Windsor Board of Education
Regular Meeting

Tuesday, March 18, 2014 7:00 PM
AMENDED AGENDA--Town Hall, Council Chambers
275 Broad Street
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, March 18, 2014 Regular Meeting. Any additions or corrections will be made at a future meeting.

Mr. Ronald Eleveld:	Present
Ms. Michaela Fissel:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Richard O'Reilly:	Present
Mr. Paul Panos:	Present
Ms. Melissa Rizzo Holmes:	Present
Ms. Cristina Santos:	Present
Mr. Kenneth Williams:	Present

1. Call to Order, Pledge to the Flag and Moment of Silence

2. Recognitions/Acknowledgements

a. Recognition--Windsor Education Foundation Grants

3. Audience to Visitors

4. Student Representative Report

5. Board of Education

a. President's Report

b. School Liaison Reports

1. Windsor High School

2. Sage Park Middle School

3. Clover Street School

4. John F. Kennedy School

5. Oliver Ellsworth School

6. Poquonock School

6. Superintendent's Report

a. WHS NEASC Report of the Visiting Committee

b. Alliance Grant Update and Entitlement Grant PowerPoint Presentation

c. Teacher Evaluation Update

d. Air Force Junior Reserve Officer Training Corps at WHS

e. Curriculum Development (2nd Reading)

1. Advanced Mathematical Decision Making (AMDM)

2. Algebra 2, Part 1 and Part 2

3. Spanish 1, Middle and High School Level

4. Science Fiction and Fantasy Literature

5. African American Literature

6. Fashion and Clothing 1

f. Policy Adoption (2nd Reading)

1. BL-9010 Limits of Authority, paragraph 1.E.

2. BL-9323 Construction of Agenda and Posting of Agenda

3. New P-5144.1 Physical Activity and Student Discipline

4. New P-6114.1 Fire Emergency (Drills)

5. New P-5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease

g. WHS Overnight Field Trip Request to Costa Rica, April 18-25, 2015(1st Reading)

h. Discussion and Possible Action on the Implementation of a Survey to the School Community regarding School Uniforms.

7. Committee Reports

a. Curriculum Committee

b. District Improvement Committee

c. Finance Committee

d. Policy Committee

e. Technology Committee

8. Consent Agenda

a. Financial Report

b. Enrollment Report

c. Food Service Report

d. Human Resources Report

9. Approval of Minutes

a. January 25, 2014 District Improvement Committee

b. February 3, 2014 District Improvement Committee

c. February 6, 2014 Curriculum Committee

d. February 6, 2014 Technology Committee

e. February 12, 2014 Regular Meeting

f. March 3, 2014 Executive Committee

g. March 8, 2014 BOE Retreat

10. Other Matters/Announcements/Regular BOE Meetings

a. BOE Special Meeting on District Metrics and School Improvement Plans, Tuesday, April 1, 2014 at 6:30 PM, L.P. Wilson Community Center, Board Room

b. BOE Curriculum Committee, Thursday, April 10, 2014 at 4:30 PM, L.P. Wilson Community Center, Room 17.

c. BOE Technology Committee Meeting, Thursday, April 10, 2014 at 6:30 PM, L.P. Wilson Community Center, Board Room.

d. Next BOE Regular Meeting is Tuesday, April 22, 2014 at 7:00 PM, Town Hall Council Chambers

11. Audience to Visitors

12. Adjournment

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Maryam F. Khan, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

PREPARED BY: Craig A. Cooke **PRESENTED BY:** C. Cooke/Lori Hartman, WEF President

ATTACHMENTS: WEF Mini-Grant Proposals 2013-2014

SUBJECT: Windsor Education Foundation

BACKGROUND:

The Windsor Education Foundation (WEF) was established in April 2007. Its mission is to encourage community support for excellence in public education and to provide funding for innovative projects and programs in the Windsor Public Schools.

The Grant Review Committee looks for a variety of proposals from all grade levels and schools that:

- Are consistent with the Windsor Board of Education district and school goals
- Impact students with varying learning abilities
- Fall outside the regular operating budget
- Will ultimately impact/benefit a large number of individuals; in other words, the impact of the grant is not a one-time benefit to a single group of students, but may benefit additional students long term.
- Encourage professional collaboration.
- Promote school and community communication.

In the past seven years the WEF has raised $214,398 and awarded 67 grants to Windsor teachers This year the WEF has approved 12 grants totaling $15,398. All approved applications went toward furthering student learning and involving the schools in the community.

STATUS:

Lori Hartman, President of WEF will make a brief report to the Board of Education.

RECOMMENDATION:

That the BOE receive as information and for recognition.

Recommended by the Superintendent: _____

Agenda Item # 2a.

Windsor Education Foundation
Mini-Grant Proposals
2013-2014

School	Applicant(s)	Email Address	Grade(s)	Grant proposal	Amount Approved	# Students to Benefit	Comments
Clover Street	Lisa Thomas	lthomas@windsorct.org	4	Artist in Residence-5 day visit by visiting artists	$1,500	130	Total cost $4200 (PTO, State, providing $2700)
Clover Street	Michael Farr	mfarr@windsorct.org	3-5	Creating Opportunities Through Safer game Play	$1,500	275	Total cost $2100, PE budget contributing $600
Ellsworth	Kathleen Furie	kfurie@windsorct.org	1	Junior First Lego League/kit	$93	6-7 students every 6	ongoing project
JFK	Julie Roebelen	jroebelen@windsorct.org	3-5	Author Visits with Dana Meachen Rau	$1,400	130	Teach students on-fiction writing
Windsor High	Bruce Johnson	bjohnson@windsorct.org	7-12	Windsor Technology Challenege-Developing the Future	$1,200	75	Total cost $4050. Firs Robotics and mentoring Jr. Robotics
Windsor High	John Reinwald	jreinwald@windsorct.org	11	Aviation and Flight	$1,500	36	Total coast $3500.
Windsor High	Matt Dadona	mdadona@windsorct.org	6-8	Summer Youth Employment Program	$1,325	15-20	Total cost $4,180. Chamber and other grants also support
Windsor High	Dustin Ricci	dricci@windsorct.org	9-12	NASA HUNCH Program	$1,380		
Windsor High	Mary VanDerMeid	mvandermeid@windsorct.org	9-12	Fighting Hunger Through Architecture	$1,500	25	Total Cost $5000
Windsor High	Naomi McNeil	nmcneil@windsorct.org	9-12	Tecnology Brings Academic Language for ELL Students to Life	$1,500	8	
Windsor High	Michael Clarke	mclarke@windsorct.org	9-12	Writing Center Improvement	$1,500		

Windsor Education Foundation
Mini-Grant Proposals
2013-2014

Clover Street	Liz Cichon	ecichon@windsorct.org	3-5	Clover Kids Literary Arts Magazine	$1,000	275	
				Total amount approved	$15,398		

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Russell Sills

Presented By: Russell Sills, Carol Szulc
Denise Malnati, Ericka Fangiullo

Attachments:

Subject: WHS NEASC Report of the Visiting Committee

Background:

The 10 year NEASC (New England Association of Schools & Colleges) accreditation visit was held at Windsor High School on October 20-23, 2013. The final report has been received and the NEASC Committee will present the findings.

Status:

Recommendation:

Presentation is for informational purposes only.

Reviewed by:_____

Recommended by the Superintendent: _____

Agenda Item # 6a.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Mary Anne Butler **Presented By:** Mary Anne Butler

Attachments:

Subject: Alliance Grant Update and Entitlement Grant PowerPoint Presentation

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Background:

The district receives many entitlement funds from state and federal funding sources.

Status:

The presentation will overview the major incentives funded through these grants. The Alliance Grant Year 2 amendment and proposal for Year 3 will be shared.

Recommendation:

Presentation is for informational purposes only.

Reviewed by:_____ **Recommended by the Superintendent:**_____

Agenda Item # 6b.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Craig A. Cooke **Presented By:** Craig A. Cooke

Attachments: Connecticut's Education Evaluation and Support System 2013-14 Flexibility Request Submission Form and New Flexibility Options in Teacher Evaluation PEAC Chart

Subject: Teacher Evaluation Update

Background:

The Connecticut State Department of Education passed flexibility options for school districts for the 2013/2014 and 2014/2015 school year. The options passed are detailed in the attached PEAC Chart.

Status:

As required by 10-151(b) and 10-220a(b) the district's professional development and evaluation committee met on Thursday, March 13, 2014 and mutually agreed to certain available flexibilities for the Windsor Teacher Evaluation plan for 2013/14. No decision has been made in regards to 2014/2015.

The two options approved for Windsor for 2013/2014 are:

- Allow teachers the option to drop one Student Learning Objective.
- Allow the use of 3 informal observations in place of 1 formal observation.

Recommendation:

The Board receives this report as information only. The district will submit its request for flexibility by March 30, 2014.

Reviewed by:_____ **Recommended by the Superintendent:** _____

Agenda Item # 6c.

Connecticut's Educator Evaluation and Support System
2013-14 Flexibility Request Submission Form

Due Date for this Academic Year (2013-14): March 30, 2014
(New Deadlines Will be Provided for the 2014-15 Academic Year)

District:

Superintendent Name: **Email:**

We request flexibility in our 2013-14* district educator evaluation and support plan for the components indicated below.

Student Growth Goals/Objectives

☐ Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD). See 2.9(a) for complete language.

OR

☐ Please state the variation on the above number of goals/objectives that your district and Professional Development and Evaluation Committee have selected (feel free to include an attachment if more space is required):

Observations

☐ Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative rating in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. See 2.9(c) for complete language.

OR

☐ Please state the variation on the above approach to observation (cycle, frequency, informal/formal, eligibility) that your district and Professional Development and Evaluation Committee have selected (feel free to include an attachment if more space is required):

Observations (continued)

If your district is pursuing flexibility regarding teacher observations and you wish to utilize summative ratings from the previous year (2012-13) for this purpose, please explain how the previous ratings will be translated into the new rating system. In other words, please explain what ratings from 2012-13 will be considered to be the equivalent of what current ratings (exemplary, proficient, developing, below standard) (feel free to include an attachment if more space is required):

Use of State Test Data

Please note: Districts have already made their decisions regarding the decoupling of state test data for their 2013-14 educator evaluation and support plan. No further action is required for this academic year.

Professional Development and Evaluation Committee

Pursuant to 10-151b(b) and 10-220a(b), the district Professional Development and Evaluation Committee must convene to consider a district's flexibility options. Please indicate whether the local or regional board of education and the Professional Development and Evaluation Committee reached mutual agreement on the flexibility components you have requested above.

☐ Mutual agreement reached	☐ Mutual agreement not reached; local or regional BOE Decision

Signatures- ***indicating approval of the requested flexibility*****:**

_____ **Date**_____

(Superintendent)

_____ **Date**_____

(Board of Education Chair)

☐ **Request for flexibility has been reviewed and approved by the CSDE**

Signature:_____ **Date**_____

(Shannon Marimón, Division Director, Bureau of Educator Effectiveness and Professional Learning, CSDE Talent Office)

Submit this completed form to SDE.SEED@ct.gov no later than **March 30, 2014.**

Please reference "{DistrictName}: Flexibility Amendments for 2013-14" in the subject line.

Questions? Call the CSDE Educator Evaluation and Support Hotline: 860-713-6868

*Please Note: This is not a substitute for submission of a 2014-15 district plan.

January 29, 2014
(Approved by PEAC 1-29-14 *)

NEW FLEXIBILITY OPTIONS IN TEACHER EVALUATION

Teacher evaluation issue	*Current requirement*	*Flexibility Options*
Overreliance on testing	▪ Use of **CMT / CAPT** for 22.5% of evaluation	▪ **No use of CMT / CAPT / SBAC** in 2013-14 year ▪ **No use of CMT / CAPT / SBAC** in 2014-15 year, pending federal approval
Number of required formal observations - teachers rated proficient or exemplary	▪ At least 1 formal, in-class observation **each year** ▪ 1-2 reviews of practice / year	▪ At least 1 formal, in-class observation **every 3 years** ▪ 3 informal in-class observations all other years ▪ 1 review of practice / year ▪ Observations for non-classroom teachers take place in appropriate settings
Development of SLOs (student learning objectives)	▪ **1 – 4 per year** ▪ All aligned with student academic growth indicators	▪ **1 Student Growth Objective per year** ▪ Support specialist develops growth objective & indicators based on his/her role
Onerous data collection	▪ Excessive data management system requirements ▪ Technical & infrastructure problems cause system failures ▪ No privacy protections	***NOTE: The following are <u>required</u> of all districts, not optional under proposed section 2.10 of the teacher evaluation guidelines:*** ▪ Limit data, information, & artifacts to those specifically used for evaluating teacher ▪ TE/PD Committee examines efficiency of data management system & makes recommendations ▪ Access to teacher data limited to primary evaluator, superintendent/designee, & others directly involved in evaluation/PD processes ▪ SDE access to identifiable student data limited to that needed to comply with statutory audits

* Pending approval of State Board of Education

March 30, 2014 – deadline for submitting flexibility plan for remainder of 2013-14 school year

SDE to set deadline for submitting flexibility plan for 2014-15 school year

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Craig A. Cooke **Presented By:** C. Cooke/R. Sills

Attachments: Air Force Junior Reserve Officer Training Corps Contract

Subject: Air Force Junior Reserve Officer Training Corps (AFJROTC) at Windsor High School

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Background:

The objectives of Air Force Junior Reserve Office Training Corps (JROTC) are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

Windsor High School has been on the waiting list for the Air Force Junior Reserve Officer Training Corps program. The Superintendent's office was recently contacted by Deputy Director Colonel Greg C. Winn, Retired who informed the district there was an opening for Windsor High School for January 2015.

Status:

Windsor High School was visited by the JROTC over two years ago and the designated space was approved.

The Windsor Town Attorney has reviewed the contract and made a suggestion to decrease the full year notification required to terminate the contract. We will pursue the recommendation.

Recommendation:

The Board receives this information as an informational report. Administration will be available to answer questions. Contract does not require Board approval.

Reviewed by:_____ **Recommended by the Superintendent:** C.C.

Agenda Item # 6d.

AGREEMENT FOR THE ESTABLISHMENT OF AN AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS UNIT

TO: Commander
Jeanne M. Holm Center for Officer Accessions & Citizen Development
551 East Maxwell Blvd
Maxwell Air Force Base, Alabama 36112-6106

APPLICATION

By direction of the governing authorities of **Windsor Public Schools** I, Dr Craig Cooke, Superintendent, hereby apply for the establishment of an Air Force Junior Reserve Officer Training Corps (AFJROTC) unit at **Windsor High School, Windsor, CT,** under the Title provisions of Public Law 88-647, The Reserve Officer Training Corps Vitalization Act of 1964, Section 2031, Chapter 102, Title 10, United States Code (USC), as amended:

SECTION 1. AIR FORCE AGREEMENT

1. **Contingent upon the acceptance of the above application and the continuing fulfillment of the condition presented in Sections 2 and 3, the Air Force agrees as follows:**

   A. **Unit Charter.** To establish and maintain an AFJROTC unit at the institution named in the above application, subject to the provisions of Public Law, Department of Defense (DoD) and Air Force Instructions, and continued approval by the Secretary of the Air Force (SECAF).

   B. **Course of Study**

      i. To prescribe the AFJROTC course content consisting of a minimum of 120 class hours per year and to provide the instructional material and guidance for the application of the materials.

      ii. To provide all curriculum text, teaching aides, and other academic text supplies associated with the conduct of the above prescribed AFJROTC program.

      iii. To provide certification/licensure training to those instructors contracted by the institution's district to teach and administer the AFJROTC program courses of study, provided such instructors are qualified retired Air Force commissioned officers/non-commissioned officers (NCO) and otherwise meet the acceptance standards for AFJROTC instructors prescribed by Public Law and applicable DoD and Air Force Instructions.

C. Unit Supply Support. To issue to the military property custodian appointed by the institution all Air Force uniforms, supplies, and equipment authorized by applicable Air Force Tables of Allowance. The title of ownership for all property and equipment issued to the institution is retained by the Air Force.

D. Unit Financial Support

i. To reimburse the institution the Air Force portion of Minimum Instructor Pay, as established in Title 10, USC, Section 2031 and set forth in paragraph 2-D (iv).

ii. To reimburse the institution, within the fund limitations imposed by the Air Force and within guidelines of Air Force directives, for costs incident to the procurement, transportation, packing, unpacking, crating, and normal maintenance of uniforms, supplies, equipment, and instructional materials required by the Air Force.

iii. To reimburse the institution for required vehicle transportation for logistical support and field trips in support of the AFJROTC program within the funding limitations imposed by the Air Force. Rate of reimbursement will not exceed the normal commercial rate schedule in the area or the usual rate that the institution has established for staff travel.

iv. To reimburse the institution for authorized long distance telephone calls for support of the AFJROTC unit within the fund limitations imposed by the Air Force and within guidelines of Air Force directives.

E. Unit Information Management Support

i. To publish and disseminate accurate and sufficient unit operations and instructor management policy guidance necessary to properly run the AFJROTC unit and support the AFJROTC cadet corps mission of citizenship development.

ii. To provide the institution the necessary multimedia tools (hardware & software) to support the supply management, budget management, and other reporting functions required by the Air Force. The title of ownership for all property and equipment issued to the institution is retained by the Air Force.

SECTION 2. INSTITUTION AGREEMENT

1. Contingent upon the acceptance of this application and upon fulfillment of the conditions presented in Section 1, the governing authorities of the institution agree as follows:

A. Proper Accreditation for Course of Study

i. To establish Aerospace Science as a separate, integral academic, and administrative department of the institution and to establish a minimum 3-year course of AFJROTC consisting of at least 120 classroom hours per year.

ii. To teach the required AFJROTC courses prescribed by the Air Force, deviating from the prescribed curriculum only when specifically approved by the Air Force.

iii. To require each student participating in AFJROTC activities to be voluntarily enrolled in the Aerospace Science/Leadership Education courses prescribed by the Air Force.

iv. To grant academic credit applicable toward graduation requirements for the successful completion of AFJROTC courses provided by the Air Force, equivalent to credit given for other academic courses.

v. To arrange for the scheduling of classes to make it equally convenient for students to participate in Aerospace Science/Leadership Education classes as in other courses offered by the institution.

B. Rules of Conduct for AFJROTC Unit

i. To maintain a voluntary membership in AFJROTC in accordance with the provisions of Federal Law, supporting DoD and Air Force directives, and the provisions of this agreement; and, to limit membership in the unit to students in the 9th grade or above who meet and maintain acceptable standards of academic achievement, personal conduct and appearance as prescribed by the Air Force. Visiting international students may participate with written approval from their government.

ii. Cadets will wear the prescribed uniform a minimum of one day per week while attending all institution classes and while participating in out-of-class AFJROTC activities. Cadre and cadets must abide by Air Force standards for correct uniform wear.

iii. To conduct the program without discrimination against students or instructors regarding race, religion, color, ethnicity, gender, or national origin.

C. Facility Support for AFJROTC Unit

i. To make available to the Aerospace Science Department the necessary classroom facilities and office space for the efficient and effective accomplishment of the AFJROTC course objectives. The facilities to be provided shall be at a minimum comparable to those presented to the Air Force during the official site survey conducted at the institution.

ii. To provide and maintain drill area(s) at or in the immediate vicinity of the institution, which will include at least 2,500 square feet of flat, unobstructed space, free of vehicular or pedestrian traffic comparable to those presented to the Air Force during the official site survey conducted at the institution. Consideration should be given to indoor drill facilities in areas where inclement weather prohibits outside drill for extended periods of time.

iii. To provide and maintain storage facilities for the protection and care of uniforms, supplies, and equipment used in the AFJROTC program. Such storage facilities must be reserved for the exclusive use of the AFJROTC program and must be constructed so that access can be denied to unauthorized personnel. Climatically controlled storage facilities will be a minimum of 400 square feet and comparable to those presented to the Air Force during the official site survey conducted at the institutions. As the size of the AFJROTC program increases, additional storage space must be provided.

iv. To provide Aerospace Science faculty access to the worldwide web through the institutions Local Area Network (LAN) system. If no LAN exists, provide Aerospace Science faculty with digital telecommunication protocols to allow high speed data communications.

D. Faculty Staff Support for AFJROTC Unit

i. To employ, as a minimum, one retired Air Force commissioned officer and one NCO whose qualifications are certified/licensed by the Air Force (in accordance with the provision of paragraph 1B (iii) above) to conduct the Aerospace Science/Leadership Education courses and other AFJROTC activities. Additional instructors are authorized when cadet enrollment increases to 151 (sustained growth) and increments of 100 thereafter as provided for in DoD Instruction 1205.13. Additional instructor positions are not mandatory, but are recommended to sustain a manageable cadet to instructor ratio. In absence of support for an additional instructor position, schools will cap enrollment at a rate of 20% above cadet enrollment authorizing an additional instructor position (i.e., 151 + 20% = an enrollment cap of 181 cadets for two instructors; 251 + 20% = an enrollment cap of 301 cadets for 3 instructors, etc.).

ii. To advise AFJROTC of any changes in the employment status of personnel employed in the AFJROTC unit.

iii. To conduct annual instructor evaluations (as outlined in AFJROTC instructions) and submit through Air Force channels.

iv. To provide subject retired commissioned officers and NCOs a written contract of employment with the institution's district as the employing agency. Such contract of employment shall contain, at a minimum, the following provisions:

a) To ensure Air Force retired personnel employed receive at least "Minimum Instructor Pay (MIP)". "MIP" is defined as an amount equal to the difference between their entitled retired pay and the active duty pay and allowances, excluding hazardous duty and proficiency pay, which they would receive if performing on Air Force active duty. Although the institution is only required to pay MIP, it is highly encouraged to pay instructors above MIP commensurate with their military experience, education level, area cost of living, etc., in order to attract and maintain the best candidates. Per the provisions of paragraph 1D (i), the Air Force shall reimburse the institution one half of MIP. The Air Force's responsibility is limited to the period of employment specified in the contract up to ten (10) months or 300 calendar days from employment contract start date regardless of the institution's distribution of pay.

b) To stipulate the duration of employment and amount of salary, provide for an automatic adjustment in MIP when active duty pay increases, and specify the duties of the AFJROTC instructor as a cooperative employee of the institution's district. Per DoD Instruction 1205.13, the minimum contract duration for AFJROTC instructors will be ten (10) months except for instructors initially employed after the beginning of the regular institution year; however, extended contract periods are strongly encouraged and may be negotiated to permit the year-round management of the program and control of Air Force property.

c) To ensure AFJROTC instructors perform only those duties connected with the instruction, operation, and administration of the AFJROTC program. Individuals employed as AFJROTC instructors will not perform duties or teach any classes in any discipline other than Aerospace Science. Exceptions are permitted if the performance of such duties or the teaching of such classes are conducted outside the institution's normal day of academic instruction and are contracted between the institution and the individual AFJROTC instructor at no expense to the Air Force. This provision does not preclude AFJROTC instructors from serving on committees or performing other routine duties that are rotated regularly among all institution faculty members.

d) To ensure AFJROTC instructors and such other personnel that are hired to support the AFJROTC program at the institution are employees of the School District and in no event shall the School District represent such instructors and personnel as Air Force employees, agents, or contractors. The School District shall include the Senior Aerospace Science Instructor in meetings where policies, recommendations, or decisions affecting the AFJROTC program are made, including the employment or discharge of Aerospace Science Instructors.

E. Logistical Support & Accountability

i. To make available to the Aerospace Science Department all the instructional supplies, materials, services, furniture, and privileges afforded other academic departments at the institution.

ii. To provide transportation for AFJROTC field trips comparable to that for students in other courses.

iii. To appoint an employee of the institution as the military property custodian who will be empowered to perform the required supply functions incident to the acquisition, accounting, and handling of supplies, equipment and uniforms issued to, or purchased with Air Force funds for the institution. AFJROTC instructor personnel may be, but are not required to be, appointed to this duty. The institution shall also ensure that the appointed military property custodian conducts an inventory of said items and performs required disposition actions before transferring said duty to another individual or closing the unit.

iv. To conform to the directives of the Air Force relating to the issue, receipt, storage, safeguarding, and turn in of Air Force uniforms, textbooks, supplies, equipment, and other educational materials at the institution.

v. To safeguard and retain liability for all Air Force property located at the institution, making full restitution after all occurrences of theft, loss, and negligent or willful damage or destruction. If the institution elects to provide an insurance policy, it shall name the United States as an additional insured.

F. Unit Financial Support

i. To fully fund in advance those AFJROTC unit activities and operations authorized by the Air Force for reimbursement, within the fund limitations imposed by the Air Force.

ii. To submit documentation for authorized reimbursements in accordance with Air Force directives. Note: The Defense Finance & Accounting Service requires

institutions to establish a direct deposit account that will accept electronic fund transfer of reimbursement payments.

iii. To maintain original invoices and other supporting documentation used for reimbursement in accordance with DoD Instructions.

G. Other Provisions

i. To comply with Air Force directives governing unit operations, AFJROTC curriculum, cadet performance, instructor management, and logistics management. Current regulations are available to instructors at WINGS/Published Files/Directory/JROTC.

ii. To facilitate completion, through Air Force channels, of instructor evaluations, unit self-assessment reports, program status reports, equipment inventories, and other recurring and periodic reports required by the Air Force.

SECTION 3. BOTH PARTIES AGREEMENT

1. Contingent upon the acceptance of the above application, both parties mutually agree as follows:

A. Other AFJROTC Programmatic Requirements Under This Contract

i. The named institution is fully accredited by a state or regional accreditation agency. Loss of accreditation shall be considered grounds for disestablishment action under paragraph 3C (iii) of this agreement.

ii. The institution's principal (or equivalent) is the on-site person in charge of the supervision of the AFJROTC program. The Senior Aerospace Science Instructor ensures the program operates satisfactorily and is appointed to an institution position equivalent to that of a department head.

iii. The Senior Aerospace Science Instructor is the AFJROTC instructor of senior rank. When instructors are of equal rank, the instructor with the earliest date of rank will be designated the instructor in charge, subject to Air Force approval. Other AFJROTC instructors (Aerospace Science Instructors) employed by the institution are subordinate and will report to, and be supervised directly by, the Senior Aerospace Science Instructor.

iv. The Air Force may conduct periodic workshops at Air Force expense for instructors hired to conduct the AFJROTC program. The institution shall require

instructors to attend these workshops, which may be scheduled during or outside the normal academic school year. Waivers may be authorized by AFJROTC in extenuating circumstances. AFJROTC instructors will be afforded the same privileges and support in attending workshops and professional meetings as are given other faculty members.

v. AFJROTC instructors will wear the Air Force uniform prescribed by Air Force directives while conducting the program and when otherwise identified or associated with AFJROTC activities. AFJROTC instructors will conform to standards of dress, personal appearance, weight, and conduct as prescribed in Air Force directives.

vi. The institution must maintain a minimum cadet enrollment of 10 percent of the number of students enrolled in the institution who are in a grade above the 8th grade, or 100, whichever is less.

vii. While all students in the high school are encouraged to voluntarily enroll in the AFJROTC program, unit viability (see §3(A)(vi) above) will only be determined by counting those students who meet the eligibility criteria established in Federal Law; U.S. citizens, U.S. nationals, or aliens lawfully admitted to the U.S. for permanent residence, and who are physically fit. Fitness criteria are defined in AFJROTC Instruction 36-2001.

viii. Students from other institutions may participate in the AFJROTC program at the host institution under the following conditions:

a) AFJROTC instructors will not travel to other institutions. All instruction must take place at the host institution.

b) Travel by students from other institutions to the host institution is at no expense to the Air Force.

c) Superintendents and principals from all institutions must agree in writing.

d) The superintendent and principal of the host institution maintains overall supervisory responsibility and may terminate the agreement at any time.

B. Other Air Force Rights Under the Contract

i. The Air Force shall have the right to place AFJROTC instructors on probation for breach of Air Force standards.

ii. The Air Force shall have the right to withdraw certification of AFJROTC instructors for breach of standards and the institution will remove decertified personnel from the AFJROTC program.

iii. Representatives of the Air Force shall be authorized to make visits to the institution, both announced and unannounced, to evaluate the AFJROTC program, and enforce compliance with Air Force standards.

iv. The Director, AFJROTC may waive any provision of this agreement that is not required by law, the DoD, or a higher headquarters Air Force directive.

