Actual Cash Value," located in the "General Definitions" section of the policy, is hereby deleted and replaced with the following:

Actual Cash Value means the replacement cost of an insured item of property at the time of loss, less the value of physical depreciation as to the item damaged. "Physical depreciation," for purposes of this definition, means a value as determined according to standard business practices.

T7000I-AE.ME

MICHIGAN

The policy is hereby amended for Michigan as follows:

1. The "Legal Actions Against Us" provision, located within the "General Provisions" section of the policy is hereby deleted and revised as follows:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 6 years from the time written Proof of Loss is required to be furnished.

2. The following provision is hereby added to the policy:

Criminal Acts: The criminal acts portion of any exclusion in the policy, or in any document attached thereto, will not be applied in a way that denies coverage/ benefits without: 1.) a court or other adjudicatory body convicting You of the criminal act that resulted in the loss; or 2.) You agreeing to a plea deal in which You assert that You committed the criminal act that resulted in the loss.

3. When included, the "Political or Security Evacuation Coverage Conditions and Limitations," located within the "Political or Security Evacuation" coverage, are hereby revised to read as follows:

POLITICAL OR SECURITY EVACUATION COVERAGE CONDITIONS AND LIMITATIONS

1. The benefits and services described herein are provided to You only if authorized, arranged and coordinated by Us or Our designated Travel Assistance Services Provider;
2. We will not pay for any loss or expense recoverable under any other valid and collectible insurance or through an employer;

3. We will not pay any costs or expenses arising from:
 - a. We will not pay for any loss or expense arising from or attributable to: a) (i.) fraudulent or (ii.) criminal acts committed or attempted by You; b) alleged violation of the laws of the country You are visiting, unless We determine such allegations to be fraudulent; or c) failure to maintain required documents or visas;
 - b. We will not pay for any loss or expense arising from or attributable to: a) debt, insolvency, business or commercial failure; b) the repossession of any property; or c) Your non-compliance with a contract, license or permit;
 - c. We will not pay for any loss or expense arising from or due to liability assumed by You under any contract;
 - d. Your arrival into a country for which a formal recommendation in the form of a travel alert or travel warning from the U.S State Department advising caution at a level 4 or higher in traveling to specified destinations due to reasons such as armed violence, civil or political unrest, high incidence of crime (specially kidnapping and/or murder), natural disaster or outbreak of one or more contagious diseases has been issued preceding Your arrival into that country on Your Trip.
4. When included, "Natural Disaster Evacuation Coverage Conditions and Limitations," located within the "Natural Disaster Evacuation" coverage, are hereby revised to read as follows:

NATURAL DISASTER EVACUATION COVERAGE CONDITIONS AND LIMITATIONS

1. The benefits and services described herein are provided to You only if authorized, arranged and coordinated by Us or Our designated Travel Assistance Services Provider;
2. We will not pay for any loss or expense recoverable under any other valid and collectible insurance or through an employer;
3. We will not pay any costs or expenses arising from:
 - a. We will not pay for any loss or expense arising from or attributable to: a) (i.) fraudulent or (ii.) criminal acts committed or attempted by You; b) alleged violation of the laws of the country You are visiting, unless We determine such allegations to be fraudulent; or c) failure to maintain required documents or visas;
 - b. We will not pay for any loss or expense arising from or attributable to: a) debt, insolvency, business or commercial failure; b) the repossession of any property; or c) Your non-compliance with a contract, license or permit;
 - c. We will not pay for any loss or expense arising from or due to liability assumed by You under any contract;
 - d. Your arrival into a country for which a formal recommendation in the form of a travel alert or travel warning from the U.S State Department advising caution at a level 4 or higher in traveling to specified destinations due to reasons such as armed violence, civil or political unrest, high incidence of crime (specially kidnapping and/or murder), natural disaster or outbreak of one or more contagious diseases has been issued preceding Your arrival into that country on Your Trip.

T7000I-AE.MI

MINNESOTA

The policy is hereby amended for Minnesota as follows:

1. The **Fair Settlement Offers and Agreements** provision is added into **General Provisions** section as follows.

Fair Settlement Offers and Agreements: If We, or Our designated representative, agree to issue payment for any amount finally agreed upon in settlement of all or part of any claim, payment will be made within five business days from Our receipt of the agreement or from the date of Your performance of any conditions set by such agreement, whichever is later.

2. The **Concealment and Misrepresentation** provision in **General Provisions** section is deleted and replaced as follows:

Concealment and Misrepresentation: We will void the entire coverage if there was material misrepresentation, material omission, or fraud made by You or with Your knowledge in obtaining the policy or in pursuing a claim under the policy. No oral or written misrepresentation made by You, or in Your behalf, in the negotiation of insurance, shall

be deemed material, or defeat or avoid the policy, or prevent its attaching, unless made with intent to deceive and defraud, or unless the matter misrepresented increases the risk of loss.

3. The following is added as an additional paragraph to the **Subrogation** provisions in the **General Provisions** section (whenever either provision is included):

The Company cannot subrogate Itself to Your rights to proceed against a third party if that third party is insured by the Company for the same loss. However, this exception applies only if the loss was caused by the nonintentional acts of the person against whom subrogation is sought.

4. The **Legal Actions Against Us** provision in the **General Provisions** section is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 2 years from the time written Proof of Loss is required to be furnished.

T7000I-AE.MN

NORTH DAKOTA

The policy is hereby amended for North Dakota as follows:

1. The “Legal Actions Against Us” provision located within the “General Provisions” section of the policy is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 3 years from the time written Proof of Loss is required to be furnished.

2. In Section VIII, “Exclusions and Limitations,” the general exclusion regarding the commission of or attempt to commit a felony is deleted and replaced with the following:

5. the commission of or attempt to commit a felony or being engaged in an illegal occupation by You, a Traveling Companion, Family Member, or Business Partner. The sole exception to this exclusion is for situations where a Family Member commits, or attempts to commit, an act of violence against another Family Member. In such cases, the Family Member who is the victim, or the intended victim, of the act of violence and all innocent coinsureds are still eligible to have their loss or losses covered under the policy;

3. The “Concealment and Misrepresentation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

4. The “Disagreement Over Size of Loss” provision, located within the “How to File a Claim” section of the policy, is void and will have no effect.

T7000I-AE.ND

NEVADA

The policy is hereby amended for Nevada as follows:

1. The “Concealment and Misrepresentation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

2. The “Disagreement Over Size of Loss” provision, located within the “How to File a Claim” section of the policy, is void and will have no effect.

T7000I-AE.NV

OKLAHOMA

1. The following provision is hereby added to the policy:

WARNING: Any person who knowingly, and with intent to injure, defraud or deceive any insurer, makes any claim for the proceeds of an insurance policy containing any false, incomplete or misleading information, is guilty of a felony.

T7000I-AE.OK

RHODE ISLAND

The policy is hereby amended for Rhode Island as follows:

1. The “Disagreement Over Size of Loss” provision located within the “How to File a Claim” section of the policy is hereby deleted and replaced with the following:

Disagreement Over Size of Loss: If there is a disagreement about the amount of the loss, either You or We can make a written demand for an appraisal, if voluntary and mutually acceptable. After the demand, You and We each select our own competent appraiser. After examining the facts, each of the two appraisers will give an opinion on the amount of the loss. If they do not agree, they will select an arbitrator. Any figure agreed to by 2 of the 3 (the appraisers and the arbitrator) will be binding. The appraiser selected by You is paid by You. We will pay the appraiser We choose. You will share with Us the cost for the arbitrator and the appraisal process.

2. If included, the “Subrogation” provision is hereby deleted and replaced with the following:

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that right. You shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment for the loss.

If We collect a casualty loss from a third party, We shall, from the funds collected, first pay to You the deductible portion of the casualty loss less the prorated share of Subrogation expenses and only after this retain any funds in excess of the deductible portion of the recovery.

3. The definition of **Family Member** in **General Definitions** section is deleted and replaced as follows:

Family Member means the following relatives of You or Your Traveling Companion:

- a) Spouse, including a civil union partner, Domestic Partner;
- b) children, children-in-law, step-children, foster children, ward or legal ward;
- c) siblings, siblings-in-law, step-siblings;
- d) parents, parents-in-law, step-parents, legal guardians, or guardians;
- e) grandparents, grandchildren;
- f) aunts or uncles;
- g) nieces or nephews.

T7000I-AE.RI

SOUTH CAROLINA

The policy is hereby amended for South Carolina as follows:

1. The following contact information for United States Fire Insurance Company is hereby added to the policy:

United States Fire Insurance Company
Administrative Office: 5 Christopher Way, Eatontown, NJ 07724
Phone Number: 1-800-392-1970

T7000I-AE.SC

SOUTH DAKOTA

The policy is hereby amended for South Dakota as follows:

1. The last sentence of the **Legal Actions Against Us** provision appearing in **GENERAL PROVISIONS** section is deleted and replaced as follows:

No legal action for a claim may be brought against Us after 6 years from the time written Proof of Loss is required to be furnished.

2. The **Disagreement Over Size of Loss** provision, located within the **How to File a Claim** section of the policy, is void and will have no effect.

T7000I-AE.SD Rev 7.30.2020

TENNESSEE

The policy is hereby amended for Tennessee as follows:

1. The "Pre-Existing Medical Condition" definition of the "Definitions" section of the policy is hereby deleted and replaced with the following:

Pre-Existing Medical Condition means an illness, disease, or other condition during the 180-day period immediately prior to the date Your coverage is effective for which You, Your Traveling Companion, Business Partner, or Family Member:

- 1) received or received a recommendation for a test, examination, or medical treatment for a condition which first manifested itself, worsened or became acute, or had symptoms which would have prompted a reasonable person to seek diagnosis, care or treatment; or
- 2) took or received a prescription for drugs or medicine. Item (2) of this definition does not apply to a condition which is treated or controlled solely through the taking of prescription drugs or medicine and remains treated or controlled without any adjustment or change in the required prescription throughout the 180 day period before coverage is effective under this policy.
- 3) Change in prescribed medication means the dosage or frequency of a medication has been reduced, increased, stopped and/or new medications have been prescribed due to the worsening of an underlying condition that is being treated with the medication, unless the change is:
 - a) between a brand name and a generic medication with comparable dosage; or
 - b) an adjustment to insulin or anti-coagulant dosage.

2. The “**ACCIDENT & SICKNESS MEDICAL EXPENSE BENEFIT**” provision in the “Travel Insurance Benefits” section of the policy is hereby deleted and replaced with the following:

Benefits will be paid for Medical Expenses incurred by You, up to the Maximum Benefit Amount shown in the Schedule of Benefits, subject to the following:

- a. Sickness must occur and Injury must occur while on Your Trip (of a duration of 180 days or less for Sickness);
- b. only Medical Expenses incurred by You during Your Trip (of a duration of 180 days or less for Sickness) will be reimbursed. Medical Expenses incurred after You return from Your Trip are not covered.

3. The “Children/Child” definition in the “General Definitions” section of the policy is hereby deleted and replaced with the following:

Children/Child means a person:

1. under age of 17 and primarily dependent on You for support and maintenance; or
2. who is at least age seventeen (17) but less than age twenty-six (26) unmarried and dependent upon You for support and maintenance.

The age limit does not apply to a child who is incapable of self-sustaining employment by reason of intellectual or physical incapacity.

4. The “Notice of Claim” provision in “How To File A Claim” section of the policy is hereby deleted and replaced with the following:

Notice of Claim: Notice of claim must be reported to Us or Our authorized representative within 20 days no later than 1 year after a loss occurs or as soon as is reasonably possible. You or someone on Your behalf may give the notice. The notice should be given to Us or Our authorized representative and should include sufficient information to identify You.

5. The “Proof of Loss” provision in “How To File A Claim” section of the policy is hereby deleted and replaced with the following:

Proof of Loss: Proof of loss must be provided within 90 days after the date of the loss or as soon as is reasonably possible. Failure to furnish such proof within provided period will not invalidate nor reduce any claim if it shall be shown not to have been reasonably possible to furnish such proof during that time. Proof of Loss must, however, be furnished no later than 12 months from the time it is otherwise required, except in the absence of legal capacity.

All claims require You to provide Us with the following: a Trip invoice, itinerary or confirmation showing details of Your Trip (dates of travel, destination, etc.); and any other information reasonably required to prove the loss.

6. The “Legal Actions Against Us” provision in the “General Provisions” section of the policy is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 3 years from the time written Proof of Loss is required to be furnished.

7. The “Concealment and Misrepresentation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if You conceal or misrepresent any material fact or circumstance relating to this insurance in the application or enrollment form for this policy.

8. The “Subrogation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Subrogation: If We have made a payment for a loss under this coverage, and the person to or for whom payment was made has a right to recover damages from the Third Party responsible for the loss, We will be subrogated to that right. You

shall help Us exercise Our rights in any reasonable way that We may request; nor do anything after the loss to prejudice Our rights; and in the event You recover damages from the Third Party responsible for the loss, You will hold the proceeds of the recovery for Us in trust and reimburse Us to the extent of Our previous payment for the loss.

T7000IP-A&H-AE.TN

TEXAS

The policy is hereby amended for Texas as follows:

1. The “Concealment and Misrepresentation” provision, located within the “General Provisions” section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

2. The “Disagreement Over Size of Loss” provision, located within the “How to File a Claim” section of the policy, is void and will have no effect.
3. The “Proof of Loss” provision, located within the “How to File a Claim” section of the policy, is hereby deleted and replaced with the following:

Proof of Loss: Proof of loss must be provided within 90 days of the date that We request proof of loss to be provided. Failure to furnish such proof within provided period will not invalidate nor reduce any claim if it shall be shown not to have been reasonably possible to furnish such proof during that time. Proof of Loss must, however, be furnished no later than 12 months from the time it is otherwise required, except in the absence of legal capacity.

All claims require You to provide Us with the following: a Trip invoice, itinerary or confirmation showing details of Your Trip (dates of travel, destination, etc.); and any other information reasonably required to prove the loss.

4. The following provision is hereby added to the policy:

Time of Payment of Claims: We shall notify You in writing of the acceptance or rejection of a claim not later than the 15th business day after We receive all items, statements, and forms required by Us to secure final proof of loss.

If We are unable to accept or reject the claim within the period specified above, We shall, within that same period, notify You of the reasons that We need additional time. We shall accept or reject the claim not later than the 45th day after the date We notify You of Our need for additional time.

If We notify You that We will pay a claim or part of a claim, We shall pay the claim not later than the 5th business day after the date notice is made.

If payment of the claim or part of the claim is conditioned on the performance of an act by You, We shall pay the claim not later than the 5th business day after the date the act is performed.

T7000I-AE.TX

UTAH

The policy is hereby amended for Utah as follows:

1. The “**Disagreement Over Size of Loss**” provision, located within the “**How to File a Claim**” section is void and will have no effect.
2. The **Proof of Loss** provision appearing in “**How To File A Claim**” section is amended to include the

following sentence at the end of the provision:

Failure to give notice or file proof of loss in a timely manner does not bar recovery under the policy if We fail to show that We were prejudiced by the failure to provide proof in a timely manner. Failure to give notice in a timely manner does not bar recovery under the policy if You give notice as soon as reasonably possible.

3. The **Legal Actions Against Us** provision in the “**General Provisions**” section is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 3 years from the time written Proof of Loss is required to be furnished.

5. If the definition for “**Hospital**” is included, the following paragraph is hereby added to the definition:

Notwithstanding anything to the contrary, for purposes of the coverages included within “Section VI Travel Insurance Benefits” only, “Hospital” means a facility that is licensed as a general hospital by the proper authority of the state or jurisdiction in which it is located and operating within the scope of such license.

6. If the definition for “**Pre-Existing Medical Condition**” is included, the following paragraph is hereby added to the definition:

Notwithstanding anything to the contrary, for purposes of the coverages included within “Section VI Travel Insurance Benefits” only, Pre-Existing Medical Condition shall mean the existence of symptoms which would cause an ordinarily prudent person to seek diagnosis, care or treatment within a 180-day period preceding the effective date of the coverage or a condition for which medical advice or treatment was recommended by a Physician or received from a Physician within a 180-day period preceding the effective date of the coverage.