C. Termination Clauses

i. The institution has the right to terminate employment of certified AFJROTC instructors in accordance with institutional rules and regulations.

ii. This agreement may be terminated at the completion of any academic school year by either party, by giving at least one-year's notice or sooner by mutual agreement. If the governing authorities of an institution decide to discontinue their AFJROTC program, they will notify the Director, Air Force JROTC in writing at: Holm Center/JR, 551 East Maxwell Blvd, Maxwell Air Force Base, Alabama, 36112-6106.

iii. Units which do not fulfill the provisions prescribed in this agreement (to include those provisions explicitly provided for in Title 10, USC, Section 2031), may be placed on probation. The appropriate institution authorities will be required to correct the deficiency within 12 months or risk potential disestablishment.

iv. The Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development, may terminate this agreement and withdraw the unit if the best interest of the AF would be served by doing so, regardless of the provisions of paragraphs 3C (ii) and 3C (iii) of this contract.

v. The governing authorities of the institution shall, in the event of mutual or unilateral termination of this agreement, or in the event of disestablishment as prescribed by the Secretary of the Air Force, return to the Air Force all US Government-owned equipment, supplies, uniforms, and educational curriculum materials in the custody of the institution (to include all such items purchased using funds provided to the institution by the Air Force) in accordance with procedures and guidance in existence or provided by the Air Force at the time of the termination of the agreement or disestablishment of the AFJROTC unit.

D. General Provisions

i. The agreement shall become effective upon signature by the Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development.

ii. This agreement represents the entire agreement and supersedes any prior agreement, understandings, or representations between the Air Force and the institution pertaining to the establishment and maintenance of an AFJROTC unit.

iii. This agreement shall remain in effect until officially terminated under a provision of Sub-section 3C.

iv. This agreement will be reviewed for currency every five years. The Air Force reserves the right to require renewal of this agreement by both parties if significant program changes occur.

v. This agreement is governed by and shall be construed under Federal Law.

vi. Any and all modifications or amendments to this agreement must be in writing, executed by authorized designees of the parties, and attached to this original agreement.

vii. Unless expressly stated in writing signed by the Air Force, the waiver by the Air Force of any act, duty, or obligation required of the institution hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the institution.

viii. Nothing in this agreement will be construed as obligating the Air Force, their officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 USC Section 1341).

ix. Each undersigned representative of the parties to this agreement certifies he or she is fully authorized to enter into the terms and conditions of this agreement and to execute the same so as to effectively bind each party to its terms.

x. The institution shall adhere to a policy of non-discrimination against students or instructors based on race, ethnicity, religion, national origin, gender, or any other category prohibited by law.

xi. Unless otherwise stated herein, notices under this agreement shall be effective upon receipt, must be in writing, and must be served by certified, US mail, return receipt requested, and addressed to AFJROTC.

FOR THE INSTITUTION

Craig Cooke, Superintendent
Windsor Public Schools

(Date)

FOR THE AIR FORCE

ROBERT D. THOMAS
Brigadier General, USAF
Commander, Holm Center

(Date)

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Mary Anne Butler **Presented By**: Darleen Klase/Mary Anne Butler

Attachments: Curriculum: Advanced Mathematical Decision Making (AMDM), Algebra 2 Part 1 and Part 2, Spanish 1 – Middle School and High School Level, Science Fiction and Fantasy Literature, African American Literature, Fashion & Clothing 1

Subject: Curriculum Development (2nd Reading)

Background:
Advanced Mathematical Decision Making (AMDM): This rigorous course prepares students to use a variety of tools and approaches utilizing algebra, geometry, and trigonometry to solve real world problems. Common Core State Standards are addressed in the course.

Algebra 2 Part 1 and Part 2: The course strengthens and extends the concepts presented in Algebra 1 and covers the first half of the one year Algebra 2 course. This course is aligned to the Common Core State Standards.

Spanish 1: This introductory level course emphasizes language as it is used in various real-life situations that students are most likely to encounter. Students develop sensitivity to the cultural and linguistic heritage of other groups and their influence on our own, and are prepared to participate in society characterized by linguistic and cultural diversity. American Council on the Teaching of Foreign Languages Standards is addressed.

Science Fiction and Fantasy Literature: This course provides an in-depth look at the genre of science fiction and fantasy as a legitimate genre with a well-developed body of criticism and examines how the genre reflects the values and concerns of society today. Common Core State Standards are addressed.

African American Literature: The course introduces students to thematic ideas upon which African-American literature rests and exposes some concepts normally considered under the purview of sociology. Common Core State Standards are addressed in the course.

Fashion & Clothing 1: The course provides an introduction to the world of garment construction, basic sewing skills, proper sewing machine operation and the history of fashion. Family and Consumer Science Standards and Common Core State Standards are addressed.

Status: Curricula presented at BOE Regular Meeting on February 12, 2014 as a 1st reading.

Recommendation:
The Board approves Advanced Mathematical Decision Making, Algebra 2 Part 1 and Part 2, Spanish 1 – Middle School and High School Level, Science Fiction and Fantasy Literature, African American Literature and Fashion & Clothing 1 curricula as presented for a 2nd reading.

Recommended by the Superintendent: 

Agenda Item # 6e.

Windsor Public Schools
Curriculum Map
Advanced Mathematical Decision Making

Purpose of the Course: Advanced Mathematical Decisions Making is an engaging and rigorous course that prepares students to use a variety of mathematical tools and approaches to model a range of situation's and solve problems. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to solve real world problems. The course also helps students develop college and career skills such as collaborating, conducting research, and making presentations.	
Unit 1 Analyzing Numerical Data	Length of the unit: 14 blocks
Purpose of the Unit: The Analyzing Numerical Data unit builds upon student's prior knowledge of ratio and focusses on helping students learn how to make decisions in everyday situations after analyzing information. Using contextual situations, students develop skills that they can apply outside the classroom. Students begin the development of critical college and career readiness skills as they research and answer questions, present their solutions to the class, and provide feedback to others.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**
- N-Q 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **CC.9-12.G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.**
- **CC.9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.**
- **CC.9-12.G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.***
- N-Q 2. Define appropriate quantities for the purpose of descriptive modeling.
- N-Q 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Big Ideas:	Essential Questions:

1. Simplifying assumptions about a real world situation are made to formulate and solve a hypothetical mathematical problem. 2. Proportions and the fundamental counting principle are essential to estimating large numbers.	1. What quantitative measures and numerical processes are needed to analyze real world numerical data? 2. When and how would weighted sums and average be applicable in the real world?
Students will know: 1. how numerical techniques are applied to organize large numbers to estimate and make predictions 2. properties of using ratios, rates, and percentages 3. strategies to create identification codes and detect errors and fraud through digit checking	Students will be able to: 1. use proportional reasoning to solve problems involving ratios 2. use simplifying assumptions about a real world situation to formulate and solve a hypothetical math problem 3. calculate and interpret weighted averages and weighted sums 4. use and calculate indices to understand and compare data 5. analyze errors in recording identification numbers 6. use averages and indices as a tool for rating real world situations

Significant task 1: Estimating Large Numbers

Students will begin this task by individually estimating the number of jelly beans in a jar that will be provided by the teacher. This allows students to use their own mathematical strategies to come to a conclusion that they will share with the rest of the class. After a class discussion students will begin to understand that there is not always one correct strategy in finding a solution. This activity will lead into a more in depth activity on estimating crowds using ratios as the main strategic tool. Students will work in small groups and use a small area to help compare a much larger one using spatial reasoning. Another task estimating how many tennis balls can fit in a classroom would follow the next day. Students will again work in small groups and have little assistance from the teacher. As a group they will use their own problem solving strategies, document their work, and present their results to the class. Other real world problems will be explored by the students involving license plates, social security numbers and telephone numbers allowing students to work with the fundamental counting principle.

After this task students will complete the Performance Assessment (found in common assessments) before starting significant task 2.

This task directly targets the following standards: N-Q 1., **CC.9-12.G.GMD.3** , N-Q 2., N-Q 3.

Timeline: 5 blocks

Key Vocabulary: fundamental counting principle, estimation, Fermi question, ratio, proportion, mathematical modeling

Resource Activities: AMDM student activity worksheets (estimating crowds, filling your classroom with tennis balls, not enough numbers), Mathematics assessment: Myths, models, good questions, and practical suggestions (National Council of Teachers of Mathematics), online network services at amdmsupport.org, How many Social Security Numbers are There (worksheet)

Significant task 2: Using Ratios

The main focus of this task will be using ratios, specifically aspect ratios, to solve real world problems involving television screens, odometer and speedometer readings according to tire size, and analyzing an airplane wing. To start the class will analyze the television in the room and determine its size. Students will learn that a television size is determined by its diagonal length. A class discussion on older models vs newer ones, black spots on televisions, and TV size will lead into an activity on ratios in the media. Students will work in small groups to determine the length and width of a television only given its aspect ratio and diagonal length and also discover the aspect ratio of several rectangular objects provided by the teacher.

The follow up activity to "ratios in media" focuses on tire size and its effect on a cars speedometer and odometer. Students will use their new knowledge of aspect ratios to determine a cars speed and mileage. Students will watch a short tutorial video (utdanacenter/amdm) on tire labeling. After the video an example of a tire label will be provided by the teacher and discussed as a class to ensure student understanding. Students will then work in small groups to determine if installing larger tires on your car has an effect on your speedometer and odometer. A full class discussion will conclude this lesson allowing students to share their answers and strategies.

This task directly targets standards: **A-CED 4., CC.9-12.G.SRT.8, CC.9-12.G.C.2**, N-Q 3.

Timeline: 5 blocks

Key vocabulary: aspect ratio, scale factor, letterbox, pillar box, Pythagorean theorem, standard definition, high definition, circumferences, dimensional analysis

Resources: AMDM student activity worksheets (ratios in media and changing tires), tire calculator: ww.dakota-truck.net/TIRECALC/tirecalc.html, online network services at amdmsupport.org,

Significant task 3: Indices Using Weighted Sums and Averages

In this task students will calculate and interpret weighted averages and sums. A full class discussion will be held on the similarities differences between weighted averages and taking an average. Students will take this understanding and apply it to one of three different activities (college grading, slugging averages, or quarterback ratings). Instead of having each student complete all 3 tasks they will focus on the one that strikes their interest the most and then present their findings in a type of gallery walk.

One class will be focused on each group solving and creating posters for their individual problems. A follow up class will allow students to walk around and analyze one another's visual aids with sticky notes

to make suggestions/comments. Once the gallery walk is completed, the groups will use the sticky notes to edit their own posters before finally officially presenting and teaching the class their activity.

Students will also have an opportunity to extend this task by looking into fan cost indices for a professional baseball, basketball, and football team.

This task directly targets standards: **A-CED 4.,** N-Q 1., N-Q 2., N-Q 3.

Timeline: 3 blocks

Key vocabulary: indices, paradox, weighted average, weighted sum, rational numbers, percent increase, rates, batting average, quarterback rating, slugging average, fan cost index

Resources: www.baseball-almanac.com (Babe Ruth stats), http://www.baseball-reference.com/players/p/pedrodu01.shtml (Dustin Pedroia stats), www.nfl.com/help/quarterbackratingformula (quarterback rating formula), http://www.rotoworld.com/player/nfl/3118/aaron-rodgers (Aaron Rodgers stats), www.teammarketing.com (2007 fan cost index), AMDM student activity worksheets (Final Grade Average, Slugging Average, Quarterback Ratings, Fan Cost Index)

Significant Task 4: Validating Identification Numbers

To start this task student's will be shown a UPC code from a Diet Coke can (also copied on the front of the board) and asked if they know the significance of the digits of the numbers. A class discussion on manufacturer number, product number and check digit will lead into our activities framing question: How can you recognize an invalid credit card number or an error in a UPC number? Students will then work in small groups and complete activities that focus on the key role weighted numbers play on universal product codes and credit card numbers. These real world activities will expose students to the importance of number sense and its role in everyday life.

This task directly targets the following standards: N-Q 1., N-Q 2., N-Q 3.

Timeline: 2 blocks

Key vocabulary: universal product codes, matrix multiplication, check digits, identification number, single digit error, transposition error

Resources: illuminations.nctm/org/LessonDetail.aspx?id=L693 (check that digit), AMDM activity worksheets (universal product codes and credit card numbers)

Common learning experiences:

- AMDM worksheets
- Warm ups focusing on introducing each activity
- Teacher materials for Unit I: Analyzing Numerical Data binder
- Additional Fermi questions - http://tinyurl.com/ybtn963
- Understanding Aspect Ratio - This site gives the history of aspect ratios in cinema

- Additional Module support - http://amdmsupport.org/

Common assessments including the end of unit summative assessment:

- **Performance Assessment Task: Fermi Question** (after significant task 1) Students will work in partners. Each partnership will choose one question from a list of Fermi questions provided by the teacher. No two groups will be allowed to research the same question. They will have a full class length in the library to research their topic, collaborate, and create visual aids to assist them in a presentation of their findings. Students will need multiple resources to defend their conclusions. The project will be completed on a poster board along or through a power point presentation. For this task the mathematics will be graded using a task specific rubric. Students will also be graded using the problem solving rubric (school wide).
- Unit 1 Test

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and model with mathematics.
- Some students will want to use random guessing as a strategy. Push students to move away from this to using estimation strategies.
- Students might forget how to convert from one metric unit of length to another. Some review of this idea would be helpful before the Changing Tires activity.

Windsor Public Schools
Curriculum Map
Advanced Mathematical Decision Making

Unit 2 Probability	Length of the unit: 12 blocks

Purpose of the Unit: This unit focuses on the analysis of information using probability to make decisions about everyday situations. Building on students understanding of theoretical and experimental situations, students will progress to represent functional relationships with less focus around probabilistic nature of decision making. Students will work with situations where not all outcomes are equally likely and learn tools to account for weighting different possible outcomes in such situations.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or**

complements of other events ("or," "and," "not").

- **S.CP.3 Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**
- **S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.**
- S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
- S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
- S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
- S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.

Big Ideas:	Essential Questions:
1. Representations of events can be used to determine conditional probability 2. As you perform more trials, the experimental probability of a situation will converge with the theoretical probability 3. Probabilities can be used to make predictions	1. What role does probability play in making decisions about the risks involved in problem situations? 2. How can probability be used to determine the mathematical fairness of situations?
Students will know:	Students will be able to:
1. the characteristics of dependent and	1. construct and use Venn diagrams to

independent events 2. how analyzing representations of events can determine conditional probabilities 3. binomial probability can be used to calculate expected value in real world situations 4. expected values are used in analyzing mathematical fairness, payoff, and risk in a variety of situations	determine probabilities of compound events in order to make decisions about risk involved in the situation 2. analyze and construct area models to determine the probabilities of events and to analyze risk/situational risk 3. calculate expected values to analyze pay offs 4. use expected values to determine the mathematical fairness of situations

Significant task 1: Determining Probabilities

In this task students will use Venn diagrams, tree diagrams, and area models as ways to organize information in probability situations. As a class opener to this unit students will be asked to individually create a Venn diagram of their choice that must have a total of 100 numbers and only 2 circles. A few students will show and explain their classwork. This will lead to a class discussion on the characteristics of a Venn diagram and how probability value is written as fraction, decimal, or percent. Students will then work in small groups on a activity called "Using Venn Diagrams" where they will analyze given Venn diagrams on students course selections, answer probability questions, and model Venn Diagrams based on given data of male and females who play tennis.

Tree Diagrams and Area Models will be taught in a similar way that focus on real world situations involving creating a sandwich, a pumpkin patch maze, and a breakfast menu. Students will use the next couple of classes to work in small groups on these activities. This task will culminate with a quiz that will allow students to represent different data sets using one of three modeling techniques, answer probability questions, and express understanding of the following: compound events, independent, dependent, equally likely and not equally likely, and conditional probability.

A Performance Assessment will be introduced at the start of this unit called Carnival Games. Students will be given their instructions and rubrics on the first day and will gradually work on their projects while we progress through the unit.

This task directly targets the following standards: **S.CP.1, S.CP.3,** S.CP.2

Timeline: 5 blocks

Key Vocabulary: area model, complement of a set, compound event, conditional probability, dependent events, equally likely, independent events, probability, sample space, tree diagram, Venn diagram
Resource Activities: AMDM student activity worksheets (Using Venn Diagrams, Using Tree Diagrams, Using Area Models, All-American Breakfast), Navigating through probability in grades 9-12 (National Council of Teachers of Mathematics)

Significant task 2: Everyday Decisions Based on Probabilities

In this task students will be able to explore the use of probability in everyday situations such as video games or selecting classes as well as make decisions and justify their decisions based on the risk

involved. The task will begin with looking at a video game activity where students will have teacher guidance followed by a student directed situation that will be presented to the class.

To start, students will work in small groups on an activity called "Probability in Games". The first part of the activity will be done as a class. Each group will be asked to model the video game situation with a tree diagram, Venn diagram, or area model. The groups will then pick a representative to explain why their group chose their model. A class discussion on the advantages and disadvantages of choosing a model based on a set of data will follow. The class will then continue to explore this activity that focuses on conditional probability and questions that ask about union, intersection and complements of a situation with assistance from the teacher when needed.

Following this activity, students will use the next class to investigate a real world scenario involving probability. Students will work in small groups. Each group will either choose an activity involving risks in driving, risk in stocks, or scheduling classes. Similar to the gallery walk conducted in Unit 1, students will create visual aids of their situation and be given student feedback before presenting to the whole class.

This task directly targets standards: S.CP. 1, **S.CP.3 ,** S.CP.5, **S.CP.6**

Timeline: 4 blocks

Key vocabulary: compound events, conditional probability, equally likely, intersection, union, weighted, dependent events, tabular data, contingency tables

Resources: AMDM student activity worksheets (Probability in Games, Driving and Risk, Stocks and Risk, Choosing Classes), Navigating through probability in grades 9-12 (National Council of Teachers of Mathematics)

Significant task 3: Expected Values

This will be the last task the class will complete before they play their carnival games. Students will learn about expected value, theoretical probability verse experimental probability, and binomial probability. To start, the class will get into partners and play a game. Each group will be given a bag, 1 green cube, and 2 white cubes. Before they start each group will calculate theoretical probability through a series of teacher directed questions. The groups will then play the game 15 times and calculate their experimental probability. A class discussion on expected value will lead to binomial probability. The class will stay with their partners and complete two activities. One of the activities involves a game at a carnival hitting a baseball and the other pertains to a girl shooting free throws to determine her allowance. A Q and A will conclude the lesson to prepare them for the following class where they play their own carnival games.

The following two classes are dedicated to students playing one another's carnivals games. During that time students will record their experimental data and compare it to their theoretical data. The groups will then complete an expense report including cost, revenue and profit of their game based on the experimental probability.

This task directly targets standards: S.CP.1, S.CP.2, S.CP.6

Timeline: 3 blocks

Key vocabulary: binomial probability, expected value, conditional probability, revenue, profit, theoretical probability, experimental probability

Resources: AMDM student activity worksheets (Binomial Probability and Expected Value, Expected Allowance), Navigating through probability in grades 9-12 (National Council of Teachers of Mathematics)

Common learning experiences:

- AMDM worksheets
- Warm ups focusing on introducing each activity
- Teacher materials for Unit II: Probability binder
- Link to an interactive calculator applet for sets and Venn diagrams(http://web-ext.u-aizu.ac.jp/~niki/courses/sccp/venn/index.html)
- Application for conditional probability http://stattrek.com/Tools/ProbabilityCalculator.aspx
- Additional Module support - http://amdmsupport.org/
- Tree diagram pintable's (http://www.enchantedlearning.com/graphicorganizers/tree/)

Common assessments including the end of unit summative assessment:

- **Performance Assessment: Carnival Game** (presented after significant task 3) The purpose of this project is to create a playable carnival game that can be used to calculate experimental and theoretical probabilities of winning your game and to calculate the expected expenses, revenue, and profit of playing your game. Students will work in Small groups. Each group will choose one game from a list of carnival games provided by the teacher. No two groups will be allowed to construct the same game. They will be given the instructions and rubric to this project at the beginning of this unit but will not need to be completed until task 3 is finished. Check in dates will be given to the class so they keep to a strict timeline. This will allow for immediate teacher feedback along the way. The games will be played in class after Task 3 is completed. Their projects with final calculations will be due the following class. For this task the mathematics will be graded using a task specific rubric. Students will also be graded using the problem solving rubric (school wide).

- Unit 2 Test

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, and look for and express regularity in repeated reasoning.
- Students often get lost reading tree diagrams. Suggest students write down all possible outcomes for the event.
- Venn Diagrams, tree diagrams and area models understanding should be stressed for each because all situations cannot be modeled with all three models.
- Some students make mistakes with area models and list the dimensions of the side of an area model and use these dimensions as factor pairs for finding probability of an event. Help correct

these mistakes early and make sure students understand the scenario of the problem.

Windsor Public Schools
Curriculum Map
Advanced Mathematical Decision Making

Unit 3 Statistics	Length of the unit: 17 blocks
Purpose of the Unit: This unit focuses on developing background statistical knowledge through the use of existing case studies and introducing students to the basic components of the design and implementation of statistical studies. After collecting and displaying data, students explore introductory techniques of statistical analysis. Students build the skills and vocabulary necessary to analyze and critique reported statistical information, summaries, and graphical displays that they will prepare oral and written reports for. As a culmination of this unit, students will work toward implementing their own statistical study, organize and analyze data, and report their results.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **CC.9-12.S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.**
- **CC.9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.**
- **CC.9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling**.
- **CC.9-12.S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.**
- CC.9-12.S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
- CC.9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- CC.9-12.S.IC.6 Evaluate reports based on data.

Big Ideas:	Essential Questions:
1. Research cycles aid in the process of planning and implementing statistical investigations 2. Experimental studies are used in many medical drug trials 3. When data represents the population and can be generalized you can make predictions about future or past events	1. What are the agreed upon methods for the analysis and critic of reported statistical information and statistical summaries? 2. How does one design and conduct a study to answer a question of interest? 3. What are the advantages and disadvantages of analyzing data by hand versus using technology? 4. When is it appropriate to generalize from a sample to a population?
Students will know:	Students will be able to:
1. the characteristics of the research cycle 2. the differences between categorical vs. quantitative data 3. the purpose of statistical investigations and when to implement an observational or experimental study 4. sampling methods and their biases 5. outliers can greatly skew summary statistics	1. determine whether statistical studies are observational or experimental 2. identify variables and populations of interest as well as data sources 3. interpret a variety of graphical displays of statistical data 4. prepare and present appropriate statistical reports 5. collect, compare, and contrast multiple data sets 6. explain the effect of statistical bias on generalize ability of results

Significant task 1: Statistical Investigations

The first task allows students to familiarize with the ins and outs of statistical study. Students will analyze case studies, compare experimental and observational studies, and be exposed to the National Commission for Protection of Human Subjects of Biomedical and Behavioral Research. A full class discussion will begin this task using framing questions about music and its ties to statistical studies. The research cycle will be introduced and as a class we will create research questions focused on music. After this, students will work in small groups on the activity “Overview of Purpose, Design, and Studies”. Students will encounter a lot of new vocabulary during this time and should be keeping a journal to have as a reference throughout this unit.

Following this activity student’s will look into the ethical use of human participants when conducting a study. To start, students will read aloud an article on the Tuskegee Study. A full class discussion will

follow about the unethical treatment of these human subjects and what change the US government has made over the years. Students will then work in small groups on the "Treatment of Subjects" activity. A question and answer session will be held at the end of the class where informed consent, ethical principles, and risk vs. benefits will be reviewed.

A Performance Assessment will be introduced at the start of this unit called Statistical Study. Students will be given their instructions and rubrics on the first day and will gradually work on their projects while we progress through the unit

This task directly targets the following standards: CC.9-12.S.IC.3, **CC.9-12.S.IC.4,** CC.9-12.S.IC.6,

Timeline: 6 blocks

Key Vocabulary: alternative hypothesis, control group, data collection, experimental study, null hypothesis, observational study, placebo effect, population, survey, research question, sample mean, statistical significance, treatment, ethics, informed consent, pilot study, secondary data, margin of error, census, cluster sampling, convenience sampling, inference, random sampling, sampling method, stratified sampling, systematic sampling, variable of interest

Resource Activities: AMDM student activity worksheets (Overview of Purpose Design Studies, Treatment of Subjects, Margin of Error, Sampling Design and Methods), http://www.cdc.gov/tuskegee/timeline.htm (Tuskegee Study), Real Knife, fake surgery (Time magazine article), Ethical principles and guidelines for the protection of human subjects of research (article from National Commission…Behavioral Research), "Recruiting study subjects" and "Payment to Research Subjects" and "Guide to informed consent" (U.S. Food and Drug Administration)

Significant task 2: Analyzing Data

This task focuses on the analysis of graphical displays of data such as histograms, box and whisker plots, dot plots, line graphs, and frequency tables. The class will start with Histograms. Students will be shown a sample of "Colleges' SAT Math Scores" from an NCTM website. Students will engage in a class discussion on their analysis of the histogram. The research cycle will be emphasized. From there students will work in small groups on an activity titled "histogram". They will examine different sets of data about SAT scores, students riding a bus, and students who drive to school displayed in histograms. They will investigate outliers, symmetric representation, univariate vs. bivariate data, and categorical vs. quantitative data. One real world problem students will analyze is titled "Equal Work Does Not mean Equal Pay". Students will read and interpret time plots and bar graphs comparing women's pay verse men's pay. They will use ratios and percent computations to justify their opinions and explanations of the social issues brought up in this scenario.

At the start of the following class, students will learn or better their understanding about dot plots, frequency tables, box-whisker (5-number summary), stem and leaf plots, and pie charts. Advantages and limitations of each will be discussed by the class and documented on large sticky note paper that will be placed around the room for the remainder of the unit. Next, the class will participate in its own data collecting and analysis on an arrangement of questions provided by the teacher. They will also be on large pieces of sticky note paper spread throughout the room. Each student will have small colored sticky note paper which they will use to answer each question on the wall. Small groups will then be created where each group is given one of the questions we collected data on. They will be required to represent their data in 3 separate ways, identify any outliers, and describe the distribution in front of the class. Many students will avoid box and whisker plots so the following class will be dedicated to

different real world examples. Students will learn how to represent this graphical display on their graphing calculator as well. UConn men and women's basketball stats, billboard's top 100, test scores, and sleep data will be used.

This task directly targets standards: **CC.9-12.S.ID.4, CC.9-12.S.IC.1,** CC.9-12.S.IC.6

Timeline: 6 blocks

Key vocabulary: frequency table, frequency, interval width, skewness, bivariate, univariate, box and whisker plot, box plot, categorical data, dot plot, five number summary, outlier, quartile, distribution, population mean, sample mean, sample statistic, standard deviation

Resources: AMDM student activity worksheets (Histograms, Analyzing Graphical Displays, Using Technology, Survey Design), illuminations.nctm.org/ActivityDetail.aspx?id=78 (NCTM histogram tool), Equal Work Does Not Mean Equal Pay

Significant task 3: Sources of Variability

Students will investigate statistical biases in the last task of this unit before their own statistical studies are presented. To start, the class will be asked to write their age on a piece of paper place it in a bag provided by the teacher. I will record the data on the board and ask a student to compute the mean using a calculator. I will then announce to the class that "Students at Windsor High school are an average of __ years old" and ask them if this is valid. Students should quickly discount this conclusion which will lead into a discussion of non-representative samples and biased data. Students will work in small groups on two activities focused on students understanding statistical biases through biased sampling methods or biased statistics. Students will provide their own personal examples of statistical biases as well as analyze biases in observational and experimental case studies on political polls, medical studies, television surveys, and consumer sales.

At the conclusion of this task, students will present their own statistical studies they were conducting throughout the unit. Each group will present their research question, their sampling methods, represent their descriptive statistics, and explain their results.

This task directly targets standards: **CC.9-12.S.ID.4, CC.9-12.S.IC.1, CC.9-12.S.IC.4,** CC.9-12.S.IC.3, CC.9-12.S.IC.6

Timeline: 4 blocks

Key vocabulary: biased sampling method, biased statistics, induced variability, response bias, statistical bias, natural variability

Resources: AMDM student activity worksheets (Introduction to Statistical Bias and Variability, Statistical Bias in Research Studies and Polls)), Real Knife, fake surgery (Time magazine article), Are women really more talkative than men? (www.sciencemag.org/cgi/content/full/317/5834/82, The Power of Graphical Display (http://www.yale.edu/ynhti/curriculum/units/2008/6/08.06.06.x.html),

Common learning experiences:

- AMDM worksheets

- Warm ups focusing on introducing each activity
- Teacher materials for Unit III: Statistical Studies binder
- This site contains data tools, surveys and programs along tables and figures put out by the United States Dept. of Ed. http://nces.ed.gov/annuals/
- This is a great resource for finding a case study to begin discussion. You can search by what type of analysis is in the study. http://onlinestatbook.com/case_studies_rvls/index.html
- Additional Module support - http://amdmsupport.org/

Common assessments including the end of unit summative assessment:

- **Performance Assessment: Statistical Study** (presented after significant task 3 . The purpose of this project is to create a statistical study on a research question created by the student. Students will conduct either an observational or experimental study. They will choose their population, detail collecting data methods following ethical guidelines, describe sampling methods, represent their data using at least 2 graphical displays, describe their statistics, and express their conclusion of the study to the class. Students will work in small groups. Each group will choose one research question that must be approved by the teacher. No two groups will be allowed to use the same research question. They will be given the instructions and rubric to this project at the beginning of this unit but it will not need to be completed until task 3 is finished. Check in dates will be given to the class so they keep to a strict timeline. This will allow for immediate teacher feedback along the way. Their projects will be presented to the class through a power point presentation or through large poster boards. For this task the mathematics will be graded using a task specific rubric. Students will also be graded using the problem solving rubric (school wide).