7. If the policy contains an exclusion for “Pre-Existing Medical Conditions,” the following paragraph is hereby added to the policy:

Pre-Existing Condition Limitation

For Trip Cancellation and Trip Interruption coverages, We will not pay for any loss or expense caused due to, arising or resulting from a Pre-Existing Medical Condition.

Pre-Existing Medical Condition means an illness, disease, or other condition during the 180-day period immediately prior to the date Your coverage is effective for which You, Your Traveling Companion, Business Partner, or Family Member:

- 1) received or received a recommendation for a test, examination, or medical treatment for a condition which first manifested itself, worsened or became acute, or had symptoms which would have prompted a reasonable person to seek diagnosis, care or treatment; or
- 2) took or received a prescription for drugs or medicine. Item (2) of this definition does not apply to a condition which is treated or controlled solely through the taking of prescription drugs or medicine and remains treated or controlled without any adjustment or change in the required prescription throughout the 180 day period before coverage is effective under this policy.
- 3) Change in prescribed medication means the dosage or frequency of a medication has been reduced, increased, stopped and/or new medications have been prescribed due to the worsening of an underlying condition that is being treated with the medication, unless the change is:
 - a) between a brand name and a generic medication with comparable dosage; or
 - b) an adjustment to insulin or anti-coagulant dosage.

Notwithstanding anything to the contrary, for purposes of the coverages included within “Section VI Travel Insurance Benefits” only, Pre-Existing Medical Condition shall mean the existence of symptoms which would cause an ordinarily prudent person to seek diagnosis, care or treatment within a 180-day period preceding the effective date of the coverage or a condition for which medical advice or treatment was recommended by a Physician or received from a Physician within a 180-day period preceding the effective date of the coverage.

8. The general exclusion which begins with “the commission of or attempt to commit a felony or being engaged in an illegal occupation” is hereby deleted and replaced with the following:

5. the voluntary commission of or attempt to commit a felony or being engaged in an illegal occupation;

T7000I-AE.UT

VERMONT

The policy is hereby amended for Vermont as follows:

1. The **Pre-Existing Medical Condition** as defined in the **General Definitions** provision is deleted and replaced as follows:

Pre-Existing Medical Condition means an illness, disease, or other condition during the 180-day period immediately prior to the date Your coverage is effective for which You or Your Traveling Companion, Business Partner or Family Member:

- 1) received or received a recommendation for a test, examination, or medical treatment for a condition which first manifested itself, worsened or became acute; or
- 2) took or received a prescription for drugs or medicine. Item (2) of this definition does not apply to a condition which is treated or controlled solely through the taking of prescription drugs or medicine and remains treated or controlled without any adjustment or change in the required prescription throughout the 180-day period before coverage is effective under this policy.
- 3) Change in prescribed medication means the dosage or frequency of a medication has been reduced, increased, stopped and/or new medications have been prescribed due to the worsening of an underlying condition that is being treated with the medication, unless the change is:
 - a) between a brand name and a generic medication with comparable dosage; or
 - b) an adjustment to insulin or anti-coagulant dosage.

2. **Sickness** as defined in the **General Definitions** provision is deleted and replaced as follows:

Sickness means an illness or disease of the body, that commences while Your coverage is in effect and requires examination, diagnosis and treatment by a Physician.

An illness or disease of the body that first manifests itself and then worsens or becomes acute prior to the Effective Date of Your coverage is not a Sickness as defined herein and is not covered by the policy.

Sickness includes any mental disorder as defined by the American Psychiatric Association DSM-5, or its current equivalent that is diagnosed or treated by a properly qualified medical professional.

3. The **Disagreement Over Size of Loss** section of **How to File a Claim** provision is void and will have no effect.

4. The **Concealment and Misrepresentation** provision under **General Provisions** is deleted and replaced as follows:

Fraud and Material Misrepresentation: The entire coverage will be void if the policy was obtained through fraud or material misrepresentation. The policy may be cancelled and the claim may be denied for fraud or material misrepresentation in the presentation of a claim.

5. The **Conformity with Statute** provision under **General Provisions** is deleted and replaced as follows:

Conformity with Statute: Any provision of the policy, which is in direct conflict with the laws, regulations and statutes of the state of Vermont, will be governed by the laws, regulations and statutes of the state of Vermont as of the effective date of the policy.

6. The **Physician Examination and Autopsy** provision under **General Provisions** is deleted and replaced as follows:

Physician Examination and Autopsy: We, at Our expense, may have You examined when and as often as is reasonable while the claim is pending. We may have an autopsy done (at Our expense), unless the law or your religion forbids it.

7. Whenever the term Spouse is used throughout the policy, or in any document attached to the policy, this term, and any other term denoting a marital relationship, shall include parties to a civil union under Vermont law. Any Family Member brought within the scope of the policy as a result of Your marriage is also brought within the scope of the policy by Your civil union under Vermont law.
8. The following is hereby added to the policy:

Time of Payment of Claims: If We agree to settle a claim, We shall pay, or shall mail payment, within 10 business days, unless a further delay is mandated under an order by a court of competent jurisdiction or required by law.

T7000I-AE.VT Rev 7.27.2022

WISCONSIN

The policy is hereby amended for Wisconsin as follows:

1. The "Disagreement Over Size of Loss" provision, located within the "How to File a Claim" section of the policy, is void and will have no effect.

T7000I-AE.WI

WYOMING

The policy is hereby amended for Wyoming as follows:

1. The "**Disagreement Over Size of Loss**" provision, located within the "**How to File a Claim**" section is void and will have no effect.
2. The "Concealment and Misrepresentation" provision, located within the "**General Provisions**" section of the policy, is hereby deleted and replaced with the following:

Concealment and Misrepresentation: The entire coverage will be void, if before, during or after a loss, any material fact or circumstance relating to this insurance has been concealed or misrepresented.

3. The **Legal Actions Against Us** provision in the "**General Provisions**" section is hereby deleted and replaced with the following:

Legal Actions Against Us: All policy terms will be interpreted under the laws of the state in which the policy was issued. No legal action may be brought to recover on the policy within 60 days after written Proof of Loss has been furnished. No legal action for a claim may be brought against Us after 4 years from the time written Proof of Loss is required to be furnished.

T7000I-AE.WY

If there is a conflict between the policy and these Endorsements, the terms of these Endorsements will govern.

Signed for United States Fire Insurance Company By:



Marc J. Adey
Chairman and CEO



Michael P. McTigue
Secretary

ARKANSAS NOTICE

Policyholders have the right to file a complaint with the Arkansas Insurance Department (AID). You may call AID to request a complaint form at (800) 852-5494 or (501) 371-2640 or write the Department at:

Arkansas Insurance Department
1 Commerce Way, Suite 102
Little Rock, AR 72202

The Insurance Company may be contacted at:

United States Fire Insurance Company
Admin. Offices: 5 Christopher Way
Eatontown, NJ 07724
1-800-392-1970

The Insurance Agent may be contacted at:

Travel Insured International
855 Winding Brook Drive
Glastonbury, CT 06033
1-855-752-8303

MARYLAND NOTICE

If you are covered under a plan issued in Maryland, you can file a complaint by contacting the Maryland Insurance Administration at 800.492.6116 or 410.468.2340 or by submitting an on-line complaint from the website at www.insurance.maryland.gov [[insurance.maryland.gov](http://www.insurance.maryland.gov)]

Have a complaint or need help?

If you have a problem with a claim or your premium, call your insurance company or HMO first. If you can't work out the issue, the Texas Department of Insurance may be able to help.

Even if you file a complaint with the Texas Department of Insurance, you should also file a complaint or appeal through your insurance company or HMO. If you don't, you may lose your right to appeal.

United States Fire Insurance Company

To get information or file a complaint with your insurance company or HMO:

Call: Complaint Department at 732-676-9800

Toll-free: 1-800-392-1970

Email: AHComplaintHandling@cfins.com

Mail: United States Fire Insurance Company
Complaint Department
c/o Crum & Forster
5 Christopher Way
Eatontown, NJ 07724

The Texas Department of Insurance

To get help with an insurance question or file a complaint with the state:

Call with a question: 1-800-252-3439

File a complaint: www.tdi.texas.gov

Email: ConsumerProtection@tdi.texas.gov

Mail: MC 111-1A, P.O. Box 149091, Austin, TX 78714-9091

¿Tiene una queja o necesita ayuda?

Si tiene un problema con una reclamación o con su prima de seguro, llame primero a su compañía de seguros o HMO. Si no puede resolver el problema, es posible que el Departamento de Seguros de Texas (Texas Department of Insurance, por su nombre en inglés) pueda ayudar.

Aun si usted presenta una queja ante el Departamento de Seguros de Texas, también debe presentar una queja a través del proceso de quejas o de apelaciones de su compañía de seguros o HMO. Si no lo hace, podría perder su derecho para apelar.

United States Fire Insurance Company

Para obtener información o para presentar una queja ante su compañía de seguros o HMO:

Llame a Complaint Department al 732-676-9800

Teléfono gratuito: 1-800-392-1970

Correo electrónico: AHComplaintHandling@cfins.com

Dirección postal: United States Fire Insurance Company
Complaint Department
c/o Crum & Forster
5 Christopher Way
Eatontown, NJ 07724

El Departamento de Seguros de Texas

Para obtener ayuda con una pregunta relacionada con los seguros o para presentar una queja ante el estado:

Llame con sus preguntas al: 1-800-252-3439

Presente una queja en: www.tdi.texas.gov

Correo electrónico: ConsumerProtection@tdi.texas.gov

Dirección postal: MC 111-1A, P.O. Box 149091, Austin, TX 78714-9091

PRIVACY NOTICE

United States Fire Insurance Company, The North River Insurance Company and affiliates within Crum & Forster (collectively, "The Company") values your business and your trust. In order to administer insurance policies and provide you with effective customer service, we must collect certain information including nonpublic personal information about our customers and claimants. Nonpublic personal information means information that allows someone to identify or contact you ("Information"). We are committed to protecting such Information and we will comply with all applicable federal and state laws and regulations. This notice describes how we collect, use and share your Information, your rights with respect to insurance products issued by The Company and our legal duties and privacy practices. State laws require that we provide this notice. Please review this Notice and keep a copy of it with your records.

Your privacy is our concern

When you apply to The Company for insurance or make a claim against a policy written by The Company, you disclose information about yourself to us. The Company limits the collection, use, and disclosure of such information to only what is needed to properly produce, underwrite and service its insurance products and/or fulfill legal or regulatory requirements. The Company maintains administrative, technical and physical safeguards that comply with state and federal regulations to protect your Information. We also limit employee access to Information to those with a business reason for knowing such Information and we take measures to enforce employee privacy responsibilities.

What kind of information do we collect about you and from whom?

We obtain most of our Information from you. The application or claim form you complete, as well as any additional information you provide, generally gives us most of the information we need to know. Sometimes we may contact you by phone or mail to obtain additional information. We may use information about you from other transactions with us, our affiliates, or others. Depending on the nature of your insurance transaction, we may need additional information about you or other individuals proposed for coverage. We may obtain the additional information we need from third parties, such as other insurance companies or agents, government agencies, medical providers, insurance support organizations, the state motor vehicle department, information clearinghouses, credit reporting agencies, courts, or public records. A report from a consumer reporting agency may contain information as to creditworthiness, credit standing, credit capacity, character, general reputation, hobbies, occupation, personal characteristics, or mode of living.

What do we do with the information collected about you?

The Company collects nonpublic information to conduct its business of producing, underwriting, servicing and administering its insurance products. If coverage is declined or the charge for coverage is increased because of information contained in a consumer report we obtained, we will inform you, as required by state law or the federal Fair Credit Reporting Act. We will also give you the name and address of the consumer reporting agency making the report. We may retain information about our former customers and may disclose that information to affiliates and non-affiliates only as described in this notice.

To whom do we disclose information about you?

Access to non-public personal information is limited to those employees, and authorized representatives, attorneys and service providers who specifically need such information to conduct their business responsibilities. In addition, we may disclose all the information that we collect about you to affiliated companies and nonaffiliated third parties (as permitted by law), such as:

- Insurance companies;
- Insurance agencies;
- Loss adjusters;
- Medical providers;
- Third party non-insurance service providers;
- Third party administrators;
- Medical bill review companies;
- Reinsurance companies; and
- Similar service providers.

Crum & Forster requires its service providers to abide by privacy laws in handling non-public personal information obtained through its business relationship with Crum & Forster. Additionally, Crum & Forster may disclose non-public personal information to third parties as allowed or required by law. For example, Crum & Forster may release your Information to comply with reporting requirements, to comply with a subpoena, warrant, legal process or other order or inquiry of a court, governmental agency or state or federal regulator, or to fulfill C&F's obligations to its insurers and reinsurers. We may also share your personal information in order to establish or exercise our rights, to defend against a legal claim, to investigate, prevent, or take action regarding possible illegal activities, suspected fraud, safety of person or property, or a violation of our policies.

If you conclude your relationship with the Company, the Company will continue to safeguard your privacy in accordance with the standards described in this notice. The Company maintains physical, electronic and procedural safeguards to protect non-public personal information.

About Our Websites

We may collect information via technology about how you use our website, including the elements you have interacted with, metadata, and other details about these elements, clicks, change states, and other user actions. This information is used primarily to provide, maintain, protect, and improve our current products and to develop new ones.

We may use cookies on certain pages of our site. Cookies are stored on your computer, not on our site. Most cookies are "session cookies" which means that they are automatically deleted at the end of each session. A cookie itself does not have the ability to automatically collect personal information about you. A cookie can store certain information that identifies your computer to us so that you do not need to re-enter that information as frequently when you use our site. The cookie does not contain your password.

We reserve the right to change our policy regarding cookies and the collection of information from visitors at any time without advance notice. Should any new policy be put into effect, we will post it on this website, and the new policy will apply only to information collected thereafter. You may opt out of receiving cookies or delete any prior cookies by changing your specific internet browser settings. The privacy of communication over the internet cannot be guaranteed. If you are concerned about the security of your communication, we encourage you to send your correspondence through the postal service or use the telephone to speak directly to us. We do not represent or warrant that the site, in whole or in part, is appropriate or available for use in any particular jurisdiction. Those who choose to access the site, do so on their own initiative and at their own risk, and are responsible for complying with all local laws, rules and regulations. We do not assume any responsibility for any loss or damage you may experience or incur by the sending of personal information over the internet by or to us. This Usage Agreement shall be governed by the laws of the United States and of the State of New Jersey, without giving effect to its conflict of laws provisions.

Please know that The Company has not and will not sell any consumers' personal information. We do not sell your nonpublic personal information to any third parties nor do we use it for marketing purposes.

How to contact us

If you have any questions about this Privacy Notice or about how we use the information we collect, please contact us at:

Crum & Forster Legal Department
305 Madison Avenue
Morristown, NJ 07960
privacyinformation@cfins.com

Changes to this Privacy Notice

We may revise this notice at any time. If we make material changes, we will notify you as required by law.

For California Residents Only:

If you are a California resident, you may be entitled to additional rights over your Information. We do not, and will not, sell Information collected from you. The California Consumer Privacy Act (CCPA) provides California residents, upon a verifiable consumer request, certain rights that include:

The right to request that we disclose (1) The categories of personal information that we have collected about you; and (2) The categories of personal information that we have disclosed about you for a business purpose

The right to request that we delete the personal information it has collected from you, subject to certain legal exceptions, for example, when such personal information is necessary to fulfill or comply with our legal obligations.

The right to be protected from discrimination for exercising your CCPA rights. If you choose to exercise your privacy rights, we will not charge you different prices or provide different quality of services unless those differences are related to your information.

You may designate an authorized agent to act on your behalf and make a request of us under the CCPA.

To exercise your rights under the CCPA or to seek assistance, please do one of the following:

- If you would like to make a Request to Know, go to <http://www.cfins.com/request-to-know-california-residents/> or call 1.844.254.5754
- If you would like to make a Request to Delete, <http://www.cfins.com/request-to-delete-california-residents/> or call 1.844.254.5754
- Fill out and send back to us the Request to Know / Request to Delete form to:
Crum & Forster Legal Department
PO Box 1973
305 Madison Avenue
Morristown, NJ 07962
privacyinformation@cfins.com

We will attempt, where practical, to respond to your requests and to provide you with additional privacy-related information. We will confirm receipt of verifiable consumer requests within ten (10) days of receipt. You may only make a verifiable consumer request for personal information twice within a twelve (12) month period. We cannot respond to your request if we cannot verify your identity or authority to make the request and confirm the personal information relates to you. Any consumer with a disability may access this notice by contacting us at the address, email or toll free number listed above.