- Unit 3 Test

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them and construct viable arguments and critique the reasoning of others.

- Be aware that some topics might be sensitive to students and stress the importance of respect for individual opinions in the class.

- Emphasize the importance of labeling graphs correctly. Have students discuss whether various graphs they and other students have created are correctly and completely represented.

Unit 4 Using Recursion in Models and Decision Making	Length of the unit: 13 blocks

Purpose of the Unit: This unit focuses on analyzing and modeling data. By looking at recursive models for bivariate data and relationships, students expand their set of tools for data analysis. This unit builds on knowledge of functions and focuses on recursive rules that model data exhibiting exponential and linear patterns. This unit reinforces student understanding of the concepts associated with linear and exponential functions while expanding a new way to think about modeling these types of data. Students will use mathematical models to represent, analyze, and solve real world problems involving change.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **F-BF 2. Write arithmetic and geometric sequences ... recursively and [arithmetic sequences] with an explicit formula, use them to model situations, and translate between the two forms.***
- **F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**
- **F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....***
- **A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear ... functions**
- **A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**
- **CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.***
- **CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.***
- **CC.9-12.F.BF.1c (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.**
- CC.9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose

domain is a subset of the integers...

- F-BF 1. Write a function that describes a relationship between two quantities.*
- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Big Ideas:	Essential Questions:
1. Analyzing patterns and writing recursive and explicit algebraic rules provides a powerful way to extend patterns and make predictions. 2. Functions are a mathematical way to describe relationships between two quantities that vary.	1. What are the advantages and disadvantages of a recursive rule compared to an explicit rule? 2. How can we use linear and exponential functions to solve real world problems? 3. How can models and technology aid in the solving of linear and exponential functions? 4.
Students will know:	Students will be able to:
1. the similarities and differences between the recursive rule and the functional form of the linear rule 2. bivariate data represents two variables and is often displayed through scatterplots	1. analyze the form, direction, and strength of scatterplots 2. use recursively defined rules to make predictions about the situation being modeled 3. explore exponential growth and exponential decay problems and make connections between the two models 4. compare and contrast recursive and explicit function models for exponential decay 5. solve real world problems involving change using recursion and iteration 6. determine if a set of bivariate data represents a linear relationship or exponential by finding the correlation coefficient for the data.

Significant task 1: Relationship in Data

This task focuses on bivariate statistics through the exploration of two class activities. As an opener, students will be given a handout with a list of survey questions created by the teacher. Students will be asked to individually choose which questions they believe represent bivariate quantitative data. The teacher will frame questions to start a discussion on comparing and contrasting univariate data vs. bivariate data. Students will then get into small groups and work on the activity "Using Scatterplots in Reports" that focuses on analyzing graphical displays of bivariate data where they will distinguish between linear and nonlinear relationships as well as determine the direction and relative strength of

the data. A class discussion will end the class focusing on cause and effect relationships vs. association, data strength and direction, and linear vs. nonlinear patterns. This will allow students to have a solid understanding of bivariate data before applying recursive and explicit rules to data sets in the next activity.

Next students will work on the activity "Recursions and Linear Functions". A brief teacher lead refresher will start the class focusing on what the recursive rule and explicit rule are. Most students understand the process of these concepts but often forget the vocabulary. Students will then work in partners on the activity worksheet. Students will work on two real world problems involving magazine sales and international phone service. Students will create data tables based on the scenario, determine the recursive rule and explicit rule, and use their graphing calculators and sequence notation to create scatterplots.

This task directly targets the following standards: F-IF 2, F-IF 3, F-IF 5, F-BF 1, F-BF 2, A-CED 1, CC.9-12.1

Timeline: 3 blocks

Key Vocabulary: arithmetic sequence, bivariate data, cause and effect, explicit function rule, form/direction/relative strength, iterative process, linear function, recursion, recursive routine, recursive rule

Resource Activities: AMDM student activity worksheets (Using Scatterplots in Reports and Recursion and Linear Functions)

Significant task 2: Recursion in Exponential Growth and Decay

This task focuses on understanding exponential data sets. Students will begin by looking at an example of exponential decay. Students will get into small groups and perform an experiment on a tennis balls bounce and rebound percentage. Students will collect data in a table, create a scatterplot, and find the average rebound percentage of their ball. Once each group has collected and recorded their data they will present their findings to the class. A full class discussion will take place. Students will have recognized each of their data sets represents exponential decay and their rebound percentage determines the rate the balls height decreases. Students will then work in their small groups on the activity "Recursion and Exponential Functions" where they will take their data a step further and determine recursive rules and exponential functions.

Next students will work on a real world problem involving exponential growth using MRSA bacteria. They students will record their data table, scatter plot, recursive rule and exponential function on large sticky note paper and compare their results with the class.

This task directly targets standards: F-IF 3, F-IF 2, F-IF 4, A-CED 2, CC.9-12.F.IF.7, CC.9-12.F.BF.1, CC.9-12.F.BF.1c

Timeline: 3 blocks

Key vocabulary: common ratio, exponential growth and decay, exponential function, finite difference, function rule, geometric sequence, linear function, recursive rule,

Resources: AMDM student activity worksheets (Recursion and Exponential Functions and Comparing Models)

Significant task 3: Recursion Using Rate of Change

This task focuses on addressing the recursive and explicit formulas used to describe exponential decay using graphing calculators and other technology. To start the first class on this task, the teacher will bring in a hot cup of liquid and ask the class "would the temperature of this cup change at a constant rate?" This will lead into a small class discussion about rate of change and Newton's Law of Cooling.

Students will work in small groups and perform a lab over 2 days. Each group will be giving a CBL with temperature probe and a Styrofoam cup filled with hot water. They will collect data of the cooling liquid for 30 minutes using a graphic organizer provided by the teacher as well as record their findings in their graphing calculators to make a scatterplot. Once this is completed, students will determine if the data represents a linear or exponential relationship using the first difference test and then build recursive rule. Then they will use their successive ratio to help determine the exponential function that best models their data. Finally students will compare the recursive rule and the explicit rule and answer a variety of questions requiring them to reflect on their analysis.

This task directly targets standards: F-BF 1. **F-IF 4, A-CED 2, CC.9-12.F.IF.7, CC.9-12.F.BF.1,**

CC.9-12.F.BF.1c

Timeline: 4 blocks

Key vocabulary: ambient temperature, constant of proportionality, difference equation, domain, exponential growth and decay, logistic growth, Newton's Law of Cooling, radioactive decay, proportion, range, rate of change, temperature

Resources: AMDM student activity worksheets (Newton's Law of Cooling and Rates of Change in Exponential Models), real world application of logistic functions (www.nctm.org/resources/content.aspx?id=8496)

Common learning experiences:

- AMDM worksheets
- Warm ups focusing on introducing each activity
- Teacher materials for Unit IV: Using Recursion in Models and Decision Making binder
- Newton's Law of Cooling app http://mathforum.org/mathtools/tool/1124/
- real world application of logistic functions (www.nctm.org/resources/content.aspx?id=8496),
- Additional Module support - http://amdmsupport.org/

Common assessments including the end of unit summative assessment:

- Quiz on Task 1
- Quiz on Task 2
- Explicit and Recursion Unit Test

Teacher notes:

- Process standards to highlight through instruction: attend precision, look for and make use of structure, and construct viable arguments and critique the reasoning of others.
- Review prior learning regarding linear functions and arithmetic sequences. Make sure students have a firm understanding of linear functions and their constant rate of change before they try to write a recursive rule.
- Emphasize the importance of notation in writing recursive rules. It might help to have students use words prior to symbols to support this learning.
- Students might have forgotten how to use the first difference, second difference, and success ratio tests to determine functions from tables so a mini lesson before the start of task 3 would be helpful

Windsor Public Schools
Curriculum Map
Advanced Mathematical Decision Making

Unit 5 Using Functions in Models and Decision Making	Length of the unit: 11 blocks

Purpose of the Unit: This unit focuses on analyzing data and finding mathematical functions to model real world data and context with functions. Students expand their set of tools for data analysis, building on their previous work with continuous and piecewise-defined functions. Students will work with a variety of functions including linear, quadratic, exponential, rational, and step functions. Students will test these models against data and common sense to answer questions and solve complex problems in the world which we live. Students will also build on their work from Unit IV connecting recursive rules and explicit functions.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- **F-BF 2. Write arithmetic and geometric sequences ... recursively and [arithmetic sequences] with an explicit formula, use them to model situations, and translate between the two forms.***
- **F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**
- **F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....***
- **CC.9-12.F.IF.7d (+) Graph rational functions, identifying zeros and asymptotes when**

suitable factorizations are available, and showing end behavior

- **CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.***
- **CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.***
- **CC.9-12.F.BF.1c (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.**
- CC.9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- F-BF 1. Write a function that describes a relationship between two quantities.*
- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Big Ideas:	Essential Questions:
1. Functions describe relationships between two quantities that vary. 2. Linear functions have a constant difference whereas exponential functions have a constant ratio. 3. Functions are useful for analyzing patterns of change.	1. What defines a function? 2. How do functions help us analyze real world situations and solve practical problems? 3. What are the limitations of exponential growth models? 4. How can one differentiate an exponential model from a linear model? 5.
Students will know:	Students will be able to:
1. how correlation coefficients are used in determining the direction and strength of a linear relationship between two quantities. 2. graphing calculators generate random numbers as well as represent recursive relationships 3. the properties of step functions and piecewise functions	1. compare and contrast recursive and explicit function models using regression 2. analyze data to develop a concept of a functional relationship where the rate of change demonstrates logistical growth 3. model real world data using step functions 4. justify the selection of a function that models a data set and use the model to make predictions

Significant task 1: Regression in Linear and Nonlinear Functions

This task focuses on utilizing correlation coefficients to determine function models that best fit a given set of data and regression analysis. Students begin this task by working on the activity "Analyzing Linear Regression Equations". It will begin with a full class discussion on direct proportionality and the correlation coefficient. Led through direct instruction, students will also get a quick review on how to utilize their graphing calculators to compute a regression analysis. Students will then work in small groups and analyze data sets. Students will make scatterplots, perform regression analyses, and compare and describe correlation coefficient values. One of these activities will be based on hunger and poverty in the United States. Students will be given real world data and asked to use regression equations to predict future poverty levels. A second activity called "Comparing Linear and Exponential Functions" will follow with less teacher assistance allowing students to solidify their understanding regression analysis.

To end the task, students will work on an activity centered on the H1N1 virus. This activity will take two full classes. It will be started by a full class discussion building off of the question "What mathematics is involved when epidemics or pandemics occur?" Students will then work in small groups on the activity "Growth Model." Students will use their graphing calculator's random number generator to simulate an outbreak. Students will record their data in graphic organizers provided by the teacher. Students will make scatterplots, determine the model to best fit their data, and use their regression equation to make predictions. Students will share their results with the rest of the class at the conclusion of day two.

This task directly targets the following standards: F-BF 1, F-BF 2, F-IF 2, CC.9-12.F.IF.7 , CC.9-12.F.IF.5,

CC.9-12.F.BF.1, CC.9-12.F.BF.1c

Timeline: 5 blocks

Key Vocabulary: difference equation, domain, exponential decay, exponential function, finite difference, function rule, geometric sequence, geometric series, linear function, logistic growth, range, rate of change, ratio

Resource Activities: AMDM student activity worksheets (Analyzing Linear Regression Equations, Comparing Linear and Exponential Functions, and Growth model), Hunger and Poverty in the United States

Significant task 2: Step and Piecewise Functions

This task focuses on the properties of step and piecewise functions based on real world data. To start, students will watch a video on natural disasters focusing on hurricanes and tornados. At the conclusion of the video the Fujita scale and Saffir-Simpson hurricane wind scale will be the focus of a full class discussion. Students will then work in partners on the activity "Introducing Step and Piecewise Functions." Through a serious of questions that require students to create and analyze scatterplots, students will start to build a foundation of Step Functions.

Following Step Functions, students will be introduced to piecewise functions. To start, students will individually sketch a scatterplot of data provided by the teacher and then describe a scenario that might represent the data and graph. Students will also describe the domain values and range values. Students will share their scenarios with the rest of the class. A full class discussion on slope, equation of lines, domain, and range will be done to review skills students will utilize in the next activity. Students will then begin to work in small groups on the activity "Another Piecewise Function." Students will

analyze a piecewise function on a person's commute home from work.

To end this task, students will individually complete a piecewise function project. This will take two classes to complete. One for work and one for presenting. Students will create their own problem that demonstrates the use of piecewise graphing. They will choose a situation that connects their learning to the real world.

This task directly targets standards: F-IF 2, F-IF 4, CC.9-12.F.IF.7, CC.9-12.F.IF.7d, CC.9-12.F.IF.5, CC.9-12.F.BF.1, CC.9-12.F.BF.1c

Timeline: 6 blocks

Key vocabulary: constant function, continuous, decreasing, dependency statement, domain, exponential function, increasing, linear function, piecewise function, range, rate of change, slope, step function

Resources: AMDM student activity worksheets (Introducing Step and Piecewise Functions, Another Piecewise Function, Concentrations of Medicine, Making Decisions from Step and Piecewise Models), The Fujita Scale (http://www.tornadoproject.com/fscale/fscale.htm), Saffir-Simpson Hurricane Wind Scale (http://www.nhc.noaa.gov/aboutsshws.php)

Common learning experiences:

- AMDM worksheets
- Warm ups focusing on introducing each activity
- Teacher materials for Unit V: Using Functions in Models and Decision Making binder
- Activity on exponential decay using M&Ms that models the half-life function for exponential decay (http://jbryniczka.weebly.com/uploads/4/0/9/1/4091055/mmactivity_10.pdf)
- National Hurricane Center (www.nhc.noaa.gov)
- Graphing Calculator Tutorials for Texas Instruments (http://math.escweb.net)
- You tube videos on Hurricane and Tornado strength scales
- Additional Module support - http://amdmsupport.org/

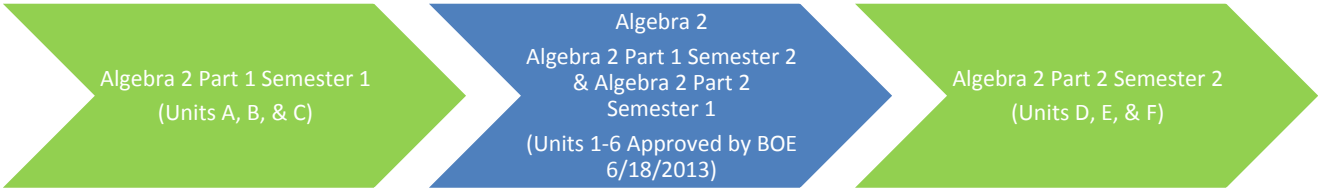
Common assessments including the end of unit summative assessment:

- Piecewise Function Project
- H1N1 Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and preserver in solving them, construct viable arguments and critique the reasoning of others, and model with mathematics.
- Students will need assistance using their calculators as a random number generator. This should be demonstrated as a class and students should be provided with outlined directions.
- Direct proportional situations are represented in this unit. Students may need a review. Review this concept using a situation involving distance, rate and time.

Algebra 2 Part 1 & Part 2 Curriculum



Unit A Solving Equations and Inequalities in One Variable

Unit B Linear Equations and Inequalities in Two Variables

Unit C Systems of Linear Equations and Inequalities

Unit 1 Functions and Linear Programing

Unit 2 Quadratic Functions

Unit 3 Polynomials

Unit 4 Radical Functions

Unit 5 Exponential and Logarithmic Functions

Unit 6 Rational Functions

Unit D One Variable Data Distributions

Unit E Two Variable Data Distributions

Unit F Sample and Survey Design

Windsor Public Schools
Curriculum Map
Algebra 2 Part 1

Purpose of the Course: This course is a study of functions and their applications. Functions studied include linear, quadratic, polynomial, and radical. Additional topics include equations, inequalities, operations with functions, inverse functions, and systems of linear equations. This course strengthens and extends the concepts presented in Algebra 1 and covers the first half of the one year Algebra 2 course. The second half is covered in Algebra 2 Part 2.

Unit A – Solving Equations and Inequalities in One Variable	Length of the unit: 13 blocks
Purpose of the Unit: This unit is designed to review, deepen, and expand students' knowledge of solving one variable equations and inequalities. This unit reviews solving multi-step equations and inequalities including working with fractions and the Distributive Property. Students' knowledge is expanded to include solving and graphing compound inequalities on a number line. In addition, this unit introduces absolute value equations and inequalities.	

Common Core State Standards Addressed in the unit:

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. ***Include equations arising from linear and quadratic functions, and simple rational and exponential functions.***

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*

Big Ideas:	Essential Questions:
1. Properties of equality and inverse operations are used to solve equations.	1. What's happening in the equation and how do you "undo" that?

2. Relationships can be represented as tables, graphs, and equations. 3. Inequalities have more than one solution.	2. How can you represent a relationship in an algebraic rule? 3. Why do inequalities have more than one solution?
Students will know: 1. the definitions of equality, inequality, and their symbols 2. equations can have one solution, no solutions or many solutions 3. inequalities have more than one solution 4. properties of absolute value equations and inequalities	Students will be able to: 1. develop linear equations and inequalities that model real world situations 2. simplify and solve equations and inequalities to solve problems 3. solve and graph compound inequalities 4. solve absolute value equations 5. solve and graph absolute value inequalities

Significant task 1: Solving Equations in One Variable

In significant task 1, students will work in small groups to review the skills necessary to solve equations in one variable, through various concepts, such as saving money each week, the cost of gas per gallon, break even points, and finding parts of a whole. As a whole class, students will learn the technique of "fraction busting" to remove fractions from an equation to make it simpler to solve. A teacher led discussion will model for students, as a review, how to work with equations that contain variables on both sides of the equal sign.

In this task, students will:

- Combine like terms
- Use the distributive property
- "fraction bust"
- Solve multi-step equations
- Solve equations with variables on both sides

This significant task targets the following CCSS Standards: F.BF.1, A.CED.1

Timeline: 3-4 blocks
Key vocabulary: equation, variable, distributive property, "fraction bust", break-even point
Resources: Holt Section 1.6

Significant task 2: Solving and Graphing Inequalities in One Variable

Significant task 2 begins with a whole class discussion to compare the differences of equations and inequalities in the context of the cost of on-demand movie rentals. As a small group discovery, groups will start with different inequalities and list 4-5 solutions. They will then multiply both sides of the

inequality by (-2) and decide if the solutions they listed are still solutions. Since they will not be solutions, as a whole class we will discuss why we switch the inequality when we multiply/divide by a negative number. In their small groups, students will then solve inequalities using the skills learned from significant task 1 and determine how to graph their solutions on a number line.

As a teacher-led class, students will solve and graph compound inequalities. It is essential to have a class discussion about the meaning of the connecting words "and" and "or". For example, "I can be in my seat and in the classroom at the same time" leads students to understand that all conditions must be satisfied for an "and" compared to "or"; "I can be in the classroom or in the hallway" leads students to understand that only one condition must be satisfied for an "or." For the first few examples of solving compound inequalities, have students list 3-4 solutions that satisfy the "and" or "or" compound inequality and assess where they fall on the number line. This will lead students to concluding that "and" gets shaded in the middle (overlapping region) and "or" gets shaded in opposite directions. This will enhance the idea of the solution set of a compound inequality which will help students graph and solve other types of "and" and "or" inequalities.

In this task, students will:

- Solve inequalities
- Graph inequalities on a number line
- Solve and graph compound inequalities

This significant task targets the following CCSS Standards: A.CED.1
Timeline: 4-5 blocks
Key vocabulary: inequality, number line, compound inequality
Resources: Holt Section 1.7

Significant task 3: Solving Absolute Value Equations and Inequalities in One Variable

To introduce the concept of an absolute value equation, students will be presented with a bag of chips and scale to determine the actual weight of the bag of chips and will compare it to the advertised weight. This will lead into a discussion about tolerance in manufacturing where students will write and solve absolute value equations to find the maximum and minimum acceptable values. Students will review the concept of absolute value and apply the definition to solve absolute value equations. Through whole class instruction, students will solve and graph absolute value inequalities using the knowledge they gained from compound inequalities in significant task 2. Referring to the definition of absolute value along with a posted number line will help students understand absolute value inequalities.

In this task, students will:

- Solve absolute value equations
- Solve and graph absolute value inequalities

This significant task targets the following CCSS Standards: F.IF.8
Timeline: 3-4 blocks
Key Vocabulary: absolute value, tolerance
Resources: Holt Section 1.8

Common learning experiences:

- Holt Sections: 1.6-1.8 for homework options

Common assessments including the end of unit summative assessment:

- Unit Test

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, attend to precision, and look for and make use of structure.
- Part of this unit is taken from Unit 1 in Algebra 2; it is not necessary to repeat the compound inequalities or absolute value equations/inequalities when you reach Unit 1. It was important to break some of the skills up for students to be more successful.
- It is important to remember that students are identified for this class due to weak algebra 1 skills. Students will have different gaps in their knowledge/skills and it is important to use pre-assessments to guide your small group instruction.
- At the beginning of this unit, when students are working in groups, take the time to assess where students skills fall and group students by skill deficits.
- Because this unit is skill based, small quizzes will be useful in assessing students' learning in each significant task.
- Students will have difficulties with "fraction busting." Some students have a fear of fractions. Emphasizing that "fraction busting" is a process that rids the equation of fractions, might ease the tension students have with fractions.
- When equations have more than one variable term on the same side of the equal sign, some students will try to "undue" the operation instead of combining the like terms.
- Various activities, group and individual, should be used for students to practice skills; such as "around the world", snake activity, whiteboard practice, jeopardy style and "MATHO" style competitions.
- Students will forget to switch the inequality sign when multiplying/dividing by a negative.
- During significant task 2, make sure students are using the correct type of point (open/closed) on the number line. It is also important to make sure students understand why they are using each type of point.
- Students tend to confuse when to use "and" or "or" with compound inequalities. Sometimes it

will help students to graph their solutions first, to see where the shaded regions appear on the number line, and then write the solution statement with the correct word.

- Students will be seeing absolute value equations for the first time. So, it will be important to take this concept a little slower in the beginning and be sure to explain why it is necessary to break into two parts.
- Some students will forget to find the second solution of an absolute value equation or inequality.
- With absolute value inequalities, some students will forget to switch the inequality sign when negating the second part of the inequality piece.
- Students rush to solve absolute value equations and inequalities, even if they have no solutions. In other words, when an absolute value equation is equal to or less than a negative number, students will just start to solve instead of stopping and thinking about what the statement means about absolute value.

Windsor Public Schools
Curriculum Map
Algebra 2 Part 1

Unit B – Linear Equations and Inequalities in Two Variables	Length of the unit: 11 blocks
Purpose of the Unit: This unit is designed to deepen the student's knowledge of linear equations and inequalities in two variables and the relationships within them. A line's slope and intercepts will be analyzed in context and domain and range will be introduced. In this unit, linear equations will be written given specific pieces of information.	

Common Core State Standards Addressed in the unit:

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. ***Include equations arising from linear and quadratic functions, and simple rational and exponential functions.***

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal

and explain different properties of the function.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function*.*

CC.9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*

Big Ideas:	Essential Questions:
1. Linear equations have a constant rate of change. 2. Relationships can be represented as tables, graphs, and equations/inequalities. 3. Linear inequalities have a solution region.	1. What does a linear equation's slope and intercepts tell you? 2. How do linear equations and inequalities help us analyze real world situations and solve practical problems? 3. Why are there multiple solutions to a linear inequality?
Students will know:	Students will be able to:
1. linear relationships that result with positive/negative slopes and zero/undefined slopes 2. advantages and disadvantages of various forms of linear functions: standard form, slope-intercept form, and point-slope form 3. slope as a constant rate of change 4. representations of relationships including: verbal descriptions, tables, graphs, and equations or inequalities	1. interpret equations and inequalities that arise in applications in terms of the context 2. analyze linear equations and inequalities using different representations 3. create graphs of linear equations and inequalities representing real world situations and label with appropriate axes and scales 4. determine a linear equation from a graph or various pieces of information

Significant task 1: Graphing Linear Equations in Two Variables

In significant task 1, using the context of predicting a person's height from the length of a set of bones students will work in small groups to develop an equation that will determine a dead person's height from the length of a certain bone. (This context will come back repeatedly throughout the skill development.) As a whole class, the graph of this equation will be constructed and the parts, such as the x and y intercepts and the slope will be analyzed and described in context.

In pairs, students will graph lines given verbal descriptions such as, "slope of ½ and y-intercept of -3" or "x-intercept of -2 and y-intercept of 5" or "slope of $-\frac{2}{3}$ and point (-1, 4)". Then the students will be given the matching equations in the different forms; slope intercept, standard, and point-slope forms to show how the equation can be used to graph. Some groups may need to be shown how the intercepts and the standard form equation are related, as well as how to use the point-slope equation.

As a small group activity, students will practice graphing lines from each form of a linear equation, always pointing out where the x and y intercepts are and stating the slope of the line. This is a good time for groups to present to the class how to graph from each form of a linear equation. As a whole class, students should review how to transform equations specifically from standard to slope intercept form. This is important especially when one of the intercepts is a decimal that cannot be graphed accurately.

Once students can visually see the x and y intercepts, then individually, students will explore how to find the exact x and y intercepts algebraically from any form of a linear equation since the intercepts will not always cross the axes at an integer.

In this task, students will:

- Develop relationships between two variables
- Determine slope of a line and describe it in a context
- Graph linear equations from slope-intercept form, standard form, and point-slope form
- Change the form of an equation from one to another
- Determine x and y intercepts graphically and algebraically

This significant task targets the following CCSS Standards: F.IF.7
Timeline: 4-5 blocks
Key vocabulary: linear, intercept, slope, slope-intercept form, standard form, point-slope form,
Resources: Modeling with Mathematics: A Bridge to Algebra II (chapter 2) – for data and examples only, Holt Section 1.1-1.3

Significant task 2: Writing Linear Equations

In small groups, students will determine how to write the equation of a graphed line, both with and

without an identified y-intercept. In their groups, students will develop a method of finding the slope from a graph and review how to find the slope between two points. Slope will also be described in various contexts using different increasing or decreasing situations, for example distance vs. time, water loss vs. time, and gasoline use vs. distance traveled.

A whole class discussion will be used to review how parallel and perpendicular slopes are related. This will be followed by writing equations of lines given different pieces of information about the line, such as the slope and y-intercept, slope and a point, two points, or a parallel/perpendicular line and a point.

As a teacher led discussion, domain and range will be defined and an understanding will be developed through various contexts, such as the cost of removing snow from a roof, the weight gain of a puppy every month, and recycling efforts of a city.

In this task, students will:

- Find slopes from graphs and two points
- Describing slope in context
- Find slopes of parallel and perpendicular lines
- Write equations of lines given a graph or pieces of information
- Determine domain and range of a linear situation

This significant task targets the following CCSS Standards: F.BF.1, F.IF.8

Timeline: 3-4 blocks
Key vocabulary: parallel, perpendicular, domain, range
Resources: Holt Section 1.1-1.3

Significant task 3: Graphing Linear Inequalities in Two Variables

In significant task 3, students will analyze staying within a budget when buying a combination of two items to determine how many of those items they can buy. Through a whole class discussion, students will compare the differences between graphing a linear equality and linear inequality. In small groups, students will use the skills learned in significant task 1 and the previous unit to graph the linear inequality in two variables. Using the test point method, groups will determine which side of the boundary line to shade.