We may change this California Privacy Notice and our privacy practices over time. Our most current Privacy Policy and California Privacy Notice can be found on our website at <http://www.cfins.com/terms/>.

January 2020

Italian Exchange 2027-2028

**Bristol Central
High School
Coordinator: Gina Gallo**

Proposal: Bristol Central and G. Nolfi Exchange Program

This proposal requests permission and approval for Bristol Central High School to plan, organize, and host an Italian exchange program for the 2027-2028 school year. We are seeking support to both host our sister school in the Fall and travel in the Spring. To ensure proper planning and successful implementation of these programs we are seeking approval in 2026.

Proposal: G. Nolfi/BCHS Exchange Program

BCHS seeks approval to continue our 17 year exchange program with the G. Nolfi classical language school in Fano, Italy. We are requesting permission to travel to Italy and host Italian exchange students during the 2027-2028 school year. This proposal requests that we host our sister school during the fall of 2027 and travel to Italy in the spring of 2028. This period of time has been chosen to meet the needs of our scholar athletes who have shown interest in the program and will have a break during the winter/spring seasons.

A sister school partnership is a long-term agreement that will support curriculum and pedagogy enhancements for both schools. An international partnership consisting of reciprocal student exchanges have been shown to encourage personal development and teach valuable life skills such as leadership, perseverance and independence. The goal of this exchange is to create opportunities for our students to use language in a full-immersion setting while acting as cultured global citizens and ambassadors of Bristol. A program such as this aligns with our vision of the graduate a supports our global mindset reinforcing our initiative to “ work collaboratively with individuals

representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts as well as understanding other nations and cultures including the use of non-English language”¹.

Organizational Rationale:

To ensure an equitable opportunity for all students, travel will be scheduled during the off-season for fall and winter sports. Surveys conducted among students indicate a strong preference for travel in November or March, allowing our student-athletes to participate fully without conflicting with their sports commitments. The lead chaperone for this trip (Gallo), has extensive experience with Fano and has established strong relationships with the staff and local host families, which will help maintain the program's integrity and ensure high-quality instruction.

This collaboration between Bristol Public Schools and Fano highlights an almost 20 year commitment to global citizenship and cultural studies. We believe that this program will provide invaluable educational and cultural experiences for our students and we look forward to the continued support of BPS in making these trips a reality.

We are requesting permission to offer this exchange in advance to ensure that students and parents have enough time to prepare for the trip. We would like to give families sufficient time both to save for travel costs as well as to help plan this educational experience. We will take the proper travel precautions when planning this trip

¹ BPS vision of the Graduate

https://cdn5-ss19.sharpschool.com/UserFiles/Servers/Server_117038/File/Information/Vision_of_the_Graduate/Vision_of_Graduate.pdf

and will follow all Board of Education policies. We will purchase additional travel insurance to insure the maximum safety coverage as well. This exchange is a once in a lifetime opportunity; with your support and approval we can facilitate an interest in and an understanding of this great culture among our students.

The Benefits of This Experience

The world language curriculum is based on the five C's, the Standards for Foreign Language Learning and the ACTFL World Readiness standards of proficiency. Those standards incorporate communication, cultures, connections, comparisons and communities. Communication in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature and language of culture and participate in multilingual communities at home and around the world; the exchange program that we have organized offers our students an unparalleled opportunity to practice and refine all areas of proficiency (reading, writing, speaking and listening). Our priority standards, based on the state frameworks, past NEASC reports and the ACTFL standard all stress the importance of authentic interactions with other languages and cultures.

It is not realistic to expect that all BCHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. These programs will allow total immersion in the Italian language and culture at a reasonable price. The importance of a study abroad or exchange program is a topic discussed in classrooms across the nation. The following list was compiled by Diversity Abroad, a website that highlights the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and its impact on the face of education across

the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communication among diverse groups
- The willingness to extend beyond one's own comfort zone
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to studying abroad. Some of these benefits include:

- Increased self-confidence

- independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The knowledge gained during both the study abroad program and the exchange program will continue far beyond the week-long time frame for Bristol Central students and teachers. The understandings that the students will develop from this experience are directly linked to the world language curriculum and district priority standards. The following list of priorities connects the vision of the graduate with the importance of study abroad experiences.

Global Awareness

The BPS Vision of the Graduate emphasizes preparing students for a rapidly changing global society. This study abroad program immerses students in Italian culture, helping our students to understand diverse perspectives and global issues, which is crucial in today's interconnected world.

Critical Thinking and Problem-Solving

The Bristol/Fano partnership engages students with new environments and challenges students to think critically and adapt to different situations. This aligns with the goal of equipping graduates with essential skills to navigate complex problems.

Communication Skills

This study abroad program requires students to communicate in Italian and engage with families from various backgrounds. This enhances students ability to connect and collaborate with others, an essential disposition for success in a globalized workforce

Tentative Program:

Hosting example:

Date	Event
day 1 in the US	<u>Arrival: Air Italy 901</u> Arrival to JFK 4:40
day 2 in the US	<p><u>Weekend spent with the host family (contact each other so you can plan events as a team!)</u></p> <p><i>Ideas:</i></p> <ol style="list-style-type: none"> 1. All types of shopping (this includes clothes shopping, grocery shopping, etc.) 2. Movies 3. Fall events- fairs, pumpkin picking etc. 4. Bowling 5. School Events (games, etc.) 6. laser tag 7. Local places of interest 8. Lyman Orchards (or any local farms) 9. The outlets 10. Hartford or any local towns or cities
day 3 in the US	Arrive at BCHS for 7:30

	<ul style="list-style-type: none"> ● <u>Italian</u> students attend period ½ with American Students ● AT 9:00 American students accompany Italian students to the gym entrance ● Italian students take bus to Police station, City Hall and Memorial Boulevard ● Italian Students Return to BCHS for 12:00- there will be an announcement to pick up your exchange student when they arrive- students should attend classes with their partners for the rest of the day.
day 4 in the US	<p>Drop off Italians at 6:50 at the gym entrance New York Rockefeller center and Rockefeller tower St. Patrick’s Cathedral 9/11 memorial time square, Broadway, time for shopping, and sightseeing Load Bus at 6:30</p>
day 5 in the US	<p><u>Yale</u> Students will attend class with the American students until 12:00 then they will depart for New Haven</p>
day 6 in the US	<p>Drop off Italians at 6:50 at the gym entrance Boston 1st stop Harvard university/ shopping 2nd stop lunch Quincy market 3rd stop freedom trail 6:30pm leave Boston</p>
day 7 in the US	<p>Students will school all day with BCHS students</p>
return	<p>Departure ☺ flight 940 Air Italy</p>

Example itinerary for the week in Italy

Day one in Italy	<p>The american students and teachers arrive in Fano, at Piazzale della Giustizia</p> <p>Afternoon: Visit to Fano, the roman town, the theater, the cathedral, municipal buildings and library: guided tour</p>
Day two in Italy	<p>American and Italian students attend classes at Liceo Nolfi(Olivetti building):</p> <p>BREAK: The Principal's welcome, refreshments</p> <p>Afternoon: spent with the Italian partners</p>
Day three in Italy	<p>full day with the host families</p> <p>(Carnival parade, parties, visit to places of interest near Fano)</p>
Day four in Italy	<p>Morning activity: first period of school, meet the mayor, press conference, 10:00 cooking class in Pesaro</p> <p>Afternoon: both Italian and American students go to San Marino</p>
Day five in Italy	<p>Florence(full day): only the American students and teachers</p> <p>Florence: visit the city, The Uffizi gallery (entrance at 1.30 pm); immersion in Florentine life- market, Piazza della Signoria , ponte Vecchio, Il Duomo</p>
Day six in Italy	<p>American students meet and head to the local market of Fano and attend full day of lessons</p>
Day seven in Italy	<p>American students and teachers go to Frasassi to visit the caves, have a family</p>

	<p>style lunch and then head to Loreto to see the cathedral</p> <p>Return to Fano at 5,00 pm to spend one last evening with the families</p>
Return	<p>The American students leave at around 8.30 am for Bologna airport.</p>



Bristol Public Schools
Field Trip Request Form for Travel
Outside the Continental United States
Page 1 of 2

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School:	Bristol Central High School ▾		
Date of Request:	Apr 20, 2026		
Trip Destination:	📍 Fano		
Proposed Dates:	Mar 8, 2028 to Mar 17, 2028		
Approx. # Students:	20 students max		
Grade Levels:	11-12		
Requesting Teacher(s):	Gina Gallo		
Chaperones	1. Kathy Archibald	4	
	2. Benjamin Oksanen	5.	
	3. ⚙ Person	6.	
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>		
Transportation	<input checked="" type="checkbox"/> Bus	<input checked="" type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane
	<input type="checkbox"/> Other:		
Lodging	<input type="checkbox"/> Hotel/Motel	<input checked="" type="checkbox"/> Private Homes	<input type="checkbox"/> Other:
Name of Travel Agency	Worth the Trip Travel		
Total Estimated Budget	\$30,000		
Total Estimated Cost to Student	\$1,500-\$1900		
Fundraising	Are fund raising activities planned?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

	Please describe: We will offer 4 scholarships for students, funding will be raised through dine-to-donate events, bingo night, and Italian themed events for the community
--	---

Proposed Itinerary: Please write a brief narrative explaining the purpose and educational value of the proposed trip.

This request aims to maintain our 20 year partnership with the G, Nolfi school in Fano, Italy. A sister school partnership is a long-term agreement that will support curriculum and pedagogy enhancements for both schools. An international partnership consisting of reciprocal student exchanges have been shown to encourage personal development and teach valuable life skills such as leadership, perseverance and independence. The goal of this exchange is to create opportunities for our students to use language in a full-immersion setting while acting as cultured global citizens and ambassadors of Bristol. A program such as this aligns with our vision of the graduate a supports our global mindset reinforcing our initiative to “ work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts as well as understanding other nations and cultures including the use of non-English language”



Bristol Public Schools
Field Trip Request Form

(Use for all Field Trips)

Page 1 of 2

Name of School:	Bristol Central High School ▾		
Date of Request:	Apr 20, 2026		
Trip Destination:	📍 Fano		
Proposed Dates:	Mar 8, 2028 to Mar 17, 2028		
Type of Trip	<input type="checkbox"/> Curriculum-based	<input checked="" type="checkbox"/> Enrichment	<input type="checkbox"/> Recreational
	<input type="checkbox"/> Athletic		
Approx. # Students:	20		
Grade Levels:	11-12		
Requesting Teacher(s):	Gina Gallo		
Chaperones	Gina Gallo		
	1. Kathy Archibald		
	2. Benjamin Oksanen		
	3. & Person		
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>		
Transportation	<input checked="" type="checkbox"/> Bus	<input checked="" type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane
	<input type="checkbox"/> Car		
Lodging	<input type="checkbox"/> Hotel/Motel	<input checked="" type="checkbox"/> Private Homes	<input type="checkbox"/> Other:
Total Estimated Budget	\$30,000		
Total Estimated Cost to Student	\$1,500-\$1900		
Fundraising	Are fund raising activities planned?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

	Please describe: We will offer 4 scholarships for students, funding will be raised through dine-to-donate events, bingo night, and Italian themed events for the community	
Please describe if/how lunch or snacks will be provided to students on the trip so that the school is aware of potential dietary needs.	All food/dining will be assumed by the host families	
The field trip plan and proposed student list was reviewed with the school nurse on: (See signed School Health Field Trip Approval Form)		this will be submitted once the list is created

Plan and Educational Rationale: Please attach a detailed plan for the proposed trip with a separate statement that describes the importance of the trip to the students' classroom education and the district's specific curricular focus for those children.

I have read the **DISTRICT GUIDELINES FOR PLANNING PUPIL FIELD TRIPS**, and I hereby request approval to plan a school-sponsored trip.

Gina Gallo Reinhard

Name of Requester

_____4/20/2026_____
Date

FOR OVERNIGHT and/or OUT OF STATE TRIPS ONLY

What comparable educational experience is available in the Bristol area?	
There is no comparable educational experience in the United States. A full-immersion program allows our students the opportunity to apply their language skills in the most authentic environment - with families, at school, in markets and in cultural experiences.	
Proposed dates	Mar 8, 2028 to Mar 17, 2028
Proposed lodging information	full-immersion, family stay: hosting italian families in Bristol fall 2027, travel to Italy Spring 2028

FOR TRIPS OUTSIDE OF THE CONTINENTAL U.S. ONLY:

Please attach the approval of Exhibit A- Field Trip Request Form for Travel Outside the Continental United States

APPROVALS

	Approval Needed	Timeline	From	Signature	Date
Trips that do not include a signed School Health Field Trip Approval form should not be approved.					
	Day Field Trip	4 weeks before	Principal only		
	APPROVAL FOR PLANNING OF: Overnight OR Out of state OR Out of country trip	12 weeks before	Principal		
			Superintendent		
	FINAL APPROVAL FOR Overnight OR Out of state OR Out of country trip	4 weeks before	Principal		
			Superintendent		



School Health Field Trip Approval Form

Page 1 of 2

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

Trip Destination: _____ Fano, Italy _____

Field Trip Coordinator: _____ Gina Gallo _____ Date of Field Trip: _____ March 2028 _____

School Nurse: _____

- ___ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.)
- ___ 2) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.)
- ___ 3) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach)
- ___ 4) Arrangements have been made for access to emergency medical services.
- ___ 5) Lunch/snack arrangements have been made in consideration of students with food allergies.
- ___ 6) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, etc.)
- ___ 7) Nursing care plans provided to field trip coordinator as needed.
- ___ 8) For out-of-state or out-of-country trips, consultation and necessary permission have been obtained regarding nursing practice and delegation in the respective location.
- ___ 9) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)
- ___ 10) Other medical or safety issues addressed

School Health Field Trip Approval
Page 2 of 2

This portion of the form must be completed for any off-grounds excursions during the school day.

Date of Trip: March 2028 Date of Request: 4/20/206

Teacher(s): Gina Gallo

Destination: Fano, Italy

Departure time: _____ Return time: _____

Type of transportation: Plane, Bus, Train

Staff participating: Gallo, K Archibald, Oksenen

Students participating: Attach list

Number of students: _____ Number of chaperones: _____

Plan for telephone access: _____

Reviewed by _____ Date: _____
Nurse

Reminder: Student information sheets, medication, and first-aid kits should be brought on all field trips.



**Bristol Public Schools
Field Trip Permission Form**

A parent signature is required on this form for all field trips.

I have read the attached description of the field trip to be held on (date) _____ to (places) _____ and hereby consent to the participation of my child, _____ in this field trip.

I authorize school officials to send my child home, at my expense, from any field trip should his/her behavior warrant such action.

I also consent to any emergency medical treatment that my child may require during the course of this trip. Specifically, I give permission for any EMT or emergency room personnel providing medical treatment to my child to release any protected health information regarding my child to accompanying school staff in accordance with the provisions of the Health Insurance Portability and Accountability Act ("HIPPA"). In signing this authorization, I understand that I am allowing school personnel to be present in my absence during any emergency interventions involving my child and consent to the on-site exchange of medical information necessary for immediate medical treatment. Any protected health information released to school staff during an emergency shall be treated as confidential student information protected from further disclosure in accordance with the provisions of Connecticut law and the Family Educational Rights and Privacy Act ("FERPA").

I understand that, because travel plans must be determined well in advance of departure, any prepayments toward this trip may be *nonrefundable*.

I understand further that Homeland Security issues may force the cancellation of this trip and forfeiture of my payment. By signing below, I understand and accept that circumstance may arise between now and departure which could cause the trip to be cancelled, which may result in financial loss. I further understand that the Bristol Board of Education will not be liable for any financial losses I may incur should this trip be cancelled due to security or other unforeseen reasons.

I understand that I need to inform the school nurse of the medical condition/allergies my child has that requires any care needs on the field trip.