In this task, students will:

- Graph linear inequalities in two variables
- Identify possible solutions for a linear inequality

This significant task targets the following CCSS Standards: A.CED.1

Timeline: 2-3 blocks
Key vocabulary: feasible region, boundary line

Resources: Holt Section 3.3

Common learning experiences:

- Holt Sections 1.1-1.3 and 3.3 for homework options

Common assessments including the end of unit summative assessment:

- Unit Test
- **Performance Assessment – Barbie Bungee-** Students will work in a team to determine how much bungee rope will be needed for any given height. Students will use rubber bands as the bungee rope and "drop" Barbie using different amounts of rubber bands and gather data as to how far Barbie falls. The data will be graphed and the line of best fit will be determined both by hand and using the calculator. The equations and their parts will be compared by the individuals in the teams. Each individual of the team will need to prepare a written report that explains the process and conclusions determined. Each team will test their conclusions in the stairwell to determine if Barbie has a successful bungee jump with maximum thrills coming as close to the ground as possible. Gathering the data should take half of a block, the team should use the remaining time in the block to start graphing and coming up with equations. Students should then be given a few days out of class to work on their individual reports. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, look for and express regularity in repeated reasoning
- It is important to remember that students are identified for this class due to weak algebra 1 skills. Students will have different gaps in their knowledge/skills and it is important to use pre-assessments to guide your small group instruction.
- At the beginning of this unit, when students are working in groups, take the time to assess where students skills fall and group students by skill deficits.
- Quizzing throughout the significant tasks will be helpful in assessing student learning.
- Graphing seems to be very difficult for students in this class so practice is essential!
- When slope is negative students want to move down and to the left making both parts negative. It is important for students to assess their graphs to ensure that the line matches the sign of the slope.
- Students are not familiar with point-slope form, so a whole class discussion may need to take place before groups see this form of a linear equation.
- Some students forget to find the <u>negative</u> reciprocal of a perpendicular slope.
- In significant task 3, the teacher needs to make sure the groups are graphing the correct type of

boundary line (solid or dotted) depending on the inequality sign. It is important for students to understand why they are using each type of boundary line.

- Significant task 3 provides a good way to differentiate by challenging some students to graph an inequality not in slope-intercept form, where those students who struggled with graphing from the first significant task should only be asked to graph from slope-intercept form.

Windsor Public Schools
Curriculum Map
Algebra 2 Part 1

Unit C – Systems of Linear Equations and Inequalities	Length of the unit: 15 blocks
Purpose of the Unit: This unit is designed to deepen the student's knowledge of systems of linear equations and inequalities. Solutions will be found graphically and algebraically. Graphing calculators will be used consistently throughout the unit to find the solution to a system of linear equations.	

Common Core State Standards Addressed in the unit:

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. ***Include equations arising from linear and quadratic functions, and simple rational and exponential functions.***

CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

Big Ideas:	Essential Questions:
1. Relationships can be represented as tables, graphs, and equations. 2. Properties of equality and inverse operations are used to solve equations. 3. Problems involving more than one constant rate of change can be modeled with systems of linear equations or inequalities.	1. What are the advantages and disadvantages of different representations of relationships? 2. What's happening in the equation and how do you "undo" that? 3. How can you use systems of equations to compare two similar relationships? 4. Why does a system of inequalities have multiple solutions?
Students will know:	Students will be able to:
1. strategies to solve and analyze linear systems of equations 2. systems of equations have one solution, infinitely many solutions, or no solution 3. the most effective strategy (graphing, table, substitution, elimination) for solving a particular system of equations depending on how that system is presented 4. properties of systems of linear inequalities	1. solve systems of equations graphically and algebraically using all four strategies 2. model and solve problems using a system of linear equations and inequalities 3. determine the most effective strategy for solving a particular system of equations depending on how that system is presented 4. solve systems using a graphing calculator 5. use the linear programming process to determine maximum or minimum points

Significant task 1: Systems of Linear Equations

In this significant task, students will work in the same small groups throughout the task to assume the role of a business person starting a sporting goods company. To start, the groups will explore different models for employee pay by creating tables and graphs about two different employee pay scenarios. Students will use the tables and graphs to make an informed decision about what pay scenario to use for their company. An analysis about what happens before, at, and after the intersection point should be included in their decision. This activity will lead students to understand that the intersection point is the solution to a system of equations. Students will create tables and graphs by hand first, then the graphing calculator will be introduced.

As a whole group, through a teacher led lesson, students will learn the algebraic methods of solving systems using elimination and substitution. The jigsaw teaching strategy can be used to review the methods of solving systems of equations. Students are separated into three groups to master one of the

strategies. Students are then regrouped so that each group has experts on each strategy. The students then help each other to review the strategies they have mastered. In the second group, students should discuss when each method is the most efficient to use. The teacher will bring the entire class back together to have groups present their conclusions and have the class develop a generalized conclusion about when each method is the most effective.

As a whole class discussion, it will be important to go over the vocabulary and special cases of linear systems; consistent/inconsistent, independent/dependent. Students should start by graphing the special cases to have a visual understanding, and then move into what the solution would look like algebraically.

To review the different methods of solving systems, groups will be given scenarios where they need to solve systems using any method to make purchasing decisions for their company.

In this task, students will:

- Graph systems to find solutions both by hand and by graphing calculator
- Use substitution and elimination to find solutions

This significant task targets the following CCSS Standards: F.IF.8, F.BF.1

Timeline: 6-7 blocks
Key vocabulary: system, solution, substitution, elimination, consistent, inconsistent, independent, dependent
Resources: Modeling with Mathematics: A Bridge to Algebra II: Chapter 3 Sections 1-5; Holt Section 3.1 and 3.2

Significant task 2: Systems of Linear Inequalities

Continuing the context of a sporting goods business, this task examines a situation where there is not one unique solution but a range of possible solutions. Their sporting goods company has been invited to sell the merchandise at a local baseball stadium. Students will explore tables, graphs, and inequalities in small groups to determine how many shirts and hats they should bring for their booth at the stadium to sell.

As a teacher led discussion, students will formalize the parts of the graph of a system of linear inequalities (feasible region and vertices) and how to find the vertices graphically with a calculator and algebraically using the methods learned in significant task 1. A whole class discussion will be used to determine when the vertices are a part of the feasible region and when they are not. Systems of three and four inequalities will be introduced to graph and find the feasible region and vertices, first as a whole class, followed by small group practice.

In this task, students will:

- Graph systems of linear inequalities
- Find vertices using graphing calculator

- Find vertices algebraically
- Determine solutions in the feasible region

This significant task targets the following CCSS Standards: A.CED.1

Timeline: 3-4 blocks
Key vocabulary: feasible region, vertices
Resources: Modeling with Mathematics: A Bridge to Algebra II: Chapter 3 Sections 11-13;
Holt Section 3.4

Significant task 3: Linear Programming

Continuing their sporting goods business, students will use the linear programming process to determine how many hats and t-shirts to sell to make the most profit. In their business groups, students will write constraints as inequalities and their objective as a profit equation. Various other business scenarios will be given to the groups to have them practice the linear programming process. Teachers could differentiate giving groups different problems with varying complexity and then have each group present their analysis to the class.

In this task, students will:

- graph systems of linear inequalities
- write constraints
- identify the feasible region
- identify the vertices (by hand and with graphing calculators)
- write objective functions
- use vertices to determine maxima and/or minima of the objective equation

This significant task targets the following CCSS Standards: A.CED.3

Timeline: 3-4 blocks
Key Vocabulary: minimum, maximum, objective function, constraints
Resources: Modeling with Mathematics: A Bridge to Algebra II: Chapter 3 Section 14; Holt Section 3.5

Common learning experiences:

- Holt Sections: 3.1, 3.2, 3.4, 3.5 for homework options

Common assessments including the end of unit summative assessment:

- Unit Test – includes linear programming concepts but not the entire linear programming process
- **Performance Assessment: Linear Programming** – Students will work in a team to determine which combination of products a small company should produce to earn the most profit.

Students will need to use the linear programming process they learned in significant task 3 to complete the task. Each individual on the team will need to produce a business portfolio that contains a detailed letter explaining the process used, a professional graph, and detailed mathematical work. The team will produce a presentation that will include a poster size graph, an oral presentation of their team's problem and solution, as well as a small advertisement that can be used to sell their company's products. The task should take 1-2 class days. Teachers may want to take the class to a computer lab to use EXCEL when making the graphs for the product. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.

Teacher notes:

- Process Standards to be highlighted through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics.
- Part of this unit is taken from Unit 1 in Algebra 2; it is not necessary to repeat linear programming when you reach Unit 1. It was important to break some of the skills up for students to be more successful.
- Some students may struggle with using the graphing calculator. It may be appropriate to take some class time to introduce the students to the graphing calculator and its functions.
- Students will struggle using the substitution method. Using visual cues during the teaching process may be helpful.
- Some students struggle with the process of elimination. To streamline the process, it may be easier to show the students how to eliminate the "y" variable from the equations each time, instead of having them choose.
- If the jigsaw teaching strategy is used in class, be very mindful of how your students are grouped at first.
- Students have trouble finding the feasible region in a system of linear inequalities. The use of colored pencils will help students see the overlapping shaded areas.
- Students have difficulties determining which vertices are parts of the feasible region based on the type of lines that are intersecting. Having students label the intersections on a hand drawn graph showing the dotted and solid lines may help them visualize what type of intersection it is.

Purpose of the Course: This course is a study of functions and their applications. Functions studied include exponential, logarithmic, radical, and rational. This course will also take an introductory look at the theory and use of statistics with an emphasis on analyzing and displaying data and sample and survey design. This course strengthens and extends the concepts presented in Algebra 2 Part 1 and covers the second half of the one year Algebra 2 course, with a semester of statistics.	
Unit D – One Variable Data Distributions	Length of the unit: 18 blocks
Purpose of the Unit: The purpose of this unit is to introduce students to the world of statistics and one variable data. The difference between categorical and quantitative variables is discussed. Distributions of categorical variables are compared with two-way tables. Visual displays of quantitative variables are analyzed by describing the shape, center, spread, and any unusual features. The normal curve will also be introduced and used to find percentiles.	

Common Core State Standards Addressed in the unit:

S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S.IC.6 Evaluate reports based on data.

Big Ideas:	Essential Questions:
1. Data distributions are described using shape, center and spread. 2. Choosing the most appropriate data display including scale is important as to not mislead your audience. 3. Outliers can greatly affect each element of the description of a distribution. 4. Standard measures are needed in order to make comparisons.	1. How can the distribution be described? 2. What is the most appropriate display? 3. How does an outlier affect the elements of the distribution? 4. How can different distributions be compared?
Students will know:	Students will be able to:
1. definition of categorical and quantitative variables	1. find marginal and conditional distributions 2. make and analyze the appropriate data

2. strategies to construct contingency tables with marginal and conditional distributions 3. attributes of: histograms, stem and leaf, pie charts, dot plots, and box plots 4. definitions and formulas to describe: shape, center, spread, and outliers 5. properties of the Normal Curve	display with appropriate scales 3. describe the shape, center, and spread of any distribution using appropriate summary statistics 4. determine the existence of any outliers and their impact on the summary statistics 5. use the normal curve to find percentiles in order to make comparisons across distributions

Significant task 1: Categorical versus Quantitative Data

In this significant task, students are shown the nature of statistics. Most concepts will be done through group and class discussions. As a whole class, the idea of data and "context" is discussed, followed by a distinction between when a variable is considered quantitative or categorical. Numerous examples should be done where students read a summary or explanation of a study and analyze the context by describing the 5 W's (who, what, when, where, why, and how) and the variables.

In small groups, students will use data from the Titanic such as a person's survival status, age, gender, and ticket class to review the concepts of percentages. This data will be displayed in a variety of ways including frequency tables, bar charts, pie charts, and contingency tables. In their groups, students will compare and contrast the different ways to display data and conclude which type they prefer to use to answer the questions. The groups will then present some of their answers to the class.

The whole class will then look at the contingency table to discuss the concepts of marginal and conditional distributions. In addition, individual cells of the contingency table will be analyzed to find different percentages and discuss their different meanings. The ideas of association and independence will be defined and students will individually decide if surviving the Titanic disaster was dependent on your ticket class. The class will then break up into two groups to informally debate the topic based on the mathematics they have learned from the lesson.

Using a variety of contingency tables, students will then practice in groups to find marginal and conditional distributions, as well as determining if an association exists for that variable among each category.

In this task, students will:

- Analyze the context of a study
- Classify the variable as categorical or quantitative
- Find percentages of given data from different displays
- Use contingency tables to find marginal and conditional distributions

- Determine if an association exists between a variable and a category

This significant task targets the following CCSS Standards: S.IC.1, S.IC.6

Timeline: 4 – 5 blocks
Key vocabulary: context, data, population, sample, variable, categorical variable, quantitative variable, frequency table, distribution, bar chart, pie chart, contingency table, marginal distribution, conditional distribution, independence, association
Resources: STATS in Your World – chapters 1 – 3

Significant task 2: Displays and Analysis of Data

In this significant task, students will work in small groups to construct different displays of various sets of data. Some contexts include test scores, earthquake magnitudes, pulse rates, fast food nutritional data, smoking index numbers, and agility test scores. As a class, histograms, stem and leaf plots, pie charts and dot plots and their parts will first be introduced and discussed. Using graphing calculators and computers, students will construct histograms and pie charts. In addition to constructing the display, students will complete the same type of analysis as in significant task 1 and answer questions about the data and display.

In their groups, students will compare and contrast the types of displays they have used. It is important for the students to come up with an understanding of when certain types of displays are better to use than others depending on the data set.

In this task, students will:

- Construct and analyze histograms – using graphing calculator and computer
- Construct and analyze stem and leaf plots – by hand
- Construct and analyze dot plots – by hand
- Construct and analyze pie charts – using computer

This significant task targets the following CCSS Standards: S.IC.1, S.IC.6

Timeline: 2-3 blocks
Key vocabulary: histogram, stem and leaf plot, dot plot, pie chart
Resources: STATS in Your World – chapter 4

Significant task 3: Shape, Center, and Spread

In this significant task, students will be analyzing data distributions by describing the shape, center, and spread. Similar contexts of data will be used as in the previous significant tasks. In a whole class discussion, students will first be introduced to the vocabulary terms to describe shape using histograms to judge whether they are roughly symmetric or skewed.

As a whole class, the concepts of center and spread will be introduced and that the mean and the standard deviation are paired together and the median and interquartile range (IQR) are paired

together. The students will be shown how to find these statistics using the graphing calculator for large sets of data. A whole class discussion and activity around the importance of spread will be done by showing the class several histograms with the same center but very different spreads will get the point across that you cannot describe a variable by using only its center.

Next, in a small group activity, each group will be given a different set of data, some groups will have data that is symmetric and some groups will have data that is skewed. Each group will describe the shape of their data and find the mean, median, standard deviation, and IQR. In their groups, students will discuss which center and spread pair provides a better description for their set of data and why. Groups will share their conclusions with the class, and as a whole class we will come to the generalized conclusion that mean/standard deviation is used to describe unimodal and symmetric data and median/IQR is used to describe skewed data.

Lastly, in small groups, students will be given a picture of a box plot with the five number summary listed. In their groups, students will need to decide if the data is symmetric or skewed and how they can tell from the box plot. As a whole class, students will be given the instructions on how to make a box plot with their graphing calculators and discuss the "1.5" rule for determining when outliers exist within a set of data. Students will practice individually finding outliers for sets of data and continue practicing analyzing data by describing the 5 W's, and shape, center, and spread. In the students' analysis, we want them to start discussing if the outliers have any effect on the shape, center, or spread and if so, what is the effect.

In this task, students will:

- Analyze data distributions
- Describe shape, center, spread
- Determine 5 number summary using graphing calculators
- Construct and analyze box plots using graphing calculators
- Determine and find outliers
- Describe the effect of outliers on the distribution

This significant task targets the following CCSS Standards: S.IC.1, S.IC.6

Timeline: 4 – 5 blocks
Key Vocabulary: shape, center, spread, unimodal, bimodal, multimodal, symmetric, skewed, tail, outliers, median, range, quartile, IQR, percentile, 5-number summary, mean, variance, standard deviation
Resources: STATS in Your World – chapter 4; Standard Deviation Worksheet (teacher resources from text book); More with Histograms worksheet (teacher resources from text book)

Significant task 4: The Normal Curve

To start this significant task, students will try to compare two different athletes in the Olympic women's heptathlon to determine who should receive the gold medal. Since the heptathlon has seven very

different events, the students need to struggle with the idea of how to compare each event to determine an overall winner. Using data from the 2004 Olympics, two women's scores in the shot put and long jump will be compared and the idea of a z-score will be introduced. In small groups, students will practice finding z-scores and explaining what they mean using contexts of class averages and cereal nutrition data. Individually students will then analyze a situation of curving test scores and dropping the lower test score based on z-scores to determine their opinion if this is a fair practice for teachers. The class will then be separated into two groups to informally debate the topic based on the mathematics learned.

In a teacher led class, the normal model and its components will be introduced. To start the discussion, the normal model will be used to determine when a standardized value may be extraordinary in a set of data. The 68-95-99.7 rule will be introduced and used to answer percentile questions about various sets of data, such as SAT scores, average heights of men, sports data, weights of angus steers and driving times. After ample practice with the normal model, students will then be introduced to the calculator functions that allow them to find normal percentiles and then work in reverse to use the percentiles to find the z-scores.

In this task, students will:

- Calculate z-scores to compare values of different units
- Be able to explain how extraordinary a standardized value may be
- Use the normal model to find percentages using a graphing calculator
- Use the graphing calculator to find z-scores given a percentage

This significant task targets the following CCSS Standards: S.ID.4

Timeline: 4 – 5 blocks
Key vocabulary: standardizing, normal model, z-score, normal percentile
Resources: STATS in Your World – chapter 6

Common learning experiences:

- STATS in Your World – Chapters 1 – 6 for homework;
- Use teacher's resource guide for worksheets and activities

Common assessments including the end of unit summative assessment:

- **Performance Assessment after Significant Task 3 – Motor Fuel Taxes –** Students will use the website www.api.org/statistics/fueltaxes to research each state's total motor fuel tax in cents per gallon. The students will need to organize their data in a chart and construct two different displays of the data. In a written report they will need to compare their visual displays and explain which display is more appropriate for this type of data. Students will need to calculate the mean and five number summary, and write a complete analysis, including the 5W's, shape, center, and spread of the data, find any outliers and explain why those states may be outliers.

The final product of the assessment will include two visual displays, a labeled numerical summary, and a typed written analysis. The performance assessment should be completed outside of class individually. Students should be given at most 3-4 days to complete. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving school wide rubric.

- Quiz on Significant Task 4

Teacher notes:

- Process Standards to be highlighted throughout instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others
- This part of the course is much different than other math courses. Students may have a hard time with the understanding that there is not one right answer to many of these topics and some of these topics are deliberately vague.
- The focus is on understanding and interpretation in the context of the data and the questions we asked of the data.
- Many of these students struggle with reading comprehension. It will be very important for the teacher to emphasize that students will need to do readings ahead of time and come to class prepared. If there are struggling readers in the class, a summary of the reading or vocabulary may be helpful to hand out before the discussion.
- It will be important to go through the textbook features with the students so students are familiar with them and feel comfortable using the textbook. The textbook should be used both in class and for homework.
- Students may need a refresher on percents and how to work with them.
- Students will need ample feedback with their analysis paragraphs. The teacher should let them know if they are missing any details and provide a lot of opportunities for practice.
- Some students have difficulty determining the direction of skewness of the distribution.
- Students will need ample practice with the graphing calculators. A graphic organizer with directions should be used to scaffold.
- Some students may struggle with the normal model. A lot of practice of finding z-scores needs to occur in the beginning, followed by ample opportunity to use the normal curve to model different distributions.

Windsor Public Schools
Curriculum Map
Algebra 2 Part 2

Unit E - Two Variable Data Distributions	Length of the unit: 9 blocks

Purpose of the Unit: The purpose of this unit is to introduce students to two variable data. Scatterplots and residual plots will be graphed and analyzed. Linear regressions and exponential regressions will also be calculated and used to model and make predictions.

Common Core State Standards Addressed in the unit:

S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

F.BF.1 Write a function that describes a relationship between two quantities.

Big Ideas:	Essential Questions:
1. Bivariate data is displayed as a scatterplot. 2. Linear functions have a constant difference whereas exponential functions have a constant ratio. 3. When making predictions, one can be more confident when interpolating and should be cautious when extrapolating.	1. How do you determine what type of model is appropriate? 2. What is the most appropriate function to model a given set of data? 3. How strong is a prediction from a constructed model?
Students will know:	Students will be able to:
1. attributes of and strategies to construct scatterplots 2. properties of linear and exponential regressions (prior knowledge) 3. definition of a residual 4. attributes of and strategies to construct residual plots 5. definitions of interpolation and extrapolation and cautions to be considered	1. develop and analyze a scatterplot with technology 2. find and analyze a linear and exponential regression models 3. analyze slope and y-intercepts in context 4. develop and analyze a residual plot 5. analyze a distribution and determine the most appropriate function to model the data (limited to linear and exponential models) 6. make predictions and discuss the limitation of predictions using constructed models

Significant task 1: Scatterplots and Linear Regression Models

In this significant task, the class will start by looking at three different videos about why it might be important for the world to start paying attention to the rising ocean levels. After the students watch the videos, students will share in groups their thoughts and conclusions about the topic before sharing out to the class. After the class discussion, the students will work in groups to develop a scatterplot with their graphing calculators based on the given data that represents the years since 1888 and the amount of sea level change in cm since 1888. Groups will then run a linear regression to find the equation and analyze the slope and y-intercept. As a whole class, interpolation and extrapolation will be discussed and examples explained of each in the context of the ocean levels rising. In their groups, the students will then determine how close we are today to 50 cm above the 1888 level, which is when scientists predict catastrophic events will happen.

In a whole class discussion, direction, form, and strength of a scatterplot will be discussed using multiple example scatterplots. Correlation will be defined and in pairs students will complete a correlation coefficient activity where students match an *r* value to a scatterplot and then describe the direction and strength of the scatterplot based on the previous discussion. Through the partner activity students will see a connection with the correlation coefficient and the direction/strength of the scatterplot. The whole class will be brought back together to discuss that correlation does not mean causation using two examples, storks and firefighters. The teacher will walk through each example showing how the conclusion is not valid based on the arguments given and define lurking variable.

The last part of this task will allow students to practice the newly acquired skills. Students will be given three sets of data, horsepower vs. mpg, manatees killed vs. powerboat registrations, and fat vs. protein to practice making and analyzing scatterplots, finding regression equations and analyzing their slopes and y-intercepts, and answering questions to include interpolation and extrapolation of the data. One day in class should be taken in the computer lab for students to use EXCEL to develop scatterplots and find regression equations on the computer.

In this task, students will:

- Make and analyze scatterplots with a graphing calculator and computer
- Find regression equations with the graphing calculator and computer
- Analyze regression equations
- Interpolate and extrapolate with data

This significant task targets the following CCSS Standards: S.IC.1, F.BF.1

Timeline: 3-4 blocks
Key vocabulary: scatterplot, direction, form, strength, interpolation, extrapolation, regression, correlation, causation, lurking variable
Resources: STATS in Your World – chapters 7 – 8

Significant task 2: Residual Plots

In this significant task, the class will analyze the scatterplot of the grams of protein versus the grams of

fat for items on Burger King's menu. In small groups, students will use the regression equation to compare the predicted amount of fat in certain items to the actual amount of fat listed in the data table. The whole group will be brought together to define the term residual and analyze the residual plot of the data. The class will discuss the importance of residual plots. Using previous sets of data, in small groups students will re-graph the scatterplots and analyze the residual plots to make sure a linear regression was appropriate to find.

Continuing in small groups, students will analyze sets of data in the following contexts: comparing online to in-store text book prices, change in tuition rates over time, comparing the number of mishandled baggage to the percent of on-time arrivals, comparing domestic to international profits of popular movies, comparing maximum and minimum temperatures on the seven continents. Each group will have a different set of data and develop a scatterplot, residual plot, find the regression equation, and answer analysis questions about the data. In some situations, the data will contain outliers and students will be asked to eliminate the outliers to see if that has any effect on the residual plot or correlation coefficient. Each group will need to come up with a short 6-7 minute presentation to the class to show their plots and go over their equations and questions. In addition, groups should come back with an idea of why these topics might be of importance to be studied.

In this task, students will:

- Make and analyze residual plots

This significant task targets the following CCSS Standards: S.IC.1, F.BF.1

Timeline: 1 – 2 blocks
Key vocabulary: residual, predicted value
Resources: STATS in Your World – chapter 8

Significant task 3: Another Regression Model

In this significant task, students will explore an exponential model for data when the residual plot does not justify the use of a linear model. In the first context the data compares a penguin's heart rate during a dive. Students will check the residual plot to see that there is a bend in the residuals justifying that a linear model is not appropriate. Through this example, exponential models will be introduced and students will run and analyze an exponential regression. In small groups, students will develop a list of similarities and differences between linear and exponential models; noticing the similarity in the patterns of change (repeated addition/multiplication) and the y-intercept.

In small groups, students will continue to analyze sets of data, determine if a linear or exponential model is appropriate by checking the residuals, finding the appropriate regression equation, and answering questions using the regression equation. The following contexts will be used for the small groups: rising car prices over time, levels of medication in bloodstream over time, mpg versus the weight of the car, f/stop size versus shutter speed on a camera, length versus strength of the fishing line.

After each group has finished the data analysis, groups will switch data sets and check the other groups

work to determine if the correct type of regression was used and their answers are reasonable. The groups will need to provide feedback to the original group (positive and constructive) in order for the group to fix any mistakes.

In this task, students will:

- Analyze exponential models
- Find exponential regression equations
- Compare exponential and linear models

This significant task targets the following CCSS Standards: S.IC.1, F.BF.1

Timeline: 1 – 2 blocks
Key Vocabulary: exponential model, growth factor, decay
Resources: STATS in Your World – chapter 9

Common learning experiences:

- STATS in Your World – Chapters 7 – 9 for homework;

Common assessments including the end of unit summative assessment:

- **Performance Assessment after significant task 2: Hunger and Poverty in the United States** – Students will be given the data from 2000 to 2010 on the how many millions of people live in poverty in the United States. Each student will need to develop a scatterplot, residual plot, and regression equation in order to answer analysis questions, ultimately to predict the number of poor people in 2015(or the upcoming year). Students will need to complete an individual typed report on hunger and poverty in the United States, including all of the mathematics and analysis of the data they have completed. The students will need to research what is being done locally to help community hunger issues and describe how people can get involved in the community. One to two class days should be used for students to use the computer lab for making the scatterplot and residual plot using EXCEL for their reports and to start some internet research. Then, students should be given at most 7-8 days outside of class to do quality research in the community. The mathematics will be graded using a task specified rubric. The task will also be graded using the problem solving and critical thinking/analysis school wide rubrics.
- Unit Quiz

Teacher notes:

- Process Standards to be highlighted throughout instruction: model with mathematics, construct viable arguments and critique the reasoning of others, look for and make use of structure.

- Some students have difficulties determining the correct window to see the scatterplot. If students have a great deal of difficulty with this the teacher may give them the window to save time.
- Additional practice may be needed when describing slope and y-intercepts in context. Simple word problems may be used with equations already given for extra examples.
- Be sure to explain the dangers of extrapolation with data! We cannot predict the future even though it is tempting.
- Keep reminding the students that we are only finding "models" of the data – these are not "exact" truths.
- In significant task 1, it will be important to discuss that the line for predicting x from y is not the inverse of the line for predicting y from x. Students will need to know that they will need to run a different regression to analyze if they are predicting x from y.
- When discussing residual plots, have pre-made residuals to show bends and the "fanning" to discuss those features with the students.
- Making a residual plot on the calculator can be difficult for some students because it involves changing the stat plot feature. It will be important to have the steps written out for students to read and follow along. Be patient!
- Since the year started with exponential functions, students should be pushed to remember the parts (growth factor, multiplier) of an exponential function before the teacher explains them.

Windsor Public Schools
Curriculum Map
Algebra 2 Part 2

Unit F - Sample and Survey Design	Length of the unit: 8 blocks
Purpose of the Unit: The purpose of this unit is to discuss how data is collected and the kinds of bias that can occur that can make results meaningless. Sampling methods, observational studies, and experiments will be looked at and compared. Randomness will be looked at and used to generate a sample to analyze.	

Common Core State Standards Addressed in the unit:

S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

CC.9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S.IC.6 Evaluate reports based on data.

Big Ideas:	Essential Questions:
1. There are pros and cons to every sample and survey design that need to be considered depending on the feasibility of the study and the degree of confidence needed in the results. 2. There are steps that can and should be taken to reduce bias in both the way in which the data is collected and the context of how it is collected. 3. In order to generalize your findings to a population from a sample there must be random sampling to generate a representative sample minimizing any bias in the collection process.	1. What are the strengths and weaknesses of sampling techniques? 2. What steps can be taken to reduce bias in a study? 3. What does it mean to construct an ethical study? 4. How and when can you generalize from a sample to a defined population?
Students will know:	**Students will be able to:**
1. types of sampling and their pros and cons: simple random, stratified, multi stage, cluster, systematic, and convenience 2. types of bias present in sampling: voluntary response, leading questions, under representation 3. definitions of: population, sample, census, survey, observational study, retrospective study, prospective study, experiment 4. types and elements of experimental design including blocking, blinding, matching, confounding, and the placebo effect 5. to generalize findings there must be some element of randomization in the survey or experimental design	1. analyze surveys and experiments using all of the different types of sampling and experimental designs elements 2. utilize technology to aid in randomizing 3. form conclusions based on samples, surveys and experiments 4. evaluate samples, surveys and experimental designs for bias and the ability to generalize findings to defined populations

Significant task 1: Sampling Design

In this significant task, students will work in small groups to compare and contrast the different types of sampling methods; census, simple random sample, stratified sampling, cluster sample, multistage sample, and systematic sample; they will first read the definition of each type then match a scenario to each one. Groups will report to the whole class to come to the same conclusions. In a whole class discussion, an understanding of the vocabulary used in developing samples will occur. Next in small groups, students are given a situation where a college is trying to determine what freshmen think about the food served on campus. Each group will be given a different sampling method to use and describe their plan to the class.