I understand that I must contact the school nurse to make arrangements if my child requires medication during the field trip.

_____ Date _____ Signature of Parent/Guardian

Parent Name: _____

Phone #'s to be reached during field trip-

Home: _____ Work: _____ Cell: _____

Physician: _____ Hospital of Choice: _____

I give my permission to the teacher-in-charge of the trip to seek emergency medical attention for ***(Student's Name)*** _____ and I ask that I be notified as soon as possible.

I accept the responsibility for any expense incurred for that medical treatment.

_____ Insurance Company

_____ Insurance ID Number

Bristol Public Schools
Rules for Field Trip Chaperones

The Bristol Public Schools appreciate your agreement to serve as a field trip chaperone. For your protection and that of the school district, we want to assure that your responsibilities are clear, as follows:

1. Chaperones will be asked to present identification prior to taking the trip. All chaperones must be 21 years of age or older.
2. Chaperones serve at the direction of the teacher/sponsor and/or administrators present. Please take your lead from them.
3. Chaperones are not responsible and have no authority for disciplining of students. While it is permissible to redirect a student's attention verbally, any behavior problems should be referred to the teachers and/or administrators present.
4. Chaperones do not have the authority to dispense medication, even non-prescription medication. If there is any request concerning medication, even aspirin or Tylenol, please refer it to the teachers and/or administrators present.
5. If you are asked to stay with a particular student or group of students, it is important that you do so. If it is necessary to leave your group, please get the attention of and notify a teacher or administrator before doing so, so that alternative arrangements for supervising the students can be made.
6. Chaperones are not permitted to bring other children to events, including their own children.
7. Persons other than staff members serving as chaperones on overnight field trips may be asked to submit a background security check.
8. Chaperones are bound by and must follow all rules of the Bristol Public Schools, including but not limited to the strict prohibition against use of alcohol at any time while on a school trip.
9. Chaperones are asked to refrain from smoking in the presence of students.
10. If there are any special rules or requirements, the teachers and/or administrators supervising the trip will inform you.

I acknowledge receipt and that I have read these rules for chaperones and agree to abide by these and all other school rules and regulations.

Chaperone Name

Date

SAMPLE – Please adapt for your trip

Letter to Parents/Guardians

Re: Fano, Italy

Dear Parents and Guardians:

As you know, your son or daughter is a member of the Italian Program at BCHS. This year, we have proposed a trip to Fano, Italy.

Not surprisingly, school districts around the country are continually reconsidering the approval of field trips, based on the possibility of terrorist attacks and other concerns related to the safety of students. Trips involving travel to foreign countries are of particular concern. While the decision to participate or not participate in an approved trip will in each case be made by individual students and their parents, we will be reviewing any and all proposed trips on a continuing basis to determine whether certain trips should be canceled altogether.

At this point in time, the Board of Education has approved the proposed trip to Fano in the Spring of 2028. However, the Board reserves the right to reconsider that approval at anytime between now and the time of departure of the trip, based on the circumstances existing at the time. In addition, in the event that the Board decides at any point to rescind its approval of this trip, thereby canceling the trip, the Board will not be responsible for any financial losses or penalties incurred by the affected students or their parents or guardians.

We are confident that parents and students will understand our need to reassess on a continuing basis whether particular trips should go forward, based on the circumstances existing at the time. While we wish that we could provide students and parents with a definite statement about whether a trip will or will not go forward, that is simply not possible in these difficult, unpredictable times.

We appreciate your understanding in these matters, and we invite you to contact us if you have any questions.

Sincerely,

Bristol Public Schools Permission Form

I, _____, hereby give my permission for my son/daughter,

_____,
(name of parent/guardian)

(name)

a student in the Bristol Public Schools, to participate in the Italian Exchange Program during the 2027-2028 school year.

In giving this permission I have indicated my agreement to the following by circling my response:

I understand that Bristol will be providing transportation to and from the following location:

_____.

Bristol shall have no responsibility to wait for my child if my child is not present when the transportation is leaving to go to or return from this outing.

Agreed

I understand that the adult advisors to the Ski Club will ride the transportation with the students and be available on site at the outing. However, these advisors will have no responsibility for providing instruction, ensuring that my child has the correct equipment, that the equipment is in proper and safe working order, or that my child uses the equipment properly and in a safe manner. The advisors also shall have no responsibility for monitoring what trails or areas my child uses at the outing.

Agreed

Do you understand the nature of the trip and the risks inherent in skiing and snowboarding activities available to your student during the outing?

Yes No

Will your child require any special care or accommodations in connection with this trip? Include a complete description of your child's allergies, medication requirements and any medical, physical or other conditions related to care/supervision of your child.

Yes No

If yes, please explain: _____

We will contact you immediately in the event of the need for emergency medical treatment for your child. However, in the event of an urgent need to authorize emergency medical care, do you grant permission for medical treatment to be given and/or for the supervising staff (including volunteers) to take your child to the physician, dentist or hospital if an accident or serious illness occurs on the trip and you and the emergency contacts cannot be located in a timely fashion. You also understand and agree that you and not Bristol will have the responsibility for paying the costs of any such treatment.

Yes No

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Ski Club Waiver

I, the undersigned parent or guardian of _____, hereby acknowledge that I have been properly advised, cautioned, and warned by the proper administrative personnel at the Bristol Public Schools that by participating in the Ski Club Outings, a student is exposing her/himself in the risk of serious injury, including but not limited to the risk of sprains, fractures, and ligament and/or cartilage damage which could result in a temporary or permanent, partial, or complete impairment in the use of limbs; brain damage, paralysis, or even death. Having been so cautioned and warned, it is still _____'s desire to participate in the activity listed above. It is hereby further acknowledge that _____ does so with full knowledge and understanding of the risk of serious injury to which _____ is exposing himself/herself by participating in the aforementioned activity. [insert child's name in each space]

The Bristol Board of Education, the Town of Bristol and their agents, employees, or members shall bear no responsibility for any accident or injury (including death) sustained by the Student while participating in the aforementioned trip to (location(s) and all related travel and activities, including skiing and/or snowboarding to the extent permitted by law. To this end, I (for myself and the Student) hereby release and forever discharge the Board of Education, the Town of Bristol, and any of their members, employees or agents (including volunteers and chaperones) from any and all claims, demands, rights or cause of action of whatsoever kind or nature arising from, or by reason of, any and all known or unknown foreseen or unforeseen, bodily or personal injuries (including death), or damage to property and the consequences thereof which hereafter may be sustained by the Student or any parent or guardian or their heirs, executors or assigns, arising out of or in connection with the Student's participation in the Ski Club outings and all related travel and activities. Furthermore, the Parent hereby expressly stipulates and agrees to indemnify and forever hold harmless the Bristol Board of Education, the Town of Bristol, and any of its members, employees or agents (including volunteers and chaperones) against any and all loss from any and all claims, demands, or action in law or in equity that may hereafter be made or brought by any person or by the Student or by anyone acting on his behalf for the purpose of enforcing a claim for damages on account of any injury (including death) any damage arising out of or in connection with the Student's participation in the trip and all related travel and activities, and the costs of medical services.

I _____ represent and warrant that I am signing this Waiver
[name of parent/guardian]

voluntarily and knowingly, with a full and complete understanding of the terms and conditions of this Waiver.

Parent/Guardian or Adult Student Signature

Date

Suggested Roles and Responsibilities

School Administrators

1. Ensure adherence to districtwide policy for school-sponsored trips.
2. Communicate policy to all parties involved including staff, parents and students.
3. Encourage and support team planning for successful trips.
4. Encourage parents meeting to discuss details and requirements of the trip.
5. Support school nurse notification (at least four weeks prior to trip) and approval of all trips to identify and meet the health needs of students prior to your approval.
6. Ensure that the field trip coordinator has made arrangements by contacting the Director of Special Services to request a nurse at least three weeks prior to the trip for nursing coverage, if needed.
7. Serve as the key contact for emergencies during trips and involve the school nurse and school medical advisor as needed.
8. Determine alternative options or cancellation of trip if all students cannot attend the field trip due to the inability of the school district to accommodate the health or other special needs of students.