As a whole class, how sampling can go wrong and different biases will be discussed with examples. Using a high school class presidential election, the class will discuss different methods of sampling that result in worthless data; voluntary response sample, convenience sampling, and undercoverage. The different forms of bias, nonresponse bias and response bias, will be defined and explained through the same context. Students will then be organized into small groups to develop a survey design that reduces the sampling problems and biases.

To convince students of the necessity of random selection, the rectangle activity will be used where students are given a sheet of 100 rectangles presented as squared grids. They will first look at the sheet for 5 seconds and then guess the mean area of the rectangles. In real time, the teacher will develop a histogram of the class' guesses using the TI software. The class will then describe the shape, center, and spread of the distribution. The activity will be replicated again where the students will choose 5 of their own rectangles and average the areas; complete a class histogram and analysis. Finally have the students use the random number generator on their calculators to pick 5 random rectangles to find the average area; complete a class histogram and analysis. The actual average of the rectangles' areas is 7.42 and the third random sample should show a mean between 7 or 8, showing random sampling can combat bias.

In this task, students will:

- Describe and compare sampling methods
- Describe sampling errors and biases
- Discuss how to fix sampling errors and biases

This significant task targets the following CCSS Standards: S.IC.3, S.IC.1
Timeline: 2 – 3 blocks
Key vocabulary: population, sample, sample survey, bias, randomization, sample size, census, population parameter, simple random sample, sampling frame, sampling variability, stratified random sample, cluster sample, multistage sample, systematic sample, voluntary response bias, convenience sample, undercoverage, nonresponse bias, response bias
Resources: STATS in Your World – Chapter 10
Materials: Random Rectangles Activity

Significant task 2: Observational Studies and Experiments

This significant task is packed with important ideas and new vocabulary. Students will spend a lot of time in groups going over vocabulary terms to develop a deep understanding of the similarities and differences between them. Students will also spend some time looking at some ethical issues around experimentation.

To start this task, students will work in small groups to discuss the opening issue of does learning to play an instrument also enhance a person's ability to succeed in school. Using this context, students will be introduced to the vocabulary that goes along with observational studies. Once the groups have a grasp on the difference between the two types of studies, they will develop an answer to the questions: Why is it not practical to use a prospective study for very rare illnesses? Can observational studies demonstrate a cause-and-effect relationship?

The second part of this task, students will continue to work in small groups using the context of the tomato plant experiment to develop an understanding of experiments and the vocabulary that comes with them: random assignment, factor, response variable, treatment, control, randomization, replication. Once the groups have an understanding of the vocabulary, they will discuss another experiment that tests whether new pet food is safe for dogs to eat; some dogs will eat the new food while others will eat food known to be safe, comparing their health after a period of time. Groups will be given some time to discuss the vocabulary of the experiment, and then the ethics behind the experiment. A class discussion will be held, maybe ending in a debate, about using animal testing in experimentation.

Special parts of an experiment will also be discussed as a whole class including: control treatments, blinding, placebos, blocking, confounding. In small groups, students will be given a short annotated article about an approved experiment for Parkinson's disease to read. The experiment was to drill placebo holes in patients' skulls so that they and their doctors won't know whether or not they received an experimental implantation of nerve cells as a possible treatment for the disease. In their groups, the students need to discuss what is meant by placebo hole and if they think it is an acceptable form of treatment.

Finally, the entire class will watch two videos about the Salk Polio Trials and be given some background information. In small groups, students will determine as a parent if they would give their child the vaccine.

In this task, students will:

- Compare retrospective and prospective observational studies
- Discuss experiments and their parts
- Discuss the ethics around experiments

This significant task targets the following CCSS Standards: S.IC.3, S.IC.1

Timeline: 2 – 3 blocks
Key vocabulary: observational study, retrospective study, prospective study, experiment, random assignment, factor, response, experimental units, level, treatment, control, randomize, replicate, statistically significant, control group, blinding, single blind, double blind, placebo, blocking, matching, confounding
Resources: Placebo Holes article: http://www.independent.co.uk/news/doctors-drill-into-patients-heads-in-placebo-surgery-1122972.html; Salk Polio Trials: http://wps.aw.com/wps/media/objects/14/15269/projects/ch12_salk/index.html; http://www.history.com/this-day-in-history/polio-vaccine-trials-begin; http://www.youtube.com/watch?v=1Y-1jRnXTDk

Significant task 3: Randomness

In this significant task, students take on the role of quality control person in a candy factory. Individually, students will come up with their own method to use to test random pieces of candy made in the factory. Students will then organize into small groups and share their methods and choose one to report out to the entire class. The class will compare and contrast each group's methods, and then vote individually on which group has the most random method. The teacher will then lead the class in how to use the random number generator on their calculators and a random number table to choose certain pieces of candy during certain times of the day to test in the factory. Various examples will follow for students to practice using the calculator and random number tables.

Next, students will be divided into 5 groups to develop a random sample in one of the following contexts: choosing 40 seniors from the senior class to take a survey about the senior prom, assign experiment participants to three different test groups, determine five numbers to play for the lotto, assigning groups of 4 students in a class to do a group project, choosing 10 customers to survey. Once the groups have fully developed their explanations on how they will use both the random number generator on the calculator and a given random number table, the groups will switch contexts to carry out and critique the design. The second group will determine if the design works and provide feedback to the first group.

In this task, students will:

- Use random number generator and random number tables to make a sample
- Design a random sampling method

This significant task targets the following CCSS Standards: S.IC.3, S.IC.1

Timeline: 1 – 2 blocks
Key vocabulary: random, random number table
Resources: Candy Factory Activity Worksheet

Common learning experiences:

- STATS in Your World – Chapters 10 – 12 for homework Use teacher's resource guide for worksheets and activities

Common assessments including the end of unit summative assessment:

- Unit Test

Teacher notes:

- Process Standards to be highlighted throughout instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, look for and make use of structure.
- Some students need help getting through the large amounts of vocabulary. Having daily vocabulary quizzes may push the students to learn the vocabulary. Notecards, word walls, graphic organizers, compare and contrast activities may help students learn the vocabulary and the differences between similar terms.
- When doing the rectangle activity, you will need to explain how to use the random number generator on the graphing calculator to the class.
- When discussing experiment vocabulary, have alternate examples for students to read through if necessary. Some of the experiments can be wordy and technical. If students have reading difficulties, it may be necessary to summarize the experiments into laymen terms and take out the technical terms.
- Use the discussion points in the teacher resource book to hold a discussion about the Salk Polio trials and if the students in the class agree and how they would feel at the time.
- Some students have trouble using a random number table. If this is the case, only have them use the random number generator on the graphing calculator.

Windsor Public Schools
Curriculum Map
Spanish 1

Purpose of the Course: Through world language study, students develop sensitivity to the cultural and linguistic heritage of other groups and their influence on our own, and are prepared to participate in society characterized by linguistic and cultural diversity.

The goal of the World Language program at WHS is to expose students to a different language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use modern world languages for meaningful communication in both spoken and written form. This introductory level course emphasizes language as it is used in various real-life situations that students are most likely to encounter. As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, world views and contributions.

Name of the Unit: Lección Preliminar	Length of the unit: 8-9 (86 minute blocks) Middle School 3-4 weeks
Purpose of the Unit: The purpose of the unit is to introduce the Spanish language in the context of where in the world Spanish is spoken and give students basic knowledge to universal communication skills. In this preliminary unit, students get an overview of the Spanish speaking countries; they learn basic greetings and conversations, the pronunciation of the alphabet, the numbers 1-10, how to say what nationality they are and basic classroom commands used most commonly in the classroom.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

ACTFL Standards

- 1.1 Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information, concepts and ideas to an audience of listener or readers on a variety of topics
- 3.1 Students reinforce and further their knowledge of their disciplines through Spanish
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Language connects different cultures • Communication is a universal need • A culture demonstrates the beliefs and values of its people	• How do language and communication differ? • How does the geography of a country shape its culture? • What does culture mean?
Students will know:	Students will be able to:
• The geography and capitals of Spanish speaking countries, calendars, greetings, and basic commands. • Products from a Spanish speaking country • Basic introductory questions and appropriate responses	• Locate countries that speak Spanish on the world map • Discuss various products and geographical features • Introduce themselves and others in Spanish

Significant task 1

Students will work individually or in pairs to create a technology-based presentation using power point, prezi or animoto on a Spanish speaking country of their choice. In their presentation they will describe the geography, products, and practices of that country including weather, seasons, food and other products, clothing and sports.

This task directly targets the following standards: **1.3** and **4.2**

Timeline: 3-4 blocks
Key vocabulary: Spanish speaking countries and capitals, geography terms (mountains, rivers, coast, lakes) weather, seasons, sports, food, and clothing
Resources: Avancemos textbook Unit 1.1 and ancillary materials, dictionaries, computers and Smartboard, and library media resource center

Significant task 2: Speed Dating or ¿Quién eres?

After creating a questionnaire, students will participate in a whole-class activity of "speed dating" as they move from person to person introducing themselves, listening to their partner and writing their information in Spanish. Students will create and present a "Wordle" word cloud about one class member.

This task directly targets the following standards: **1.1, 3.1, 4.2**
Timeline: 2-3 blocks

Key vocabulary: : Introductions, numbers, calendar vocab (birthdays), Spanish speaking countries and capitals, geography terms (mountains, rivers, coast, lakes) weather, seasons, sports, food, and clothing

Resources: Avancemos textbook Unit 1.1 and ancillary materials, dictionaries, computers and Smartboard, Google maps, art supplies and poster board, http://www.wordle.net/

Common learning experiences:

- Students will label blank maps identifying countries, capitals and geographical features.
- Students will attend an instructional block in the library media center to learn animoto, prezi, museum box and PowerPoint.
- Students will use large-scale model (beach ball, floor map, etc.) of the Spanish speaking countries and capitals made in the classroom with masking tape to practice kinesthetic recall of countries and capitals.
- Online research and presentation of their designated country.
- Online listening comprehension practice activities http://www.laits.utexas.edu/spe/beg08.html
- Speed dating activity.
- Wordle presentation http://www.wordle.net/

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- Formative assessments include the kinesthetic activity using the large-scale model of Central and South America
- Summative assessments for the Spanish speaking countries identifying countries and capitals
- Performance assessments would include research and presentation of individual country and Wordle (Presentations scored with NEASC Rubric #3)

Teacher notes:

Room assignments may change kinesthetic activity choices
Re-write Wordle instruction sheet (from Spanish 2 lesson)

Windsor Public Schools
Curriculum Map
Spanish 1

Name of the Unit: ¿Qué te gusta hacer?	Length of the unit: 8-9 blocks (84 minute blocks) Middle school: 3-4 weeks
Purpose of the Unit: The purpose of the unit is for students to get a general idea of Hispanic culture in the United States. Students learn about Hispanics in Miami, Chicago, San Antonio, and New York. Students will learn to communicate in the target language about likes and dislikes. Students will also learn about Spanish speaking students and what they do in their spare time.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)
Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions
Students understand and interpret written and spoken language on a variety of topics
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
● Hispanics influence culture in the United States. ● Gaining knowledge about and empathizing with other people and cultures leads to a more tolerant society.	● How does acceptable and unacceptable behavior vary among cultures? ● How have Latino people affected popular culture in the United States? ● How and why do young peoples' activities differ throughout the Americas? ● Why do people celebrate history and culture?

Students will know: ● The differences in daily activities based on geographical area ● Vocabulary related to past times, daily activities, weather expressions and foods ● The conjugations of the verb ser and gustar with their subject pronouns	Students will be able to: ● Talk about activities that they like and don't like to do ● communicate in written and oral format where they are from and where others are from

Significant task 1: " Yo circle"

Students learned activities that they like and don't like to do. Students have also practiced asking other students what they like and don't like to do. Now students will have a speaking assessment where they are given a circle split in half. Students draw pictures representing 5 activities that they like and 4 activities that they don't like. Students present this activity in the target language to the class. After presenting, students are randomly placed in groups of 3 and will write 3 sentences about common likes and 3 sentences about common dislikes emphasizing the use of nos gusta and le gusta. (we like and he/she likes).

This task directly targets the following standards : **1.3** and **1.2**

Timeline: 2-3 blocks
Key vocabulary: activities, verb to like (gustar) with its indirect object pronoun
Resources: Avancemos textbook, white paper and dictionary, auxiliary materials

Common learning experiences:

- listening activities from the textbook, Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook
- writing activities from the textbook
- video activities from chapter 1.1. Videos include vocabulary, tele 1, tele 2 and tele 3
- online research and presentation of their designated U.S. city
- student created material; "yo circle" and "circle of friends"
- student created flashcards for multiple vocabulary activities
- classzone.com to reinforce listening, reading, writing, grammar and vocabulary, culture from the chapter
- partner interviews and significant task asking and responding to introductions and things that

students like and don't like to do
- teacher directed questions about likes and dislikes such as "what do you like to do after school? On the weekends, etc.?

Common assessments including the end of unit summative assessment:

- warm up activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from Avancemos on-level assessment book
- performance assessments would include research and presentation of their city

Teacher notes:
Teachers should create a large circle divided in half to avoid loss of class time.

Windsor Public Schools
Curriculum Map
Spanish 1

Name of the Unit: Mis amigos y yo	Length of the unit: 8-9 (84 minute blocks) Middle school: 3-4 weeks

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions
Students understand and interpret written and spoken language on a variety of topics
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
● Nouns, adjectives and articles in Spanish are gender and number specific. ● Hispanics influence culture in the United States. ● People of any culture are unique.	● How do you describe objects and people in Spanish? ● What variables influence local cuisine? ● How can dishes be considered "traditional" and appear differently dependent on location?

Students will know:	Students will be able to:
● Vocabulary related to personal descriptions and to identify who people are. ● The conjugations of the verb ser. ● The uses of definite and indefinite articles. ● The uses of noun- adjective agreement.	● Describe themselves and others ● Communicate in written and oral format where they are from and where others are from ● Communicate about themselves and others in the target language ● Read and write short texts related to physical descriptions and likes and dislikes in the target language

Significant task 1:

In this unit students learn vocabulary related to personality and physical characteristics. They also learn how to conjugate the verb ser. Students have completed multiple exercises with the verb ser while they describe themselves and others. Now students will create a 3 slide presentation. Slides will be images representing themselves, a family member and a friend. Images will represent physical descriptions, personality, and likes and dislikes. Students will prepare an oral presentation with the slides to present to the class in the target language talking about themselves and their relatives and friends. As the students present their slides, other classmates are taking notes using a graphic organizer. When presentations are done, students will write a paragraph using the information from their graphic organizers in the target language. This significant task will have a speaking, listening and writing grade using department rubrics.

This task directly targets the following standards : **1.1** and **1.3**

Timeline: 3-4 blocks (not typically enough to be a task)
Key vocabulary: personality, appearance, and people
Resources: computer, Internet, Avancemos textbook, auxiliary materials,

Common learning experiences:

- listening activities from the textbook, Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- create and present their presentations in the target language

- student created flashcards for multiple vocabulary activities (bingo, call out)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar , listening, reading and writing
- teacher directed questions about physical descriptions tied to likes and dislikes such as “como es ____” (what is ___ like and why)
- communicative activities with a partner in the target language talking about personality and likes and dislikes

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from the Avancemos on-level assessment book
- performance assessments would include creation and presentation of their collage

Teacher notes:
Teacher must create a graphic organizer ahead of time so that students can complete it as they listen to their classmates’ presentations so that they can use that information to write their paragraphs in the target language.
Teacher might also want to create cloze activities for Spanish proficiency exercises from the Laits link.

Windsor Public Schools
Curriculum Map
Spanish 1

Name of the Unit: Somos estudiantes	Length of the unit: 9-10 (86minute blocks) Middle school: 4-5 weeks
Purpose of the Unit: Students will obtain a general idea of Mexican culture by reading culture inserts related to uniforms, classes in Mexican schools and Mexican muralist. Students will learn the numbers 11 to 100, ask and tell time, and discuss daily schedules. Students will learn to describe their school subjects and classroom activities. Students will use the present tense of "AR" verbs to say what they have and tell what they have to do. Students will use the expressions of frequency with the verb tener to say what they do and how often they do things in the target language.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions. Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• Educational opportunities vary among cultures. • The concept of time varies from culture to culture. • Cultural values differ based on community and family traditions. • Languages are distinguished by their grammar and structure.	• How does the way students dress reflect a culture? • What accounts for the value placed upon education in different cultures? • How will my knowledge of English grammar help me understand Spanish grammar?
Students will know:	Students will be able to:
• Vocabulary related to education and time • The conjugation of present tense “AR” verbs • Expressions of frequency	• Describe and talk about their school schedules • Communicate in written and oral format in the target language what they do and how often they do it • Ask and tell time in the target language • Read and write short text related to school environment

Significant task 1:

Students create a booklet or a power point presentation of seven to ten different activities they do on a regular basis. Students must include a picture and a sentence with each slide/ page. Students present their booklet/presentation to the class.

This task directly targets the following standards : **1.1** and **1.3**

Timeline: 2-3 blocks
Key vocabulary: personality, appearance, and people
Resources: computer, Internet, Avancemos textbook, auxiliary materials, magazines, scissors, glue, poster board, and markers or color pencils

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- listening activities from the textbook and Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- create and present their booklets/presentations in the target language
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar , listening, reading and writing
- teacher directed questions about their school schedules , daily activities, things you have to do and how often you do them
- YouTube videos of El perro y el gato for vocabulary reinforcement with teacher created handouts http://www.youtube.com/watch?v=aTZbatgCIyY
- videos of Sr Jordan for grammar reinforcement with teacher created handout http://www.senorjordan.com/
- communicative activities with a partner related to time, school activities and daily activities

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from the Avancemos on-level assessment book
- performance assessment about booklet/presentation of activities for a written and oral grade

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
Teacher should supply a list of -ar ending verbs so that students can expand their knowledge and be able to create more complex sentences. Teacher has to review subject pronouns prior to verb conjugation of tener and -ar verbs.

Windsor Public Schools
Curriculum Map
Spanish 1

Name of the Unit: En la escuela	Length of the unit: 9-10 (86minute blocks) Middle school: 4-5 weeks
Purpose of the Unit: Students will continue learning about Mexican schools as they learn how to describe objects and classes. Students will learn how to express where things are located, how they are feeling and where they are going in the target language. Students will be able to write and communicate in complex sentences about their classes and supplies needed for their classes.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

1.1 Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
● Educational opportunities vary among cultures. ● The concept of time varies from culture to culture. ● Cultural values differ based on community and family traditions.	● How does the way students dress reflect a culture? ● What accounts for the value placed upon education in different cultures? • How will my knowledge of English grammar help me understand Spanish grammar?

• Languages are distinguished by their grammar and structure.	
Students will know: • Vocabulary related to education and time • The conjugation of present tense “AR” verbs • Expressions of frequency	Students will be able to: • Describe and talk about their school schedules • Communicate in written and oral format in the target language what they do and how often they do it • Ask and tell time in the target language • Read and write short text related to school environment

Significant task 1:

Students will be given a back pack template that they will decorate. Inside the backpack they will draw images of 5 school supplies needed for different classes in a school day. Using the backpack students will prepare an oral presentation based on the supplies in the backpack. Students will talk about each item, identify what class they need it for and include two sentences about the class they need that supply for.

This task directly targets the following standards : **1.2** and **1.3**

Timeline: 2-3 blocks (3-4 periods)
Key vocabulary: school supplies, classes, conjugations of tener and ser
Resources: computer, Internet, Avancemos textbook, auxiliary materials, scissors, glue, poster board, and markers or color pencils

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- listening activities from the textbook and Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- create and present their backpacks in the target language
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)

- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing
- teacher directed questions about school schedules , classroom objects, places in the school, where things are located and how students feel
- YouTube song about classroom and location with a teacher created handout http://www.youtube.com/watch?v=QeMKDPJ6Mvk
- videos of Sr Jordan for grammar reinforcement with teacher created handout http://www.senorjordan.com/
- communicative activities with a partner related to places in the school, feelings and emotions, and where someone is going

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from the Avancemos on-level assessment book
- performance assessment about booklet/presentation of activities for a written and oral grade

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
Teacher should supply a list of -ar ending verbs so that students can expand their knowledge and be able to create more complex sentences. Teacher has to review subject pronouns prior to verb conjugation of tener and -ar verbs.

Windsor Public Schools
Curriculum Map for the Secondary Level
Science Fiction and Fantasy Literature

Purpose of the Course:

The course is an in-depth look at the genre of science fiction and fantasy as a legitimate genre of literature with a canon and a well-developed body of criticism. This course examines the ways in which science fiction and fantasy reflects the values and concerns of society today. Students will analyze the conventions of the genre and examine how the genre reflects humanity and human wants and needs.

Name of the Unit:	**Length of the unit**:
UNIT 1- Science Fiction and Fantasy Literature: An Alternative World	Approximately 15 Blocks

Purpose of the Unit:

Students will develop an understanding of the standard conventions in fantasy and science fiction literature. Additionally, students will understand how an author develops a "fantastical world" and how this world reveals what it means to be human.

Throughout the course of the unit, students will read *The Lion, The Witch and The Wardrobe* (C.S. Lewis) and *The Golden Compass* (Phillip Pullman). These core texts are the basis for studying and analyzing the unit concepts; these texts will also serve as the textual foundations for writing.

Common Core State Standards Addressed in the unit:

R.L. 11-12. 2
Determine two or more themes or central ideas of a text;

Analyze their development over the course of the text, including how they interact and build on one another produce a complex account.

W.11-12.2b
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information;

Develop a topic thoroughly;

Select the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.

Big Ideas:	**Essential Questions**:
- An alternate world reveals the hopes and fears we have about our own world. Both worlds reveal what it means to be a human. - Human beings have the courage to stand-up against great odds. - Human relationships and interactions in science fiction and fantasy accurately reflect those in the actual world.	- What does the alternate world or universe reveal about our own world? - What universal truths are revealed through these alternate worlds?
Students will know: - the characteristics of science fiction and fantasy as a genre; - what it means to be a human across differing worlds or realities; - the importance of human relationships and interactions and how those interactions determine our choices. Refer to the links below: Depth of Knowledge LA	**Students will be able to**: 1. Support analysis and claims with appropriate textual evidence. 2. Identify the characteristics of fantasy and science fiction: *Fantasy* - elements that are not realistic - personified animals - magical powers - set in a medieval universe - mythical beings *Science Fiction* - science and technology of the future - partially true laws or theories of science - in the future - in space - on a different world - in a different universe or dimension 3. Organize an oral argument and/or argument of a text. 4. Define the following terms: - allegory - satire - verisimilitude - fantasy - science fiction Refer to the links below: Depth of Knowledge LA

Significant task 1: *Preparing to Understand the Genre*

The teacher can choose from one or more of the following methods to introduce students to the genre of science fiction and fantasy literature.

PART ONE

1. Students will keep a Dialectical Journal, Key Line Journal, or any other Journaling Option while reading the required resources (below). The teacher will provide a model of these types of journals with a sample text before students begin reading. The teacher will also establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for reading and journaling, or this can be accomplished as a whole class.

   Ideally, this task should be accomplished independently. The journals should focus on the evaluation of the text as a fantasy or science fiction piece of literature. To do this, students should be working to identify the conventions of the genre- listed in the "Students Will Be Able To Do" section of the unit- while they read. They should also use the journaling to evaluate the stylistic choices of the author and how the author conveys the conventions to the reader.

   OR

2. Students will read and annotate selected passages of the required texts (chosen by the teacher) to use as examples of the genre of science fiction and fantasy literature. An Annotation Guide should be distributed and explained, as an available resource. While reading, the students will identify the standard conventions that are evident in the texts- listed in the "Students Will Be Able To Do" section of the unit. After a whole class discussion of the findings, students will then create a Word Wall that defines each convention and provides an example of each from the selected passages. This Word Wall will be visible throughout the progression of the course and can serve as an ongoing reference for students.

PART TWO

Using the journals and/or Word Wall as resources, students will write a 1-2 page Compare-Contrast Response in which they analyze the author's idea of a fantasy world and compare it to their own reality. Textual support is required. The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response. The teacher may conduct this as an independent writing assignment, or one that is completed in a timed setting, during class. As needed, the teacher can also assign multiple drafts.

In order to "build up" to the Compare and Contrast Response, in flexible grouping or small groups, students will take notes on a Venn Diagram graphic organizer. They will brainstorm the characteristics of their own realities and compare these traits with the ones found in the alternate realities of the required texts. Students should share their findings with the whole class, before starting the writing assignment.

Timeline: 5-8 Blocks

Key vocabulary:
- fantasy
- science fiction

Required Resources:
- *The Lion, the Witch and the Wardrobe* (C.S. Lewis)
- *The Golden Compass* (Philip Pullman)

Possible Resources:

- *The Nation (*Terry Prachett)
- *Hitchhiker's Guide to the Galaxy* (Douglass Adams)
- "The Veldt" (Ray Bradbury)
- *The Prentice Hall Anthology of Science Fiction*

Significant task 2: *Socratic Seminar*

Students will review the conventions of fantasy and science fiction literature generated from Significant Task 1. The teacher should then provide direct instruction using a New American Lecture or any other form of Interactive Lecture to explore allegory and satire within science fiction and fantasy, and examine an author's purpose based on the allegorical or satirical elements.

Students will then use the lecture to prepare for a Socratic Seminar by creating 3 or more questions relevant to the unit's essential questions, vocabulary, and allegorical and/or satirical elements. These questions will form the basis for the Socratic Seminar. Question Starters are available to facilitate the process. It is recommended that the teacher model the Socratic Seminar, so students understand how to conduct one. The Socratic Seminar should be student-directed. The students will be graded using a Discussion Rubric and/or they can be measured using the 21st Century Rubric for oral communication.

Timeline: ongoing

Key vocabulary:

- allegory
- satire
- fantasy
- science fiction

Resources:

- *The Lion, the Witch and the Wardrobe* (C.S. Lewis)
- *The Golden Compass* (Philip Pullman)

Possible Resources:

- *The Nation (*Terry Prachett)
- *Hitchhiker's Guide to the Galaxy* (Douglass Adams)
- "The Veldt" (Ray Bradbury)
- *The Prentice Hall Anthology of Science Fiction*

Significant task 3: *Synthesis of Multiple Sources*

Using models, practice, and direct instruction the teacher will review how to properly cite sources in MLA format. (This will provide a foundation for the upcoming post-unit assessment. Therefore, the teacher should review the assessment with students before beginning this task.)

Then, students will choose a Graphic Organizer or Outline to use to prepare for the post-unit assessment. On the organizer, they must include the following:

- a potential thesis statement or claim for their essay
- support for this statement from both required texts
- the proper use of MLA format

Students will then use the organizer to draft the opening paragraph. This paragraph must include a thesis statement and the projected organization of the support that the student will use in the subsequent portions of the essay. Students will peer-edit their paragraphs using the ATLAS Student Protocol and engage in the revision process before completing the post-unit assessment.

Timeline: 2-3 blocks

Key vocabulary:
- allegory
- satire
- fantasy
- science fiction

Resources:
- *The Lion, the Witch and the Wardrobe* (C.S. Lewis)
- *The Golden Compass* (Philip Pullman)

Possible Resources:
- *The Nation (*Terry Prachett)
- *Hitchhiker's Guide to the Galaxy* (Douglass Adams)
- "The Veldt" (Ray Bradbury)
- *The Prentice Hall Anthology of Science Fiction*

Common learning experiences:
- Independent Reading with Tracking
- Journaling
- Writing Workshops
- Use of The Warrior Writing Center
- Writing mini-lessons
- Reading of Literary Analysis Essays as models
- Film clips-*The Golden Compass*
- Film clips-*The Lion, The Witch and The Wardrobe*

Common assessments including the end of unit summative assessment:

Unit Post-Assessment(s):
Students will choose one assessment from the following options-

LENS AND ARTIFACT ESSAY

Students will write a Lens and Artifact Essay. Students will be introduced to Terry Brooks' definition of fantasy (this definition serves as their lens). Then, they will use this as the basis for comparing two authors, C.S. Lewis and Philip Pullman (these are the artifacts). The 5 Level Rubric will be used to grade this writing response. In the response students must:

- summarize the alternate world/universe within the texts;
- use the text to support the claim in the essay;
- analyze the alternate world/universe based on passages in the texts.

OR

FANTASTICAL WORLD DEFINITION ESSAY

Students will write an Extended Definition Essay. Using both texts, students will write an essay that answers these questions:

- How would you define and describe the "fantastical world" that is created in the two texts?
- How do the authors create this world (what devices do they use)?

The 5 Level Rubric will be used to grade this writing response.

Prior to assigning the post-assessment, the teacher must decide how much (or how little) scaffolding must occur for the students to be successful with these writing assessments. Therefore, the teacher may choose to pre-teach certain aspects of writing and/or encourage multiple drafts.

Teacher notes:

Key vocabulary:
- allegory
- satire
- fantasy
- science fiction

Resources:
- *The Lion, the Witch and the Wardrobe* (C.S. Lewis)
- *The Golden Compass* (Philip Pullman)

Possible Resources:
- *The Nation (*Terry Prachett)
- *Hitchhiker's Guide to the Galaxy* (Douglass Adams)
- "The Veldt" (Ray Bradbury)
- *The Prentice Hall Anthology of Science Fiction*

Windsor Public Schools
Curriculum Map for the Secondary Level
Science Fiction and Fantasy Literature

Name of the Unit:	**Length of the unit**:
UNIT 2-A Hero's Journey	Approximately 10-12 Blocks
Purpose of the Unit: Students will develop an understanding of the hero in a fantasy and/or science fiction piece of literature and the challenges one must overcome to be a hero in this particular genre.	

Common Core State Standards Addressed in the unit:

RL.11-12.1/ RI.11-12.1
Cite strong and thorough textual evidence to support analysis of explicit and implicit understanding.

W.11-12.2b
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly;

Develop the topic thoroughly;

Select the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.

Big Ideas:	**Essential Questions**:
- Fictional heroes have a dual identity; they must operate in both a "real" *and* a "fantastical" world (consider: Clark Kent and Superman). - In order to achieve a balance, a hero must recognize and accept his or her dual identity. - A hero undergoes a spiritual as well as physical journey that tests their lives, values, morals, and self.	- How does a hero achieve balance between two different worlds- the "real" (inner) and the "fantastical" (outer)? - What causes a hero to achieve enlightenment?
Students will know: - a hero will endure difficult emotional and physical challenges before they will succeed;	**Students will be able to**: 1. Identify the stages of the hero's journey according to Joseph Campbell's model.

- a hero often struggles internally with their responsibilities. Refer to the links below: Depth of Knowledge LA	2. Create a claim and support the claim with relevant evidence. 3. Cite strong and thorough textual evidence. 4. Define key vocabulary: - hero - real world - fantastical world - atonement - recognition - enlightenment - initiation - separation - apostasies - temptation Refer to the links below: Depth of Knowledge LA

Significant task 1: *Literature Circles*

Students will choose a text to read (see "Possible Resources" below). While reading, they will engage in literature circles to discuss their respective books. The literature circles may be organized in the Traditional Literature Circle Format and the teacher can assign roles, at his or her discretion. (The teacher may decide only to incorporate *some* of the traditional roles or all of them.) The roles can change daily, weekly, or monthly; this depends on the frequency and duration of literature circle meetings.

In order for students to prepare for literature circles, the teacher may instruct students on one more of the following Literature Circle Tracking Strategies:

- Post-it notes
- Blank bookmarks
- Reading response logs
- Quote-Question-Response
- Literature circle role sheets
- Note-card responses
- Journaling

The students will use their tracking to engage in discussions on the following:

- Character development and the character's choices and the effects of these choices
- Character development as related to the hero's journey
- Stylistic choices of the author
- Essential Questions
- Big Ideas

To "sum up" their learning, students will complete a Reflection Journal after the conclusion of *each* literature circle. The journal will provide options for synthesizing the points made during the literature circle discussions. This journal will be graded using a Journal Rubric. Student performance in the Literature Circles can also be measured using the 21st Century Rubric for oral communication.

Timeline: On-going

Key vocabulary:
- hero
- real world
- fantastical world

Possible Resources:
- *Ender's Game* (Orson Scott Card)
- *Stanger in a Strange Land* (Robert Heinlein)
- *War of the Worlds* (Orson Wells)
- *Ready Player One* (Ernest Cline)
- *Star Wars* (George Lucas)
- *Rise of The Planets of the Apes* (Rupert Wyatt)
- *The Prentice Hall Anthology of Science Fiction*

Significant task 2: *Hero's Journey Scrapbook*

The teacher will distribute a Visual Guide to Joseph Campbell's theory about the hero's journey. It outlines the different stages a hero must endure, in order to be successful at the end of the journey. The teacher will review the stages with the students. The teacher can use a digital application like Prezi or Power Point for the review. A New American Lecture is also an option. (Typically, all heroes experience the stages outlined, but it is possible for a hero to skip a stage or two.)

The teacher will then lead a whole class reading of a short science fiction selection, such as "The Veldt" by Ray Bradbury or "The Immortal Creature" by Shelley. Students will use a Data Gathering Sheet while reading, on which they will identify the stages of the hero's journey and track a hero's journey in the text. After first discussing their findings in groups of 3-4, students will share their ideas with the whole class.

In small groups, or individually, students will lastly complete a Hero's Journey Scrapbook that traces the development of the character in their core resource (not the whole class read) and identifies how this character progresses through Campbell's stages. The teacher will provide the students with options for creating the scrapbook product. For examples, the project can be a virtual/digital scrapbook, an actual scrapbook, or a video scrapbook. The other options are: comic strip, storyboard, or photo-story. The Curriculum 21 Website provides excellent online resources for this task.

A Project Rubric will be used to grade this task.

Timeline: 2-3 blocks

Key vocabulary:
- atonement
- enlightenment
- recognition
- hero
- temptation
- apostasies
- initiation
- separation

Possible Resources:

- *Ender's Game* (Orson Scott Card)
- *Stanger in a Strange Land* (Robert Heinlein)
- *War of the Worlds* (Orson Wells)
- *Ready Player One* (Ernest Cline)
- *Star Wars* (George Lucas)
- *Rise of The Planets of the Apes* (Rupert Wyatt)
- *The Prentice Hall Anthology of Science Fiction*

Significant task 3: *Essential Question Discussions*

To prepare for any of the follow types of discussions, students should create 5 or more Support Cards, on which they have collected evidence from their respective texts that will assist them in answering the essential questions.

The teacher can then choose from many different options for encouraging discussion about the essential questions, including: Fishbowl Discussions, R-A-E-S, Numbered Heads, Jigsaw, or Socratic Seminar. During the discussion(s), students should take notes on classmates' responses to create a Resource Bank for use on the post-unit assessment. The teacher can also opt to "spot check" the students' note-taking, to ensure that they are using the discussion as a means of gathering the necessary information for the final assessment.

Since students may be reading different texts, chosen at the inception of the unit, the teacher can group students with common books together, or to use "mixed" groups.

After the conclusion of the discussion(s), students will create a Claim Template, in preparation for the assessment. The students must use the information they gathered to support or refute the idea that "a hero must achieve the balance between their real (inner) and fantastical (outer) worlds, in order to reach enlightenment."

Timeline: 2-4 blocks

Key vocabulary:

- claim
- atonement
- enlightenment
- recognition
- hero

Possible Resources:

- *Ender's Game* (Orson Scott Card)
- *Stanger in a Strange Land* (Robert Heinlein)
- *War of the Worlds* (Orson Wells)
- *Ready Player One* (Ernest Cline)
- *Star Wars* (George Lucas)
- *Rise of The Planets of the Apes* (Rupert Wyatt)
- *The Prentice Hall Anthology of Science Fiction*

Common learning experiences:

- Viewing of film clips (listed in "Possible Resources")

- Independent reading of self-selected texts from the WHS Media Center or WPL
- Mini-lessons on writing
- Co-taught lessons with the Art Department on creating scrapbooks
- Analysis of passages from Joseph Campbell's *The Hero with a Thousand Faces*

Common assessments including the end of unit summative assessment:

Unit Post-Assessment(s):
Students will choose one assessment from the following options-

BIG IDEA ESSAY:

Students will begin by using their Claim Template (Significant Task 3). Then, students will either refute or support the idea that "a hero must achieve the balance between their real (inner) and fantastical (outer) worlds, in order to reach enlightenment."

The 5-Level Rubric will be used to assess the writing task.

OR

PERSONAL SCRAPBOOK:

Students will create their own Personal Journey Scrapbooks, in which they define, describe, and analyze their own "inner" and "outer" worlds. A Project Rubric will be used to grade this task.

Teacher notes:

Key vocabulary:
- real world
- fantastical world
- atonement
- enlightenment
- recognition
- hero
- temptation
- apostasies
- initiation
- separation
- claim

Possible Resources:
- *Ender's Game* (Orson Scott Card)
- *Stanger in a Strange Land* (Robert Heinlein)
- *War of the Worlds* (Orson Wells)
- *Ready Player One* (Ernest Cline)

- *Star Wars* (George Lucas)
- *Rise of The Planets of the Apes* (Rupert Wyatt)
- *The Prentice Hall Anthology of Science Fiction*

Windsor Public Schools
Curriculum Map for the Secondary Level
Science Fiction and Fantasy

Name of the Unit:	**Length of the unit**:
UNIT 3-Technology and Its Ethical Use	Approximately 10-12 Blocks

Purpose of the Unit:

Students will understand the greater implications of technology on the world and demonstrate an understanding of those implications by conducting research.

Common Core State Standards Addressed in the unit:

W.11-12.7
Conduct research projects to answer a question or to solve a problem;

Narrow or broaden inquiry;

Synthesize multiple sources;

Demonstrate an understanding of the subject under investigation.

W.11-12.8
Gather relevant information from multiple authoritative print and digital sources;

Use advanced searches effectively;

Assess the strengths and limitations of each source;

Integrate information into the text selectively to maintain flow of ideas;

Avoid plagiarism or overreliance on one source;

Follow a standard format for citation.

Big Ideas:	**Essential Questions**:
- Technology can hinder our ability to form relationships with other people. - In modern society, we need laws or rules to govern the use of technology. - - Individuals have the responsibility to shape institutions (like that of technology), so	- In which aspects of our lives does technology become more of a burden than a benefit? - Who has ultimate responsibility over our technological world?

these institutions will benefit the good of the people.	
Students will know: - the responsibility one has over the use of technology and the implications of using such technology; - when a person has power they control the use of technology and often misuse their power for selfish reasons; - technology is not always a benefit. Refer to the links below: Depth of Knowledge LA	**Students will be able to**: 1. Synthesize multiple sources of information into a research paper. 2. Engage in a debate with supporting evidence for an argument. 3. Create a visual presentation. 4. Define key vocabulary: - technology - ethics - artificial intelligence - cloning - bio-technology - virtual reality - genetics Refer to the links below: Depth of Knowledge LA

Significant task 1: *Introductory Research on Technology and Ethics/ Dialectical Journaling*

THIS IS A MULTI-TIERED TASK

1. Students will research the use of technology in today's society to better understand how it has been used or misused. Prior to beginning the research, the teacher will create a Research Pathway or will work with the media specialist to do so. This will provide guidelines for research and will assist students in narrowing their focus to a specific technology topic: artificial intelligence, cloning, bio-technology, virtual reality, and genetics. Students may also select a topic, but it should be approved by the teacher. The teacher should use the 21st Century Rubric for research to measure student competency on this first step.

2. Students will find three or more credible articles about their topic and respond to them in a 10-Percent Summary of each. Part of the summary will require students to begin forming an opinion about their chosen technology and its ethical use. These summaries will serve as the basis for Significant Task 2 (below).

3. The research will serve as a basis for reading and tracking findings in a core text (listed below under "Possible Resources"). During the course of the unit, students should use a Dialectical Journal to select and record passages in which technology and its ethical arise in their text. Using this journaling form, students will then reflect on the essential questions, based on the text they selected: In which aspects of our lives does technology become more of a burden then a benefit? Who has ultimate responsibility over our technological world? The teacher will provide a Model Dialectical Journal to share with students before they begin.

Timeline: 2-4 Blocks (research); ongoing (dialectical journals)

Key vocabulary:
- technology
- ethics
- artificial intelligence
- cloning
- bio-technology
- virtual reality
- genetics

Resources:
- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)
- *The Prentice Hall Anthology of Science Fiction*
- *I, Robot*
- *The Stepford Wives*

Significant task 2: *Technology Product Pitch*

Students will use their research and reading from Significant Task 1 to drive Significant Task 2. In a Technology Presentation, students will imagine that they are representatives from a corporation that creates a product related to their specific technology topic (artificial intelligence, cloning, bio-technology, virtual reality, or genetics). The students have to convince the audience- their peers- to purchase the product. In other words, students are "pitching" a product.

Example-
A student could promote a product that allows Olympic athletes to clone their hearts and lungs to sell them to the general public. The student could argue that these hearts and lung will help people "get into shape" and live longer. During the presentation, the student will name the product, describe its benefits, and argue its benefits to humankind. If possible, the student will create a visual model of the product.

The teacher will use a Presentation Rubric to grade the task. The student may choose to present their product as a commercial, an advertisement, or in any other form that is approved by the teacher. The teacher may also use the 21st Century Rubric for oral communication.

Timeline: 3-5 Blocks

Key vocabulary:
- technology
- ethics
- artificial intelligence
- cloning
- bio-technology
- virtual reality
- genetics

Resources:
- *Andromeda Strain* (Michael Crichton)

- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)
- *The Prentice Hall Anthology of Science Fiction*
- *I, Robot*
- *The Stepford Wives*

Significant task 3: *Annotated Bibliography*

In an annotated bibliography, students not only list their sources, but they also give a summary of each of them. In this task, students will continue researching their technology topic (see: Significant Task 1) to prepare for the post-assessment. To begin, the students will use the initial sources gathered in Significant Task 1 to begin creating an Annotated Bibliography. They will also add their core text to the document. The teacher will model this skill and show Samples of exemplary annotated bibliographies.

Then, they will return to researching their technology topic (in the media center or in class). They will search for 3-4 additional credible sources of informational texts. They will add these texts to the annotated bibliography.

To complete this task, students can use Noodletools, EasyBib and other library resources to conduct their resources. The teacher will meet with each student to review their findings before the student begins the final assessment. To measure student growth in researching, the appropriate 21st Century Rubric should be used.

Timeline:3-4 Blocks

Key vocabulary:
- technology
- ethics
- artificial intelligence
- cloning
- bio-technology
- virtual reality
- genetics

Resources:
- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)
- *The Prentice Hall Anthology of Science Fiction*
- *I, Robot*
- *The Stepford Wives*

Common learning experiences:
- Online resources (like Purdue OWL, UCONN Writing Resource)
- Writing conferences
- Use of the Warrior Writing Center
- Peer review and peer editing

- Use of the Media Center
- In-class debate

Common assessments including the end of unit summative assessment:

Unit Post-Assessment

JIGSAW MINI-LESSONS

1. Student should be grouped by the type of technology they studied throughout the unit. For example, all students who researched bio-technology must be grouped together.

2. In these "expert groups," students will share their knowledge and research about their respective topics. They will then create a Mini-Lesson about their technology topic; this lesson will be delivered to the class. In the lesson, the students will give an overview of their topic, but also provide answers to the essential questions by explaining how this technology becomes more of a burden than a benefit. The mini-lesson will also address who should have responsibility for monitoring this technology.

3. At the end of the mini-lessons, students will assess each "expert group." Students will use grade the group member's ability to work collaboratively using the 21st Century Rubric. The teacher will also grade the students using a Presentation Rubric.

Teacher notes:

Key vocabulary:

- technology
- ethics
- artificial intelligence
- cloning
- bio-technology
- virtual reality
- genetics

Resources:

- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)

- *The Prentice Hall Anthology of Science Fiction*
- *I, Robot*
- *The Stepford Wives*

Windsor Public Schools
Curriculum Map for the Secondary Level
Science Fiction and Fantasy

Name of the Unit:	**Length of the unit**:
UNIT 4- Human Motivation and Transformation	Approximately 15 Blocks
Purpose of the Unit: Students will continue to understand the moral and ethical implications of using advanced technology in a society. Additionally, students will study human motivation and choices, and how those choices are a catalyst for the change in society.	

Common Core State Standards Addressed in the unit:

RL.11-12.3
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

W.11-12.1a
Write arguments to support claims, using valid reasoning and relevant and sufficient evidence;

Introduce claims;

Establish the significance of the claims.

Big Ideas:	**Essential Questions**:
- In the genre of science fiction and fantasy literature, a character's morals are a reflection of our own values and our beliefs about what is "right and wrong." - Without law and order, humans are innately evil and selfish. - When a person's life or values are threatened they are forced to act outside of their own moral compass.	- To what extent does the content of science fiction and fantasy comment on the way we form our everyday values and morals? - Under what conditions do our morals and values change?
Students will know:	**Students will be able to**:
- the stages of morality according to Kohlberg's theory;	1. Support an argument with evidence.

- the ethical and moral implications of using advanced technology. Refer to the links below: Depth of Knowledge LA	2. Analyze the impact of an author's choices regarding character development. 3. Cite strong, thorough textual evidence to support analysis of implicit and explicit understanding. 4. Define key vocabulary: - character development - morality - ethics - innate - peer review - peer review conference - revision - editing - proofreading - planning Refer to the links below: Depth of Knowledge LA

Significant task 1: *Post-It Note Annotations*

Students will track their reading, with a particular emphasis on character development, by using 1" X 1" Post-It Notes to annotate the text. Students will receive an Annotation Guide and the teacher will model proper annotating technique before students begin the task. Modeling on the Elmo digital projector or Epson Smart Projector are the best practices. (The teacher can use the Post-It Note Mini Lesson from Mini-Lessons for Literature Circles as a guide.) The teacher can also use the Annotation Chapter from The Language of Composition as another resource.

The teacher should assign a specific number of Post-It Note annotations each time this task is assigned. Students should be required to track their reading through annotations at least three times during the unit. These annotations will ultimately be used for the unit post-assessment, and therefore, the teacher should introduce and review the unit post-assessment before students begin annotating.

As a follow-up to annotating, the teacher should require one or more of the following mini-tasks to facilitate synthesis and reflection:

- Literature Circles
- Journaling Options
- Socractic Seminar
- Dialectic Journal

These should be graded using the procedures from previous units.

Timeline: ongoing

Key vocabulary:
- character development

- morality
- ethics
- innate

Resources:
- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)

Resources for Modeling:
- *The Prentice Hall Anthology of Science Fiction*

Significant task 2: *Self-Reflection*

Teacher will show a Digital Presentation on Lawrence Kohlberg and his stages of morality. This should be delivered in an interactive format like the New American Lecture. Students will take notes as the teacher is conducting the lesson. The teacher can provide several options for Graphic Organizers to help facilitate note-taking.

In small groups (3-4) students will be given descriptions of different Moral Dilemmas. Students will discuss how they would react to these dilemmas. Then, using Kohlberg's scale for morality- introduced during the digital presentation- students will identify their own "levels" of morality and will justify their placement on the Kohlberg scale.

To reflect on the first two steps of the task, students will use their findings to respond to the following two questions:
- How are our morals and values "formed"?
- Under what conditions do our morals and values change?

This Morality Self-Reflection should be written in class and account for approximately 1-2 pages. It will be graded using the 5-Level Rubric. The teacher should emphasize the importance of supporting the reflection with direct references from the group work portion of the task.

Timeline: 2-3 blocks

Key vocabulary:
- character development
- morality
- ethics
- innate

Resources:
- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)

Significant task 3: *Review of Written Work*

Before writing the final paper, all students will engage in a Peer Review of their written work from the entire semester. (The teacher should first model the peer review process using a student sample.) Then, in pairs, students should use the ATLAS Student Protocol or any protocol chosen by the teacher to engage in peer review. The most important component of the peer review is the peer review conference.

As a result of the peer review, each student should complete a Writing Action Plan for writing the unit post-assessment. As needed, the teacher can require individual student-teacher writing conferences for those students who need remediation or enrichment.

Timeline: 2-3 Blocks

Key vocabulary:
- peer review
- peer review conference
- revision
- editing
- proofreading
- planning

Resources:
- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)

Common learning experiences:
- Use of the Warrior Writing Center
- Use of the Media Center
- Short Film Clips from *Minority Report* or *2001: Space Odyssey*

Common assessments including the end of unit summative assessment:

Unit Post-Assessment(s):

LENS AND ARTIFACT ESSAY- FINAL EXAM ESSAY

1. Students will write a Lens and Artifact Essay using Kohlberg's Stages of Morality (lens) to examine at the development of a character in the core text (artifact). This assessment should represent a synthesis of student learning from Significant Tasks 1-3.

2. This should be a multi-draft assignment that will begin with the creation of an opening paragraph that contains an appropriate thesis that is clear, detailed, and supportable. The teacher should monitor student progress on each step. The students can engage in Peer Review during any or all portions of the writing process.

3. Students should write at least two drafts of the essay over the course of 1-2 weeks and should submit a publishable final draft on the day of the final exam. On the day of the exam, students will be expected to present their papers. They will be graded using the 21st Century Rubric for oral communication.

4. Student writing will be assessed using the 5-Level Rubric.

Teacher notes:

Key vocabulary:

- character development
- morality
- ethics
- innate
- peer review
- peer review conference
- revision
- editing
- proofreading
- planning

Resources:

- *Andromeda Strain* (Michael Crichton)
- *Ender's Game* (Orson Scott Card)
- *Never Let Me Go* (Kazuo Ishiguro)
- *The Adoration of Jenna Fox* (Mary E. Pearson)
- *Ready Player One* (Ernest Cline)

Windsor Public Schools
Curriculum Map for the Secondary Level
African-American Literature

Purpose of the Course:

The purpose of this course is to introduce students to the thematic ideas upon which African-American literature rests: freedom, security, mobility, and identity. Of these four concepts, identity is most central concept to the course. Students will track the development of African-American thought as it is disseminated in African-American literature. As a result, students will be exposed to and will contend with some concepts normally considered to be under the purview of sociology.

The course will also aim to teach students skills that will train them in the common discourse of the humanities normally found in higher education. Students will learn very discerning close-reading procedures and other precise methods of interacting with text. Students will master the principles of effective debate and argumentation and will experience a university-style lecture.

Name of the Unit:	**Length of the unit**:
UNIT 1: A "Melting Pot" Or a Many-Cultured Society?	Approximately 13-15 Blocks

Purpose of the Unit:

The purpose of this unit is to familiarize students with "majority privilege." Students will grapple with the unseen, racially-imbalanced structures working in American society. This unit includes the study of texts written by authors helped by racial privilege as well as those hindered by the system of racial privilege.

Common Core State Standards Addressed in the unit:

RL.11-12.4
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.11-12.9
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.

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.11-12.7
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.

Big Ideas:	**Essential Questions**:
- In a many-cultured society/multi-cultural society, a majority culture can exert dominance in both obvious and hidden ways. - The "classic canon" is the collection of literature that is traditionally taught in the English literature classroom; it normally is exclusive to male, white authors.	- To what extent does the majority (Eurocentric) culture in America benefit from its position of power? - How do most people define the "classic canon" of literature? - Based on its characteristics, why do you think African-American literature should be included in the "classic canon," or separated from it?
Students will know: - the impact of "majority privilege;" - which structures in America are imbalanced because of racial politics and racial tensions; - some authors (and people) have been helped and/or hindered by the system of racial privilege. Refer to the links below: Depth of Knowledge LA	**Students will be able to**: 1. Differentiate between institutionalized racism and personal prejudice. 2. Differentiate between overt racism and institutional (structural) racism. 3. Identify the common characteristics of the "traditional canon." 4. Develop an opinion regarding the positive and negative aspects of the "traditional canon." 5. Define the following terms: - institutional racism - personal prejudice - Eurocentric - privilege - classic cannon - thesis statement - claim - argument Refer to the links below: Depth of Knowledge LA

Significant task 1: *Institutional Racism Presentation*

Students will first write up a Presentation Proposal to limit and focus their thinking and give the teacher an opportunity to conference with the students and help guide the research. Crucial to mastery of this task is for students to link institutional racism to the concept of a many-cultured/multi-cultured society. Therefore, the teacher must introduce "many-cultured" and "multi-cultured" through a class brainstorm, Critical Thinking Web, K-W-L Chart, or any other method of linking prior knowledge to these terms.

Then, students will create an Institutional Racism Presentation, in which they design a WebQuest, webpage, or informational blog to demonstrate an understanding of institutional racism and explain why it occurs in a many-cultured/multi-cultural society. Students must research and use credible sources to explore concepts around institutional racism. Proper citations must be used. The teacher should work with the media specialist to create a Research Pathway to guide students through the research process. The 21st Century Rubric for valid research will be used to assess this task.

Possible topics include (but are not limited to):

- the criminal justice system
- the military
- religious institutions
- academic institutions
- the field of medicine
- work/ occupations

Timeline: 3-5 Blocks

Key vocabulary:

- institutional racism
- personal prejudice
- Eurocentric
- Privilege

Possible Resources:

- WHS Library Media Center
- excerpts from *The Norton Anthology of African American Literature*
- A Teacher's Reflection on Institutional Racism from www.hcesc.org

Significant task 2: *Effective—More Effective—Most Effective Thesis Critique*

PART ONE

The teacher will begin by facilitating a class brainstorm on the qualities of the "classic canon." Students, with the teacher's guidance as a whole class, will read and analyze excerpted texts that are examples of "classic" literature and "non-classic" literature. (These possible texts are listed below.) In turn, the students (in small groups of 3-4) will create a Classic Canon Poster that demonstrates their reflection on these qualities. These documents will be posted and referred to in the class whenever needed over the semester. The teacher should use the 21st Century Rubric for collaboration and/or problem solving to grade this portion of the task.

The teacher will then use direct instruction and models to demonstrate the characteristics of an effective thesis statement. Models can include exemplars, student work, and/or a series of thesis statements that show a progression of effectiveness and thought.

PART TWO

Next, students will independently draft three separate (but probably related) thesis statements that answer this essential question: To what extent does the "classic canon" help the majority (Eurocentric) culture benefit from its position of power? These statements must show the student's ability to link the idea of the "classic canon" with the recently learned concepts related to institutional racism. (E.g.: "Keeping alive the traditional canon is just another form of white privilege because the traditional canon reinforces the idea that white/Western/Eurocentric culture is better than any other culture.") As a whole class, students will share their findings and discuss the quality of their states.

Students will now independently compose three different thesis statements about the "classic canon" by answering this essential question: Based on its characteristics, why do you think African-American literature should be included in the "classic canon," or separated from it?

Students will finally evaluate their peers' thesis statements for the three required qualities of a good thesis: clarity, detail, and supportability. Students will rate each other's thesis statements on a numerical scale and then defend/explain their stance by writing out an explanation of their rankings. The peer review will be guided by the Effective Thesis Rubric.

Timeline: 3 Blocks

Key vocabulary:

- institutional racism
- personal prejudice
- Eurocentric
- privilege
- classic cannon
- thesis statement
- claim
- argument

Possible Resources:

- excerpts from *The Norton Anthology of African American Literature*
- excerpts from Shakespeare
- excerpts of Biblical literature
- excerpts of Ancient Greek tragedy
- excerpts from Twain, Hemingway, and/or Steinbeck

Significant task 3: *Mini-Essay/Presentation of Argument*

The students will use their learning from Significant Tasks 1 and 2 to write a Mini Essay of Argument that includes:

- The first paragraph of an essay of argument that supports, refutes, or qualifies the idea that African American literature should be considered "classic."
- One body paragraph that supports the opening paragraph. It must include specific support from the excerpted texts studied in Significant Task 2.

This will begin as an in-class writing assignment. The teacher can opt to make this a multi-draft assignment that is reviewed, revised, and typed. The 5-Level Rubric (only the first two categories) will be used to grade this task.

Timeline: 3 Blocks

Key vocabulary:

- institutional racism
- personal prejudice
- Eurocentric
- privilege
- classic cannon
- thesis statement

- claim
- argument

Possible Resources:

- excerpts from *The Norton Anthology of African American Literature*
- excerpts from Shakespeare
- excerpts of Biblical literature
- excerpts of Ancient Greek tragedy
- excerpts from Twain, Hemingway, and/or Steinbeck

Common learning experiences:

- View Tim Wise's speech, "On White Privilege"
- Direct instruction regarding composing thesis statements
- Direct instruction regarding "the traditional canon," including looking at some representative examples
- Direct instruction/mini-lesson from Warrior Writing Center interns/teacher about composing thesis statements
- Review and analysis of excerpts from *White Like Me* (Tim Wise) and *The Heart of Whiteness* (Robert Jensen)

Common assessments including the end of unit summative assessment:

Unit Post-Assessment(s):

This summative post-assessment connects to Significant Task 2 and 3—it is simply the expansion of the mini-essay into a full essay. Below are two possible topics for this essay, but students may also simply use the topic and thesis they used in Significant Task 3.