School Nurses

1. Adhere to district policy for field trips.
2. Obtain health information on all students participating from their health records and parental information.
3. Conduct a health and safety assessment of student needs based on a multitude of factors including severity of needs, location of trip, staff attending the trip, etc.
4. Contact visiting state board of nurses for permission to practice in that state if attending the trip and the state does not offer visiting status. (for out-of-state trips)
5. Contact visiting state board of nurses for information on nurse practice act, delegation and administration of medications laws and rulings if any care will be delegated to unlicensed personnel, such as the teacher or other school staff. (for out-of-state trips)
6. Develop nursing and emergency care plans for all students that will require medication, treatments or monitoring on the trip.
7. Obtain necessary medication and equipment for trip from parent at least three school days prior to departure.
8. Prepare all necessary medication, equipment and an emergency bag for the school staff.

9. Provide training to school staff regarding medication administration according to the Regulations and physician orders.
10. Provide training to school staff regarding any health care procedures to be performed and review emergency responses.
11. Determine competence of unlicensed school personnel to carry out medication administration and health care procedures.
12. Provide supervision to staff during the trip.

Important Note: School nurses may not provide the staff with more than one dose of medication from their school supply as this is considered dispensing and is not in the scope of practice for any nurse. For multiple doses, parents must provide the appropriate supply (i.e., three-day supply for three-day overnight field trip) from their pharmacy and ensure it is stored in an appropriately labeled pharmaceutical container.

School Personnel (teachers and other staff)

1. Adhere to districtwide policy regarding all aspects of field trips.
2. Include the school nurse in planning field trips to avoid any potential cancellations or situations of concern.
3. Notify the school nurse and obtain school nurse approval prior to principal approval and authorization of trip.
4. Contact the Director of Special Services to request a nurse for the trip if one is needed at least three weeks prior to the trip.
5. Communicate to parents the need for updated health and emergency information.
6. Participate in all trainings regarding health and safety of students prior to departure.
7. Be prepared to address emergency situations.
8. Contact the principal and school nurse as needed for health questions or emergencies while on the field trip.
9. Meet with the school nurse upon return to review documentation and performance of procedures and to debrief about the overall experience of the trip in meeting the students' health needs.

Parents/Students

1. Adhere to districtwide policy regarding all aspects of field trips.
2. Provide the school with updated health (including medication administration orders when necessary) and emergency information as required.
3. Adhere to districtwide policies regarding medication administration and self-administration of medications by students while on field trips.

4. Request from local pharmacy and provide school with an appropriately labeled medication container with only the amount of medication needed on the field trip.
5. For parents of students with special health care needs, consider attending if appropriate and requested by school personnel with the clear understanding that a school district cannot mandate or require parents to attend field trips as a means of accommodating a child with special health care needs.

Source: **Field Trips: Guidance for School Nurses**, Connecticut State Department of Education, June 2014.

Frequently Asked Questions (Pertaining to Medical Issues)

1. **Can a parent sign a relinquishment waiver to bring Glucagon for day trips only? Or can they sign a waiver for overnight trips as well?**

No. An order from the provider and parent approval for all medication actions (such as withhold, substitute, discontinue, etc.) for any school-sponsored trip is necessary.

2. **Can a parent assign a friend or relative to go on a field trip with their child in order to administer an emergency medication?**

No. According to the C.G.S. and regulations regarding medication administration in schools, only school nurses, qualified personnel or parents may administer medication to students.

3. **If the school district has current standing orders from our school physician (medical advisor) and signed parental permission on our Emergency Consent Forms, do we need a new authorization form for administration of medication for the trip signed by the child's medical provider?**

Yes, unless the school nurse is accompanying the trip. Standing orders may be administered only by a nurse after an assessment of the student's complaint and symptoms. Any medications delegated to qualified personnel in schools must have an individual student Medication Authorization Form.

4. **Can school nurses package multiple doses of meds for an extended day field trip?**

No. School nurses may not provide the staff with more than one dose of medication from their school supply as this is considered dispensing and is not in the scope of practice for any nurse.

5. **Can volunteers (such as parents) administer medications to students, other than their own children, on a field trip?**

No. According to the medication regulations, other than the school nurse, only "qualified personnel for schools" may administer medication in schools. "Qualified personnel for schools means (a) a full-time employee who meets the local or regional board of education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication in accordance with Section 10212a-3 of these regulations; (b) a coach and licensed athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of these regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a- 9 of these regulations. For school readiness

programs and before- and after-school programs, directors or director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of these regulations."

6. Is the school nurse responsible for non-school sponsored field trips?

No. Although school personnel (including school nurses) are often aware of non-school sponsored field trips or planned privately sponsored trips, they are not required to plan, coordinate or supervise these activities.

7. Do nurses require permission from other states when administering nursing services on field trips?

Yes. For field trips outside Connecticut, it is necessary that the school nurses determine the licensure and practice acts in the visiting state or country. The regulations for practice can vary from state to state and because Connecticut is not part of the Nurse Licensure Compact, the nurse is only licensed to practice in Connecticut.

Source: Field Trips: Guidance for School Nurses Field Trips, Connecticut State Department of Education, June 2014

Hosting example:

Date	Event
day 1 in the US	<u>Arrival: Air Italy 901</u> Arrival to JFK 4:40
day 2 in the US	<u>Weekend spent with the host family</u> Ideas:(contact each other so you can plan events as a team!) <ol style="list-style-type: none"> 1. All types of shopping (this includes clothes shopping, grocery shopping, etc.) 2. Movies 3. Fall events- fairs, pumpkin picking etc. 4. Bowling 5. School Events (games, etc.) 6. laser tag 7. Local places of interest 8. Lyman Orchards (or any local farms) 9. The outlets 10. Hartford or any local towns or cities
day 3 in the US	Arrive at BCHS for 7:30 <ul style="list-style-type: none"> ● Italian students attend period ½ with American Students ● At 9:00 American students accompany Italian students to the gym entrance ● Italian students take bus to Police station, City Hall and Memorial Boulevard ● Italian Students Return to BCHS for 12:00- there will be an announcement to pick up your exchange student when they arrive- students should attend classes with their partners for the rest of the day.
day 4 in the US	New York <ul style="list-style-type: none"> ● Drop off Italians at 6:50 at the gym entrance ● Rockefeller center and Rockefeller tower St. Patrick’s Cathedral ● 9/11 memorial, time square, Broadway, time for shopping, and sightseeing ● Load Bus at 6:30
day 5 in the US	<u>Yale</u> <ul style="list-style-type: none"> ● Students will attend class with the American students until 12:00 then they will depart for New Haven
day 6 in the US	Boston <ul style="list-style-type: none"> ● Drop off Italians at 6:50 at the gym entrance ● 1st stop Harvard university/ shopping ● 2nd stop lunch Quincy market ● 3rd stop freedom trail ● 6:30pm leave Boston
day 7 in the US	Students will school all day with BCHS students
return	Departure ☺ flight 940 Air Italy

Example itinerary for the week in Italy

Day one in Italy	The american students and teachers arrive in Fano, at Piazzale della Giustizia Afternoon: Visit to Fano, the roman town, the theater, the cathedral, municipal buildings and library: guided tour
Day two in Italy	American and Italian students attend classes at Liceo Nolfi(Olivetti building): BREAK: The Principal's welcome, refreshments Afternoon: spent with the Italian partners
Day three in Italy	Full day with the host families Carnival parade, parties, visit to places of interest near Fano
Day four in Italy	Morning activity: first period of school, meet the mayor, press conference, 10:00 cooking class in Pesaro Afternoon: both Italian and American students go to San Marino
Day five in Italy	Florence(full day): only the American students and teachers Florence: visit the city, The Uffizi gallery (entrance at 1.30 pm); immersion in Florentine life- market, Piazza della Signoria , ponte Vecchio, Il Duomo
Day six in Italy	American students meet and head to the local market of Fano and attend full day of lessons
Day seven in Italy	American students and teachers go to Frasassi to visit the caves, have a family style lunch and then head to Loreto to see the cathedral Return to Fano at 5,00 pm to spend one last evening with the families
Return	The American students leave at around 8.30 am for Bologna airport.
Day one in Italy	The american students and teachers arrive in Fano, at Piazzale della Giustizia Afternoon: Visit to Fano, the roman town, the theater, the cathedral, municipal buildings and library: guided tour