Students will choose one Essay of Argument from the following options-

1. Students will support, refute, or qualify the idea that all American high school students must take at least one course in African-American literature or African-American history to graduate from high school.

2. Students will support, refute, or qualify the idea that African-American literature should be considered an integral part of the "classic canon" of American Literature.

The teacher will use the 5-Level Rubric to grade this assessment. (S)he has the option of conducting this final assessment as a multi-draft product. Students may have the option of engaging in Peer Review or teacher-student writing conferences. This is at the teacher's discretion.

Teacher notes:

Key vocabulary:

- institutional racism
- personal prejudice
- Eurocentric
- privilege

- classic cannon
- thesis statement
- claim
- argument

Possible Resources:

- excerpts from *The Norton Anthology of African American Literature*
- excerpts from Shakespeare
- excerpts of Biblical literature
- excerpts of Ancient Greek tragedy
- excerpts from Twain, Hemingway, and/or Steinbeck
- excerpts from *White Like Me* (Tim Wise)
- excerpts from *The Heart of Whiteness* (Robert Jensen)
- Tim Wise, various speeches

Windsor Public Schools
Curriculum Map for the Secondary Level
African-American Literature

Name of the Unit:	**Length of the unit**:
UNIT 2: Slavery, Freedom, and Reconstruction	Approximately 13-15 Blocks

Purpose of the Unit:

Students will learn about the outcomes of African-American bondage in America and discover African-American attempts at building an identity in America, during the Reconstruction Era. Students will determine how those attempts "set the stage" for continuing African-American identity-construction. They will focus their studies on two essential African American thinkers- W.E.B. Du Bois and Booker T. Washington- as a means of understanding varying viewpoints about the development of the modern African-American identity.

While students engage in the class work, they have the option of reading independently at home to use during discussions, tasks, and assessments.

Common Core State Standards Addressed in the unit:

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.

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.)

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.

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.

Big Ideas:	**Essential Questions**:
- An oppressed group can take on many of the characteristics of their oppressors, but they work to assert a new, unique identity, as well. - "Accommodationism" tends to favor the majority oppressor because it incorporates capitulation and agitation. - W.E.B. Du Bois and Booker T. Washington account for the two most notable variations in viewpoints among African-Americans during The Reconstruction Era; one believed in accommodation and the other in agitation.	- To what extent does an oppressed group take on the characteristics of its oppressors? - How are capitulation, "accommodationism" and agitation related as concepts? - Whose stance do you agree with—Washington's or Du Bois's?
Students will know: - that African American people's history of bondage influenced the development of their personal identity; - how African Americans began to build a sense of identity in America during The Reconstruction Era; - the extent of the influence of two theorists- Du Bois and Washington- on the formation of the modern African American identity. Refer to the links below: Depth of Knowledge LA	**Students will be able to**: 1. Analyze the relationship between and among Washington's ideas and Du Bois's ideas. 2. Formulate and defend a stance about Washington's ideas and Du Bois's ideas. 3. Analyze how poetry is constructed and how its structure impacts the meaning of the poetic text (optional). 4. Define the following terms: - "accommodationism" - agitation - capitulation - counterargument - Reconstruction Era - scansion (optional) Refer to the links below: Depth of Knowledge LA

Significant task 1: *Close-Reading for Key Terms*

The teacher will first model a Close-Reading of an excerpt from one of the possible texts by Du Bois or Washington. Using the Four-Part Annotation Method- reading for paragraphs, highlighting ONLY the essential, using a one-sentence summary, and digging deeper- the teacher will guide students to understanding three of the key terms of the unit: "accommodationism," agitation, and capitulation. The teacher will demonstrate how the text reveals Du Bois' or Washington's perspective about these concepts.

Students will then choose a one- or two-page excerpt from another text connected to the unit and "tear it apart" themselves or in small groups. The groups must write Three Summary Statements (1-2 sentences each) about the text and should use a critical thinking template from *They Say, I Say* to do so. The following are examples:

- In his text, the author discusses "accommodationism" by saying _____, which is supported by his statement (directly from text) " _____. "
- The author's position about agitation is best described as _____, which is surprising because _____.
- According to the author, agitation and capitulation are related because _____, which he shows in the passage in which he writes (directly from text) " _____. "

Once student groups have completely annotated the text and finished the templates, they will project their completed annotation for the class to see. The Elmo digital projector is the best technology tool for this segment of the task. Students will explain their thinking. They will present their metacognitive processes, i.e., how they chose the text to annotate and how they agreed upon the completed templates, so that other students can discuss and critique the annotations. The instructor will model this process before students carry it out.

Timeline: 2-3 Blocks

Key vocabulary:

- "accommodationism": A philosophy of resistance characterized by an oppressed group accepting incremental, compromised gains, rather than the full desired outcome, from the group in power,
- agitation: A philosophy of resistance characterized by an oppressed group bringing attention, often through a coordinated campaign, to their struggle against the group in power.
- capitulation: The point at which an oppressed group that no longer wishes to fight against a group in power; this can occur "wholesale" or for individual injustices.

Suggested Resources:

- *They Say, I Say* (Graff, Birkstein, and Durst)
- various readings from *The Norton Anthology of African American Literature*

Significant task 2 (optional): *Metrical Scansion*

To further understand the key terms from Significant Task 1, students will scan a poem (choices are listed below) to connect the poet's use of poetic devices to the overall meaning of the poem. The first poem should be scanned as a whole class while the teacher uses direct instruction and models to teach students the key terms needed for scansion:

- rhyme
- meter
- rhythm

- foot types (iambs, troches, spondees, anapests, and dactyls)
- line length (pentameter and hexameter)

Next, students will choose another poem and scan it independently. After doing this, they will "group up" with students who chose the same poem to discuss their findings.

Finally, they will use their findings to complete a Metacognitive Reflection, in which they will (1) go back through the procedure of metrical analysis and explain their thinking and (2) explain how Wheatley's use of poetic devices result in her message about "accommodationism," agitation, and/or capitulation. Metacognitive Reflections (1-2 pages) are designed to take students back through the process they have just performed to be sure they understand the procedure and theory behind scansion. These reflections will also provide students with an additional opportunity to thoroughly understand the key terms and concepts of the unit.

Timeline: 2-3 Blocks

Key vocabulary:
- scan
- scansion
- rhyme
- meter
- rhythm
- foot types (iambs, troches, spondees, anapests, and dactyls)
- line length (pentameter and hexameter)
- "accommodationism"
- agitation
- capitulation

Possible resources:
- various poems from *The Norton Anthology of African American Literature*
  - Phillis Wheatley
  - Paul Laurence Dunbar
  - Claude McKay
  - Langston Hughes
  - Countee Cullen

Significant task 3: *Debate*

Drawing from their work on Significant Task 1 (and possibly Significant Task 2), students will continue to grapple with the philosophical conflict between Washington and Du Bois (accommodationism v. agitation). The teacher will also have the students prepare for the debate by reading, annotating, and reflecting on all or some of *Up from Slavery* and *The Souls of Black Folks*.

Before they debate, it is essential that students "dive into" the pros and cons of each. The teacher will provide a T-Chart or Quadrant Notes Sheet to help students prepare for the debate. In this phase of the task, students are evaluating both theorists' perspectives.

Then, the teacher will split the students into two groups: "supporters" of Washington and "supporters" of Du Bois. In these groups, students will then be asked to prepare for the debate by:

- considering the Reconstruction Era from the perspective of an African-American and justifying why Du Bois or Washington has the "better" philosophy;

- considering the modern African-American and justifying why (s)he should accept Du Bois' or Washington's theories;

- constructing a series of arguments in support of their side;

- constructing a series of counterarguments (arguments they anticipate the other side will make) along with rebuttals for those anticipated arguments.

The students will perform the debate and be evaluated using a Debate Rubric.

Timeline: 2 Blocks

Key vocabulary:
- "accommodationism"
- agitation
- capitulation
- counterargument
- Reconstruction Era

Resources:
- various readings from *The Norton Anthology of African American Literature*
- *Up From Slavery* (Booker T. Washington)
- *The Souls of Black Folk* (W.E.B. Du Bois)

Common learning experiences:
- Teacher-led workshops about scansion
- Teacher-led workshops about moving from a scanned poem to a composition
- Full-class reading of introduction to Wheatley's *Poems on Various Subjects*
- Book talks or literature circles to discuss core texts

Common assessments including the end of unit summative assessment:

BIG IDEA ESSAY
Students will begin by using a Claim Template to support or refute the following Big Idea: "An oppressed group can take on many of the characteristics of their oppressors, but they work to assert a new, unique identity, as well."

The teacher can assign a full or miniature Big Idea Essay in which students must use the various texts from the unit- including Du Bois, Washington, poems, and/or the core independent text- to support the claim. If the student is not interested in supporting or refuting this Big Idea, (s)he can write a Big Idea Proposal to submit to the teacher. Upon approval, the teacher may allow the student to create his/her own Big Idea from this unit, and create and defend a claim related to it.

The 5-Level Rubric will be used to grade this assessment.

Teacher notes:

Key vocabulary:

- scan
- scansion
- rhyme
- meter
- rhythm
- foot types (iambs, troches, spondees, anapests, and dactyls)
- line length (pentameter and hexameter)
- "accommodationism"
- agitation
- capitulation
- argument
- counterargument

Possible Resources:

- various poems from *The Norton Anthology of African American Literature*
    - Phillis Wheatley
    - Paul Laurence Dunbar
    - Claude McKay
    - Langston Hughes
    - Countee Cullen
- various readings from *The Norton Anthology of African American Literature*
- *Up From Slavery* (Booker T. Washington)
- *The Souls of Black Folk* (W.E.B. Du Bois)
- *They Say, I Say* (Graff, Birkstein, and Durst)

Windsor Public Schools
Curriculum Map for the Secondary Level
African-American Literature

Name of the Unit:	**Length of the unit**:
UNIT 3: The Struggle Toward Identity	Approximately 8 Blocks

Purpose of the Unit:

Students will track the emergence of the Civil Rights and Black Power Movements of the mid-20th century. They will explore the various reactions of African-Americans to the "hidden" power structures and institutions that were designed to maintain African-American disenfranchisement. Primarily, however, the students will discover how African-Americans fought against a corrupt and inhumane societal structure that remained in place.

Common Core State Standards Addressed in the unit:

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.

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.

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.

Big Ideas:	**Essential Questions**:
- The conflict between Du Bois and Washington was reframed through Dr. Martin Luther King, Jr. and Malcolm X. - Many mid-century African-American authors had trouble developing a new literary style because their experiences and education were informed by their oppression.	- How did the battle between "accommodationism" and agitation continue into the 20th century in America? - How did mid-century authors go about creating a "new" African-American literature and what impact has this literature had on modern America? - How does a thinker balance her/his own creative individuality and her/his impulse to participate in larger cultural and political struggles?
Students will know:	**Students will be able to**:
- how the Civil Rights and Black Power Movements developed and evolved; - imbalanced political, cultural, and social structures continued to exist after the Reconstruction Era; - African-American theorists and leaders continued to argue the best course of action for African-American people: "accommodationism" or agitation; - African-American writers used their "voices" to protest the general acceptance of unequal	1. Reframe a conflict that changes over time. 2. Analyze the role of politics in art. 3. Connect identity-creation to art-creation. 4. Compare and contrast concepts in writing. 5. Prepare and deliver an effective presentation. 6. Define the following key terms: - fluency - pacing - rhythm - diction

American institutions. Refer to the links below: Depth of Knowledge LA	- timbre - purpose - audience - juxtaposition - re-framing - radicalization - compromise - protest art Refer to the links below: Depth of Knowledge LA

Significant task 1: *Oratory Analysis Presentation*

In this task, students will present an evaluation of a Civil Rights leader's oratorical skills. First, the class will listen to some speeches (any speech, not just Civil Rights Era speeches) and, as a small group, Design a Rubric by which to evaluate the effectiveness of oration/speeches. The students will then share their rubrics as a whole class; the class will reach consensus on an Oration Rubric that will be used throughout the rest of the task.

Students will independently choose from a list of leaders from this time period (suggestions: Dr. Martin Luther King, Jr., Malcolm X, Eldridge Cleaver, Bobby Seale, Huey Newton, Angela Davis). They will select and close-read at least two speeches by their chosen leader to get a sense of their oratorical style. This part of the task can be completed in the Media Center using a Research Pathway. Next they will apply their elements of the Oration Rubric to a speech by their chosen leader. The 21st Century Rubric for research can be used to measure the students' success during the research segment of the task.

Students will present their findings to the class. During the final oral presentation, students will be required to:

- Analyze whether their leader is an effective speaker/orator by answering: Did the oratorical techniques employed by the speakers effectively set forth his/her individual vision for participating in the struggle for Civil Rights? To what extent did the techniques help make this vision clear?

- Show knowledge of effective oration by picking out sections of the speech for the rest of the class to look at more closely. The presenter will use these excerpts to show specific strong or weak qualities of the oration.

- Give a final evaluation on the effectiveness of the speech as related to the speech's purpose and the author's intended message about Civil Rights.

Timeline: 4-5 Blocks

Key vocabulary:
- fluency
- pacing
- rhythm
- diction
- timbre

- purpose
- audience

Resources:

- various speeches from *The Norton Anthology of African American Literature*
    - Huey P. Newton
    - Angela Davis
    - Bobby Seale
    - Eldridge Cleaver
    - MLK Jr.
    - Malcolm X

Significant task 2: *Compare and Contrast Mini-Essay*

First, students will perform a close-reading of two speeches and/or essays, one by Dr. Martin Luther King and one by Malcolm X. It is recommended that the teacher can conduct this reading using Reading Stations. These stations will be established to accommodate independent readers (station 1), paired "reading buddies" (station 2), and teacher-guided readers (station 3). After completing the readings, the students will engage in a whole class discussion about the texts and should add marginal notes to help facilitate their understanding of them.

Next, students will write a 10-Percent Summary of each text (1-2 pages) that requires students to summarize the text and to reflect informally on how Dr. Martin Luther King, Jr. and Malcolm X continued the conflict that Washington and Du Bois began in years before. This segment of the task should be considered "pre-writing" and it can be completed in class.

Lastly, students will complete a Compare and Contrast Mini-Essay. They will analyze the differences between King's and X's viewpoints about how to engage in Civil Rights. They will use the composition to compare and contrast the two views. This mini-essay should be 1-2 pages and must demonstrate a well-argued and well-supported opinion about which of the two men had a more convincing stance. The teacher can support students by providing them with a Venn Diagram, Comparison Matrix, or other Graphic Organizers to use as additional pre-writing tools.

Timeline: 3-4 Blocks

Key vocabulary:

- accommodationism
- agitation
- purpose
- audience
- juxtaposition
- re-framing
- radicalization
- compromise
- protest art

Possible Resources:

- "Give Us the Ballot" (Dr. Martin Luther King, Jr.)
- "The Ballot or the Bullet" (Malcolm X)
- *The Autobiography of Malcolm X* (Alex Haley with Malcolm X)
- various speeches from *The Norton Anthology of African American Literature*
    - Malcolm X

- Martin Luther King Jr.

Common learning experiences:

- Direct instruction regarding compare-contrast essays, including the difference in forming an argument for a compare-contrast
- Writer's workshops
- Text talks and/or literature circles to discuss the material
- Listening to speeches by various Civil Rights leaders of this time period
- Deliver a speech about a theme connected to the unit
- Use of the Warrior Writing Center

Common assessments including the end of unit summative assessment:

Unit Post-Assessment(s):
Students will choose one assessment from the following options-

LITERARY ANALYSIS ESSAY
Students will pick a piece of literature in the unit, or a piece of literature by an approved author from the time period, and perform a Literary Analysis on that piece. Students will be evaluated using the 5-Level Writing Rubric.

In this composition, students will:

- Close-Read their chosen text (the annotated version will be submitted with the essay).

- Compose an essay of analysis that explicitly links something in the form or content of the text to a Big Idea or concept related to the unit. For example Students may write about Gwendolyn Brook's desire to build an "individual" poetic form or Amiri Baraka's fight to find the correct amount of resistance and politics to put in his art.

OR

COMPARE-CONTRAST 2nd DRAFT
Students will revise and add to their compare-contrast essay from Significant Task 3 to create a complete, publishable final draft of 4-5 pages. If students choose this assessment, they should use the Warrior Writing Center and/or meet with the teacher for writing conferences. Peer Review is also suggested. The 5-Level Rubric will be used to grade this draft.

Teacher notes:

Key vocabulary:

- accommodationism
- agitation
- purpose
- audience
- juxtaposition
- re-framing
- radicalization

- compromise
- protest art

Possible Resources:
- "Give Us the Ballot" (Dr. Martin Luther King, Jr.)
- "The Ballot or the Bullet" (Malcolm X)
- *The Autobiography of Malcolm X* (Alex Haley with Malcolm X)
- various speeches from *The Norton Anthology of African American Literature*
    - Malcolm X
    - Martin Luther King Jr.

Windsor Public Schools
Curriculum Map for the Secondary Level
African-American Literature

Name of the Unit:	**Length of the unit**:
UNIT 4: The Modern African-American Voice	13 Blocks

Purpose of the Unit:

The purpose of this unit is to examine and participate in the contemporary African-American identity. Students will use their personal experiences and concepts they have learned to explore how the history of African-American literature and scholarship informs the ideas of the modern day.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

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.

W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Big Ideas:	**Essential Questions**:
- African-American identity creation is still an ongoing process, fraught with new challenges. - African-American art is informed by the thought, experiences, and art of the previous generations (both African-American and Eurocentric). - **Optional, based on time:** "Intersectionality" explores the interconnectedness among all forms of oppression that eventually creates an unjust society for many people.	- In what ways has African-American identity-creation changed in the modern day? - In what ways is modern and contemporary African-American literature a continuation of the work that came before? - **Optional, based on time:** How do experts define "intersectionality" and how does it apply to you?
Students will know: - how different minority groups interact with each other; - how cultural and political conflicts change over time; - that modern/contemporary African-American writers built on both the classic canon and earlier works of African-American art. Refer to the links below: Depth of Knowledge LA	**Students will be able to**: 1. Connect their cultural, social, and political experiences to those of the authors. 2. Interpret why political and cultural conflicts change. 3. Examine cultural and political conflicts over time. 4. Identify and expand upon the ways that African-American authors write by making use of influences from both prior African-American literature and the European tradition ("classic canon"). 5. Define the following key terms: - persona - spoken word poetry - rhetoric - contemporary - "intersectionality" - feminism - Critical Race Theory - sociology Refer to the links below: Depth of Knowledge LA

Significant task 1: *Persona Discussion*

Using the close-reading skills acquired from the first three units, students will critically and closely read Gil Scott-Heron's "The Revolution Will Not Be Televised." (A completed, annotated close-reading must be submitted with the final product of the task.) Within their close-reading, students must evaluate Scott-Heron's message.

Then, they will prepare for a Persona Discussion by completing a 3-Column Note Sheet on which they will compare Scott-Heron's central message to that of Dr. Martin Luther King, Jr. and Malcolm X. Students must use their notes to answer this question: Based on the readings by each artist/author, what is each saying about the modern African-American identity? The note-taking can be accomplished individually, or in groups. Within their notes, students should include textual references to support their ideas. Therefore, students will need access to their previous readings, by Dr. King and Malcolm X, to complete this step.

Then, in three groups, students will engage in persona discussions. These discussions will be graded using the 21st Century Rubrics for oral communication and/or collaboration. Each group will be assigned a writer/artist, i.e., one group will represent Scott-Heron, another will be Dr. King, and the final group will embody Malcolm X. The groups will have to answer the essential questions (below) *as if they are* that writer/artist. The groups therefore assume the persona of Scott-Heron, King, and Malcolm X.

Essential Questions:

- In what ways has African-American identity-creation changed in the modern day?
- In what ways is modern and contemporary African-American literature a continuation of the work that came before?

As a follow-up, students will write a 1-2 page Reflection Journal in which they use their knowledge from the previous units, the Persona Discussion, and their personal experience to answer the essential questions themselves. This Reflection Journal will be graded with a Journal Rubric.

Timeline: 4 Blocks

Key vocabulary:
- persona
- spoken word poetry
- rhetoric
- contemporary

Resources:
- "The Revolution Will Not Be Televised" (Gil Scott-Heron)
- previously read texts by Dr. Martin Luther King, Jr. and Malcolm X

Significant task 2: *Close-Reading Composition*

THIS IS A MULTI-TIERED TASK

Reading and Tracking

1. The students in the class will read one comprehensive, full-length work by a contemporary African-American author (see resources below). While reading, they should track their findings using any of the following methods:
    - a Dialectical Journal
    - multiple Post-In Note Annotations
    - other Journal Options

Book Talks

2. After completing the text, students will choose an "Anchor Passage" from it. To help refresh their

memory and to make explicit that this is simply an extension of the work they have already accomplished in the course, the instructor may deliver some direct instruction about how the principles of close-reading for a speech/non-fiction text are very much related the principles of close-reading longer works of fiction or drama. This Anchor Passage will serve as the starting point for Book Talks. The Book Talks will be used to prepare for the writing. During these discussions, students will create questions about African-American identity formation. Question Starters will be available. Students will use their tracking, Anchors, and questions to drive their talks. This portion of the task will be graded with the 21st Century Rubric for oral communication.

Writing

3. Students will use their tracking, book talks, and anchor as the foundation for the final Literary Analysis Essay. This essay will be graded using the 5-Level Rubric. This essay should be completed mostly at home, in drafts. Pre-writing and peer review can occur in class. In this analysis, students will use their text to support a claim about any one of the following Big Ideas:

    - African-American identity creation is still an ongoing process, fraught with new challenges.
    - African-American art is informed by the thought, experiences, and art of the previous generations (both African-American and Eurocentric).
    - "Intersectionality" explores the interconnectedness among all forms of oppression that eventually creates an unjust society for many people.

Timeline: 4 Blocks

Key vocabulary:

- persona
- rhetoric
- contemporary
- "intersectionality"

Possible Resources:

- Any August Wilson play from the second half of his Pittsburgh Cycle (*Fences, Two Trains Running,* or *Jitney* are recommended)
- *Wild Seed* (Octavia Butler)
- *If Beale Street Could Talk* (James Baldwin)
- *Go Tell it on the Mountain* (James Baldwin)

- "Strange Fruit," performed by Billie Holiday
- "Hurricane" (Bob Dylan)
- Various Songs, Kanye West
- Any popular song (any era), pending teacher approval

Significant task 3 (optional): *Direct Instruction—Intersectionality*

The teacher will deliver an introductory lecture or presentation about "intersectionality." To extend their learning, students will write a Personal Narrative that attempts to pinpoint a time in their life when they saw

"intersectionality" function (or they may compose a narrative that they think *could* happen in their world that shows "intersectionality"). Students must see several models first, since this assignment asks them to do the highest-order thinking they will do in the course.

The teacher has the option of using this task in place of the unit post-assessment.

Timeline: 1 block

Key vocabulary:

- "Intersectionality"
- feminism
- critical Race Theory
- sociology

Common learning experiences:

- Teacher-modeled close-read of "All of the Lights" by Kanye West
- Direct instruction regarding the form, history, and purpose of spoken word poetry
- Direct instruction regarding the uniform nature of close-reading across genres/types of text
- Listen to Billie Holiday's rendition of "Strange Fruit"
- Listen to Bob Dylan's "Hurricane"
- Full-class reading of "New York is Killing Me," profile of Gil Scott-Heron in the *New Yorker* (Alec Wilkinson)

Common assessments including the end of unit summative assessment:

FINAL ASSESSMENT

Spoken Word Performance
As the final assessment in the course, students will have creativity and flexibility to work within a form with which they are familiar- a Spoken Word Performance. This final assessment is a synthesis of all concepts, genres, and skills mastered during the course. The students are writing, finalizing, and performing their own spoken word performance.

The content of the spoken-word poetry can be related to *any* learning from the course (i.e., African-American identity creation, personal identity creation, accommodationism, agitation, a specific author or text, the experience of the course, etc.). In this assessment, the students will:

- Compose a rough draft of their spoken word text;
- Participate in a peer-editing protocol to improve that rough draft;
- Perform their piece in front of the class;
- Evaluate their classmates' spoken word texts.

Students will be graded with the 21st Century Rubric for oral communication and/or a Performance Rubric.

Teacher notes:

Key Vocabulary:

- persona
- spoken word poetry
- rhetoric
- contemporary
- "intersectionality"
- feminism
- Critical Race Theory
- sociology

Possible Resources:

- Any August Wilson play from the second half of his Pittsburgh Cycle (*Fences, Two Trains Running,* or *Jitney* are recommended)
- *Wild Seed* (Octavia Butler)
- *If Beale Street Could Talk* (James Baldwin)
- *Go Tell it on the Mountain* (James Baldwin)

- "Strange Fruit," performed by Billie Holiday
- "Hurricane" (Bob Dylan)
- Various Songs, Kanye West
- Any popular song (any era), pending teacher approval

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion & Clothing I

Purpose of the Course: Fashion & Clothing I will provide students with an introduction to the world of garment construction. Students will acquire and expand basic sewing skills through the use of commercial patterns. As part of this process students will learn about essential construction tools, how to safely set up and use a sewing machine; create a clothing construction portfolio, encompassing machine parts, textiles, sewing samples, sewing vocabulary, and use of commercial patterns. They will construct at least two garments, each progressively more difficult. Students will also research the history of a particular aspect of fashion. Throughout this course there will be ongoing focus on improving critical thinking and problem solving skills. Students will have the opportunity to engage in application of these skills as they participate in project based learning that is inherent in this course. In addition, 21st century learning skills: working collaboratively; problem solving; critical thinking; as well as reading, writing, research, and, presentation skills are applied in this course.

Name of the Unit: Tools of the Trade Unit 1	Length of the unit: 7 Blocks (86 min. blocks)
Purpose of the Unit: This unit introduces students to essential tools utilized in the clothing construction industry. A wide range of hand tools and the sewing machine will be introduced and explored. The purpose and function of sewing tools, sewing machine parts and the function/purpose of those parts will be studied. Students will also learn how to wind a bobbin and complete both the upper and lower thread paths. In addition, students will learn which parts must be checked on their machine each time before they sew in order to use the machine safely. Students will also be encouraged to use critical thinking skills and problem solving skills as part of the learning process. Students will use interactive construction portfolios throughout this unit.	

FACS Standards Addressed in this unit:
Explain the purpose of and use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair D13.
Demonstrate skills needed to produce, alter, or repair textile products and apparel 11.13

Common Core State Standards Addressed in the unit:
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context.
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking.
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues.

Big Ideas:	Essential Questions:
• Knowing how to produce, alter, or repair textile products and apparel is a life skill. • Knowing how to utilize resources available for independent problem solving is a life skill.	• How does knowledge of tools of the construction industry affect you personally? • Why is it vital to know how the sewing machine works? • In what ways does critical thinking and problem solving impact your learning?
Students will know: • The role of safety in use of tools and equipment • The role of hand tools in garment construction • How proper set up of a sewing machine impacts safe use of the machine • The process of elimination for machine jams	Students will be able to: • Identify basic hand tools of the trade and their function • Safely use a variety of tools • Identify machine parts and their function • Independently wind a bobbin • Independently complete both the upper and lower thread paths • Check their sewing machine for safe use • Problem solve any issues with the machine jamming • Complete the 'every time before you sew' safety assessment sheet

Significant task 1: The Sewing Machine- Parts and Use

In a whole group students will discuss why it is important for them to know how to properly set up a sewing machine. Guiding questions will be provided as needed to help students make the connection between proper use of a sewing machine and understanding identifying the parts and their function.

In pairs, students then will participate in collaborative hands- on sewing machine labs in which they explore the parts of a sewing machine. Students will be given guiding clues to locate and identify parts of the machine and their purpose: reverse lever, pattern selector dial, stitch length dial, bobbin winding spindle, spool cap, flip top lid, stitch guide, thread tension dial, pressure foot tension dial, bobbin plate cover, thread cutter, pressure foot, feed dogs, light, spool pin, pressure foot screw, carry handle, hand wheel, clutch knob, on/off switch, power socket, needle plate cover, needle clamp, pressure foot lifter, thread take up lever, throat plate, foot control, upper thread guides.

As parts are identified, students will add the name to a picture of the machine, which becomes part of their portfolio. Concurrently, students will highlight the machine parts that must be checked to safely utilize a sewing machine.

In a whole group students will be introduced to preparing a sewing machine for use; including how to wind a bobbin and how to complete the upper and lower thread paths. Demonstrations will be performed utilizing the document camera and a sewing machine. Pictures of machines with thread paths highlighted will be provided and added to construction portfolios. Students are encouraged to follow 21st century learning rubrics- critical thinking skills, problem solving skills and working collaboratively (previously reviewed). Students will work individually to prepare a machine for use, utilizing their portfolio as a guide when needed. Finally, each student will demonstrate safe machine operation in the sewing machine proficiency test.

Timeline: 5 blocks (86 min. blocks)

Key vocabulary: reverse lever, pattern selector dial, stitch length dial, bobbin winding spindle, spool cap, flip top lid, stitch guide, thread tension dial, pressure foot tension dial, bobbin plate cover, thread cutter, pressure foot, feed dogs, light, spool pin, pressure foot screw, carry handle, hand wheel, clutch knob, on/off switch, power socket, needle plate cover, needle clamp, pressure foot lifter, thread take up lever, throat plate, foot control, upper thread guides.

Timeline: 5 class periods (86 min. blocks)

Common learning experiences:

- Review of school-wide rubric goal #2- working collaboratively
- Review of school-wide rubric goal #4- critical thinking
- Review of school-wide rubric goal #5- problem solving
- Hand tool exploration -understanding hand tools - Key vocabulary to go into portfolio: tape measure, seam/seam gauge, yard stick, pin cushion, shears, pinking shears, seam ripper, rotary cutter, tracing wheel, tailor's chalk, fabric marking pen, clover markers, disappearing markers, thimble, needle threader, pointer, thread, fabric, ironing board, iron, pressing ham, sewing machine.
- Direct instruction/guiding questions to supplement student findings
- Tool hunt
- Sewing machine exploration
- "Every Time Before You Sew" checklist for safe use of sewing machine
- Learning how to wind a bobbin, and thread the machine
- Exit Slips-what did you learn today slips

Common assessments including the end of unit summative assessment:

- Pre-test – vocabulary
- Informal assessment of hand tool knowledge
- Portfolio check
- Tool quiz-vocabulary
- Machine parts pre-test
- Use of machine proficiency test

- Vocabulary post test

Common rubrics:

- School-wide rubric #2- working collaboratively
- School- wide rubric #4-critical thinking
- School- wide rubric #5- problem solving
- Garment construction rubric

Teacher notes:

Prior to unit I students will set up a construction portfolio. This portfolio will be utilized throughout the semester for a variety of purposes. The portfolio consists of the following categories: Course formation, Tools of the trade, Machine Parts/Machine Threading Instructions, 'Every Time Before You Sew' information sheet, Vocabulary, Patterns: envelopes & symbols, Body Measurements, Textiles, Assessing seams, Sewing samples, Questions/Reflections.

Prior to introduction to tools and the sewing machine, review school- wide rubric #2 working collaboratively, #4- critical thinking, and #5 problem solving.

Provide students with tool pages for their portfolio for the hand tool common learning experience

Regarding significant task 1- Provide students with pictures of the sewing machine to assist in learning the parts, the steps to wind a bobbin and thread the machine.

For the lesson on the sewing machine parts, provide guiding hints and tips on parts as needed; such as 'when you turn this the needle goes up and down', 'this helps hold the fabric down when you sew', etc.

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion & Clothing I

Name of the Unit: Construction Portfolio Unit 2	Length of the unit: 12 Blocks (86 min. blocks)
Purpose of the Unit: The purpose of this unit is to provide students with the opportunity to learn and practice sewing skills and techniques. Students will learn marking techniques, a variety of seam styles and top stitching methods. Students then will demonstrate their understanding of concepts through the creation of hand sewing samples. After completing their samples, students will learn how to accurately assess quality seams and construction skills through the use of self- assessment rubrics. There is significant focus on the 21st century learning skills in this unit: problem-solving, critical thinking, and working collaboratively.	

FACS Standards Addressed in this unit:
Explain the purpose of and use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair D13.
Demonstrate skills needed to produce, alter, or repair textile products and apparel 11.13

Common Core State Standards Addressed in the unit:
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context**.**
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking.
Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues.

Big Ideas:	Essential Questions:
• Knowing how to produce, alter, or repair textile products and apparel is a life skill. • Proper preparation promotes success. • Problem-solving skills are useful beyond the classroom.	• How can creativity be demonstrated in garment construction? • Can garment construction be a form of art? • Why is it important to learn how to self-assess?
Students will know: • The best method of transferring pattern marking to the fabric based on fabric type • Types of seam finishes best suited for a variety of fabrics • The attributes of hand vs. machine sewing	Students will be able to: • Demonstrate three methods for transferring pattern markings to fabric: tailor's chalk, tracing paper and wheel, tailor tacks. • Demonstrate straight, curved, and 90° turns. • Use proper construction methods to sew: seams: standard 5/8" seam seam finishes: zig-zag, serged, stitched and pinked darts: single-pointed hem finishes: hand and machine elastic casing gathering closures: buttons, hook and eye

Significant task 1: Construction Portfolio- samples part 1-marking fabric
Students, in a whole group, will be presented information on a variety of marking techniques. The document camera will be utilized for demonstration purposes. Students will be invited to participate in the demonstration and encouraged to discover methods of marking. A whole group discussion will be utilized to determine which methods are best suited to different fabrics/applications.

Following the demonstration, students will be given the materials necessary to complete various marking techniques. As they work individually, students will be encouraged to utilize resources within the classroom: their sample construction portfolio, peer assistance, written information, class word wall, and course text. Upon completion of their samples, students will assess both their work and their demonstration of 21st century skills utilizing rubrics, and then add the samples into their construction portfolio.

In this and subsequent units, vocabulary will be presented as it arises from group and individual projects. Students will use nonlinguistic representation methods to gain mastery of the concepts, and then add their work to their portfolio. In addition, as vocabulary terms are reviewed, students will add the words to the class word wall.

Timeline: 2 blocks (86 min. blocks)

Key vocabulary: tailor's chalk, tracing paper, tracing wheel, tailor tacks, fabric markers

Resources: marking tools, fabric, sample portfolio, Clothing Construction book; McGraw-Hill, self-assessment rubrics

Common learning experiences:

- sewing techniques and their application to a variety of fabrics
- various aspects of sewing techniques and their application to a variety of garments
- vocabulary -non-linguistic representation
- word wall
- hand sewing techniques
- machine sewing techniques
- direct instruction to supplement student findings
- create construction portfolio
- exit slips

Common assessments including the end of unit summative assessment:

- self-assessment – marking rubric
- self-assessment – hand sewing samples rubric
- self-assessment – machine sewn samples rubric
- end if unit summative assessment – written format
- self-assessment – 21st century learning rubrics – problem solving skills, critical thinking, and working collaboratively

Teacher notes:

Prior to the start of the construction portfolio, students will have a short lesson on the topography of fabric; this should include lengthwise grain, cross grain, finished edge, raw edge, fold, straight of the grain. Although fabric topography is a short lesson it is an essential lesson prior to the start of the construction portfolio.

It is also recommended that students brainstorm and compile a list of reasons for completing a construction portfolio, including ways completion of the portfolio will aid in garment construction.

Students are strongly encouraged to practice problem-solving, critical thinking and collaborative work skills in this course. The 21st century learning rubrics – problem-solving skills, critical thinking, and working collaboratively should be reviewed prior to introducing the construction portfolio.

While there is a timeframe for this portfolio, students should be encouraged to work at their own pace. Students who excel should be provided with additional samples to complete to extend and deepen their learning.

Windsor Public Schools
Curriculum Map for the Secondary Level
Fashion & Clothing I

Name of the unit: Use of a commercial pattern for garment construction Unit 3	Length of the unit: 20 blocks (86 minutes blocks)
Purpose of the unit: The purpose of this unit is to give students the opportunity to explore the various aspects of a commercial pattern: pattern envelope, instruction sheets, and pattern symbols and then use a pattern to construct two garments. Significant emphasis is placed on 21st century learning skills: problem solving skills, working collaboratively and critical thinking skills.	

FACS Standards Addressed in this unit:
Explain the purpose of and use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair D13.
Demonstrate skills needed to produce, alter, or repair textile products and apparel 11.13

Common Core State Standards Addressed in the unit:
Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context
Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking

Comprehension and Collaboration 10.SL.1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues.

Big Ideas: • Knowledge is a key to success in any endeavor. • Having the skills needed to produce, alter, or repair textile products and apparel is a life skill.	Essential Questions: • Why "do it yourself" if you can afford ready-made items? • How does proper fit affect the look of apparel? • Does tool quality matter?
Students will know: • The uses of a commercial pattern • The topography of fabric	Students will be able to: • Demonstrate an understanding of commercial pattern instructions, proper layout techniques, pattern markings, and symbols. • Utilize basic skills for constructing and altering textile products and apparel • Demonstrate 21st century learning skills as they apply to project-based learning.

Significant task 2: Garment Construction

Students will work in small groups of 2 to 3 to determine proper layout of their pattern pieces. After determining proper layout, students will cut out their fabric, mark their fabric as needed, and begin the construction process. Each student in the small group will carry out these tasks for their own garments. As students progress through the construction process, they will be encouraged to utilize 21st century learning skills; problem solving, cooperative work, and critical thinking. As students develop their construction skills, they will be encouraged to work as independently as possible and to utilize resources available to them with in the classroom: construction boards, construction portfolios, word wall, peer assistance, and teacher guidance.

Upon completion of their project, students will assess their garment and their mastery of the 21st century skills utilized in this task. After completing their assessment, each student will meet with the teacher to review their findings.

Timeline: 12 blocks (86 min. blocks)

Key vocabulary: all vocabulary is from prior units –to be applied during the project based learning

Resources: commercial patterns, project boards, construction portfolios, clothing book– McGraw-Hill

Common learning experiences:

- vocabulary; nonlinguistic representation
- practice taking body measurements and converting results to pattern sizes
- pattern envelope exploration
- practice of layouts, cutting out, and marking
- garment construction
- self-assessment of garments
- conferencing with teacher
- exit slips

Common assessments including the end of unit summative assessment:

- written assessment of new learning
- ongoing self-assessment utilizing project boards, construction portfolios, peer and teacher feedback
- self-assessment utilizing garment construction rubric
- self-assessment utilizing 21st-century learning rubrics
- teacher assessment of garment quality
- teacher assessment of 21st century learning skills development

Teacher notes:
Prior to the start of significant task one students will learn how to take accurate body measurements and learn how to apply them to proper selection of pattern size.

It has been helpful to provide students with project boards based on the garments they are constructing. These boards, which provide both visual and written step-by-step instruction, allow students to improve their problem-solving skills through comparing and contrasting their own work with the work on the project board.

It is typical to see a wide range of skill levels in garment construction. For this reason, differentiating both instruction and product are important. Additional learning experiences should be made available for students who excel as well as additional guidance for students who struggle.

If time permits near the end of the semester, students may be assigned an independent research project. Working in small groups of 3-5, students research the history and development of a specific aspect of fashion and clothing. Using presentation technology, each group creates a timeline of important dates, descriptive passages, and appropriate images to reflect the information they learned. An exemplar should be presented and available for reference. As part of the project, students submit both source and note-taking pages to support their research.
The project culminates with each group presenting their project to the class.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Craig A. Cooke, Ph.D. **Presented By:** Paul Panos

Attachments:
1. Proposed Updated BL-9010 Limits of Authority, Paragraph 1.E.
2. Proposed Updated BL-9323, Construction of Agenda and Posting of Agenda
3. Proposed New P-5144.1 Physical Activity and Student Discipline
4. Proposed New P-6114.1 Fire Emergency (Drills)
5. Proposed New P-5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease

Subject: Policy Adoptions, 2nd Reading

BACKGROUND:

The Board of Education Policy Committee has reviewed the following policies and is recommending immediate adoption.

STATUS:

1. BL-9010 Limits of Authority and BL-9323 Construction of Agenda and Posting of Agenda will be revised to reflect new language.
2. Proposed P-5144.1 Physical Activity and Student Discipline. Public Act 13-173 requires Boards of Education to adopt this policy to comply with new legislation.
3. P-6114.1 Fire Emergency (Drills). Superintendent reviewed current guidelines and procedures and created a new policy to align with an updated administrative regulation.
4. P-5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Policy was proposed to align with the state's guidance in this area.

RECOMMENDATION:

Move the Board of Education adopt Policies 5144.1 Physical Activity and Student Discipline, 6114.1 Fire Emergency (Drills), 5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease and revised By-laws 9010 Limits of Authority and 9323 Construction of Agenda and Posting of Agenda.

Recommended by the Superintendent: _____

Agenda Item # 6f.

Section: **Bylaws of the Board**

Subject: **LIMITS OF AUTHORITY** **BL-9010**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. Transaction of Business:

A. The Board shall transact all business at a legal meeting of the Board.

B. The Board shall concern itself with Board questions of educational policy, and not with administrative details.

C. Board members have no individual authority. Individual members shall make no commitments for the Board or issue orders for the Board, except when executing an assignment delegated by the Board.

D. The Board member does not represent a factional segment of the community, but a part of the body that represents and acts for the community as a whole.

E. In order for an item to appear on the agenda of the Board of Education other than normal business items, at least three members of the Board of Education must assent or request that the matter be placed on the agenda. Board of Education members should communicate their requests to the President of the Board of Education. **If three or more Board of Education members request an item to be on the agenda, then the item shall be placed on the agenda.**

2. Research reports

A. In order to insure that staff time is allotted wisely, requests for detailed research or reports by staff must be made by three Board members.

Bylaw Adopted: January 19, 2005

Section: **Bylaws of the Board**

Subject: **CONSTRUCTION OF AGENDA AND POSTING OF AGENDA** **BL-9323**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Superintendent in cooperation with the President of the Board of Education shall prepare an agenda for each meeting. Any member of the Board of Education may contact the President of the Board of Education or the Superintendent and request that an item to be placed on the agenda prior to the legally required public posting of the agenda. ~~At least three Board of Education members must agree to the additional agenda item before it will be placed on the agenda.~~ **If three or more Board of Education members request an item to be on the agenda, then the item shall be placed on the agenda.**

Posting of Agenda

At least twenty-four (24) hours prior to the time of the regular or special meeting, an agenda will be posted by the Superintendent of Schools for the Board of Education.

An agenda will be posted at Town Hall and the Administrative Offices of the Board of Education. Agendas will also be posted on the Board's web site and be placed in each school in a place readily available to parents and teachers, as well as in the Public Libraries. Copies of the agenda will be sent to the newspapers serving the Town of Windsor.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed.: Notice of special meetings. Executive sessions.

Bylaw Adopted: January 19, 2005

Students **P-5144.1**

PHYSICAL ACTIVITY AND STUDENT DISCIPLINE

It is the policy of the Board to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

[NOTE: Public Act 13-173 requires boards of education to adopt a policy, as the board deems appropriate, concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day. Below is suggested language that prohibits a school employee from depriving elementary students from participating in the full 20 min/day of physical exercise required under current law. Boards may extend this prohibition beyond elementary students, as deemed appropriate by the Board.]

Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise. The Board prohibits school employees from disciplining elementary school students by preventing them from participating in the entire time devoted to physical exercise during the regular school day. **This policy does not prevent a student from being disciplined or being sent to the office during the physical activity.**

Prohibition on Compulsion of Physical Activity as a Form of Discipline:

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

Definition:

For the purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

~~**Disciplinary Action for Failure to Follow Policy:**~~

~~Any employee who fails to comply with the requirements of this policy may be subject to discipline up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the district.~~

Legal References:

Connecticut General Statutes: § 10-2221o Lunch periods. Recess
Public Act 13-173, "An Act Concerning Childhood Obesity and Physical Exercise in the Schools"

ADOPTED: _____
REVISED: _____

9/1/13

Instruction

Fire Emergency (Drills)

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each building principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

Policy adopted:
Policy revised:

Instruction

Fire Emergency (Drills)

In the event that fire is discovered in any of the school buildings, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

1. Students must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.

2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.

3. All stairways and exits must be marked. Exit lights must be on at all times while the building is in use. Fire doors to stairwells and other enclosed areas must be kept closed at all times.

4. Clear directions shall be posted in all rooms concerning procedure and route in case of fire exit drill. Every member of the school shall know the location of stairways and exits and the proper route and alternate route for leaving the building.

5. The principal of each school is responsible for organizing and maintaining an effective system of fire exit drills. He/she is expected to provide, within the intent of these regulations, for all adjustments peculiar to the needs of his/her building at any particular time for prompt and safe evacuation. The principal shall designate and notify sufficient staff members to assume responsibility in his/her absence so that at all times there will be a person responsible for this task in the building.

6. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

Regulation issued:
Regulation reissued:

Students **P-5141.25**

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

The Windsor Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Windsor Public Schools adopt the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies and/or glycogen storage disease is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much information about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of children with a glycogen storage disease to notify the school of the disease, providing as much information about the extent and nature of the glycogen storage disease as is known, as well as any known effective treatment for the glycogen storage disease.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district determines that a child has a life-threatening food allergy or glycogen storage disease, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.

2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not

limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with glycogen storage disease, the IHCP may include strategies designed to ameliorate the risk of such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

   a. classroom environment, including allergy free considerations;
   b. cafeteria safety;
   c. participation in school nutrition programs;
   d. snacks, birthdays and other celebrations;
   e. alternatives to food rewards or incentives;
   f. hand-washing;
   g. location of emergency medication;
   h. risk management during lunch and recess times;
   i. special events;
   j. field trips;
   k. extracurricular activities;
   l. school transportation;
   m. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
   n. staff notification; and
   o. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical

emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

a. The child's name and other identifying information, such as date of birth, grade and photo;
b. The child's specific allergy;
c. The child's signs and symptoms of an allergic reaction;
d. The medication, if any, or other treatment to be administered in the event of exposure;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having glycogen storage disease. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with glycogen storage disease, the ECP should include the following information:

a. The child's name and other identifying information, such as date of birth, grade and photo;
b. Information pertaining to the child's condition;
c. The child's signs and symptoms of a diabetic emergency;
d. The medication, if any, or other treatment to be administered in the event of same;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current health information from the parents/family and the student's health care provider, including the student's emergency plan and all medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.

9. A student identified as having a life-threatening food allergy or glycogen storage disease is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or EHP comply with the district's policies and procedures regarding the administration of medications to students.

11. Whenever appropriate, a student with a life-threatening food allergy and/or glycogen storage disease should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment (a life-threatening food allergy) that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or glycogen storage disease should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.

12. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies. Such training shall include, as appropriate for each school (and depending on the specific needs of the individual students at the school) training in the administration of medication with cartridge injectors (i.e. epi-pens) and/or preventative strategies to minimize a child's risk of exposure to life-threatening allergens, and the provision of food or dietary supplements for students with glycogen storage disease. School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of a diabetic emergency, and what to do in the event of an emergency. Staff training and education will be coordinated by [insert name of appropriate administrator/school nurse]. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies and glycogen storage disease, how to recognize symptoms of an allergic reaction and/or diabetic emergency and the importance of adhering to the school's policies regarding food and/snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life threatening allergens. Practices which may be considered may include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or glycogen storage disease. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or diabetic emergency and how to respond in the event of an emergency.

2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.

3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.

4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.

5. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.

6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should

occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

Legal References:

State Law/Regulations/Guidance

Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
Conn. Gen. Stat. § 10-212c Life-threatening food allergies: Guidelines; district plans
Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan.
Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.

Conn. Gen. Stat. § 52-557b "Good Samaritan law." Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render.
Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

September 2, 2013

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Blanca Jaramillo **Presented By:** R. Sills/B. Jaramillo

Attachments: Pertinent Information Related to the Costa Rica Trip

Subject: Costa Rica Overnight Field Trip: April 18 – 25, 2015, 1st Reading

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Background:

Students at Windsor High School will be provided the opportunity to travel to Costa Rica to experience firsthand Spanish culture with myself as tour leader encouraging students to experience and be exposed to culture bursting with diversity- geographical, cultural and biological. Students will also visit a school and interact with students in the target language.

Status:

A proposed field trip in April 2015 to Costa Rica is open to students enrolled in Spanish 3, Spanish 3H or above. Students that have completed Spanish 3 or Spanish 3H will also be eligible for this trip. The educational objectives of the trip, as well as the cost, itinerary, trip and cancellation insurance are included in the packet provided to the Windsor Board of Education. As part of the cost of the tour, I have included the price with the All Inclusive Insurance that each student will be required to purchase in the event that the Board determines that it is unsafe to travel at the time of the trip.

Recommendation:

The Windsor Board of Education approve the proposed trip to Costa Rica as a 1st Reading reserving the right to cancel if it feels the safety of the students may be at risk.

Reviewed by:_____ **Recommended by the Superintendent:**

Agenda Item # 6g.

Initiated and Requested by: Blanca Jaramillo School: WHS Grade(s): 9-12 FEB 28 2014

Destination: Costa Rica Date(s) of trip: April 18, 2015 - April 25th, 2015

1. Educational Objectives/References:

   see attachment.

2. Organization Profile:

   Explorica

   See attachment.

3. Itinerary:

   See attachment.

*Telephone number for emergencies only

(cell phone, etc.) will be sent prior to departure.

4. Housing:

5. Transportation:

   Carrier(s) Telephone No.

6.

7. Insurance:

   See attached.

7. Medical considerations/504:
   Health records reviewed: will be done prior to departure.

   First aid kit arranged:

   Nurse's signature: _____ date

8. Immigration regulations:

   Passport & letter of permission to travel with me notarized.

9. Student participation criteria:

   Spanish 3 or higher (current & former)

10. Fund raising activities:

    to be determined by group in September.

11. Actual cost to students: attached

    Scholarship available: _____ yes

    X no

12. Number of students participating: Need minimum of 6 participants

Chaperones: Names Qualifications

Blanca Jaramillo Teacher - has led groups to Mexico & Spain

ACTION: Curriculum Leader/Liaison: Blanca Jaramillo Date: 2/25/14

Principal: [signature] Date: 2/25/14

Superintendent: _____ Date: _____

- International travel requests must be submitted for approval at least nine (9) months in advance of trip.
- Overnight travel requests must be submitted for approval at least six (6) months in advance of trip.

This request complies with BOE Policy #6153 regarding Field Trips.

Teacher's Signature: Blanca Jaramillo Date 2/25/14

[illegible]
[illegible]
Boston, MA [illegible]
tel [illegible]
fax [illegible]

Blanca Jaramillo
Windsor High School
50 Sage Park Road
Windsor, CT 06095-3398
February 12th, 2014

To Whom It May Concern:

I am excited to be in involved in planning an educational tour with Windsor High School. In order to allow students to lock in our current price for the tour, we will need them to enroll by February 28th, 2014. I understand the school board must convene to discuss the trip and that this may delay students from enrolling on the tour. We are prepared to offer all students who sign up prior to the school board meeting a full refund if the school does not approve the trip. We must be notified in writing by March 21st, 2014 of the school's final decision. If the meeting is delayed, please contact us immediately.

Please feel free to contact either myself or Kestrel Dunn, Regional Manager at 888.310.7120 ext 352.

Thanks again for your interest in traveling abroad with Explorica!

With kind regards,

Lesley Noone
Client Experience Manager
888.310.7120 x115
lnoone@explorica.com

Educational Objectives

- To provide exploratory learning opportunities by immersing students in a culture which differs from their own.
- To provide an opportunity for students to develop a sense of a global citizenship.
- To provide students with an opportunity to learn about cultural similarities and differences between Spanish and American families.
- To provide students with an opportunity to extend a functional command of the language.
- To provide students with an opportunity to use the communication skill which they have learned in class.
- To provide students with a multicultural experience.
- To provide students with an opportunity to appreciate those of another cultural background and nationality.

Students Participation Criteria

This field trip will be opened to students enrolled in Spanish 3, Spanish 3H or above. Students that have completed Spanish 3 or Spanish 3H will also be eligible for this trip.

Tour: Costa Rican Highlights

Tour Center ID:
Jaramillo-5280

Departing From:
New York City

Departing From: New York City

Departing:
April 18, 2015

Returning:
April 25, 2015

Tour Fee increases on
March 1, 2014

YOU CAN SIGN UP AT:
http://www.explorica.com/Jaramillo-5280

Total Fee:* $2,217.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee*	$2,109.00
On-Tour Tipping	44.00
Weekend Supplement (Departing)	35.00
Weekend Supplement (Returning)	35.00
Travel Protection Plan Plus	144.00
** 2015Savings	-150.00
Total Fee*	$2,217.00
OR 12 monthly payments of	$164.50
After initial payment of	$243.00

* Tour Fee increases on Mar 1, 2014, tour fee will never change after sign-up.
** Only valid with voucher code 2015Savings

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	$130.00
Twin Room Upgrade	$245.00
Additional Adult Fee	$375.00

Day 1 Hola Rincón de La Vieja

Meet your Tour Director & Travel to Rincón de la Vieja

Day 2 Rincón de La Vieja National Park

Optional Canopy Tour $50

Horseback ride to waterfalls

Details: Horseback ride to waterfalls

Had enough hot lava? Cool off with a leisurely ride on horseback to the hacienda's waterfalls, where you can splash to your heart's content.

Day 3 Rincón de La Vieja--Arenal

Guided excursion to Rincón de La Vieja Volcano Park

Travel to Arenal

Hot Springs visit

Details: Guided excursion to Rincón de La Vieja Volcano Park

The vaporous clouds of this area were once said to hide a witch, a local princess whose angered father had thrown her husband into the volcano. The devastated princess retreated into the volcano's shadow, where she spent the rest of her life concocting spells for the town's residents. The volcano's name, "The Nook of the Old Woman," comes from this legend. View this haunting landscape of bubbling craters as you approach this 6,285-foot-high, very active volcano.

Details: Hot Springs visit

Let the volcanoes take you away. At Arenal's hot springs, bubbling lava fields heat the waters to make nature's own jacuzzi.

- Round-trip airfare
- 7 overnight stays (8 with extension) in hotels with private bathrooms
- Breakfast daily
- Lunch daily
- Dinner daily
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary

Day 4 Arenal--Monteverde

Kayaking tour on Lake Arenal

Travel to Monteverde

Details: Kayaking tour on Lake Arenal
Glide along the still waters reflecting the perfect cone of Arenal Volcano and the surrounding rolling hills. Lake Arenal, the country's largest, is also among its most scenic, and the area has become popular area to kayak, windsurf, sail, fish, and hike.

Details: Travel to Monteverde
Because of its humidity and latitude, the entire city of Monteverde can disappear in a second under a massive cloud cover. Founded by Quakers in 1951, the city boasts the best in Costa Rican creatures. Observe a proud display of howler monkeys, revered quetzals and native frogs in the dense cover of the cloud forest.

Day 5 Monteverde Landmarks

Walk in Monteverde Cloud forest Reserve

Santa Elena Biological Reserve

Local school visit

Serpentine Museum visit

Details: Santa Elena Biological Reserve
Get your spider monkey fix as you climb into the clouds. The Santa Elena Reserve reaches high into the atmosphere, bringing the cloudy mists into its lush forests and letting you see all the way to the Arenal Volcano.

Details: Local school visit
Take the opportunity to enrich a Costa Rican school with gifts of notebooks, pens, erasers -- all basic supplies that few students here can afford. Learn how rural communities are working to give their children educational opportunities in extremely difficult conditions, often with dozens of students in all different grades taught in a single classroom. We will stop to pick up supplies before visiting, but feel free to bring donations of school supplies like chalk or paper from home, too. (If schools are not in session, you'll be able to give gifts of t-shirts, socks, and other clothing to local children.)

Details: Serpentine Museum visit
Learn about the life cycles, diets and habitats of Costa Rica's native snakes and watch as they slither around in their simulated environments.

Day 6 Monteverde--Guanacaste

Travel to Guanacaste

Palo Verde Boat Tour

Travel to Papagayo Gulf

Free time on Guanacaste Beach

Details: Travel to Guanacaste

- Horseback ride
- River rafting on extension
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided

Mosey on through Costa Rica's "Old West." Cows, horses, and sauderos (Costa Rican cowboys) ride across the sun-struck landscape of this arid region. Seek out the local Guancaste tree, whose oddly shaped seedpods have given it the name "Monkey Ear Tree."

Details: Palo Verde Boat Tour
Hop on this river boat for a cruise through the murky water and into the scraggly mangroves of the Palo Verde National Park. Keep a look out for American alligators sunning themselves on the banks, white-faced monkeys swinging through the branches and colorful macaws flying overhead as you make your way through the park.

Day 7 Guanacaste

Free time on Guanacaste Beach

Day 8 End Tour

79935

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 9/9/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME	
Commercial Lines - (617) 330-1005 Wells Fargo Insurance Services USA, Inc 699 Boylston St 6th Floor Boston, MA 02116	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Explorica, Inc 145 Tremont Street 6th Floor Boston, MA 02111	INSURER A: Berkley Insurance Company	32603
	INSURER B: Travelers Indemnity Co of Connecticut	25682
	INSURER C: Hartford Casualty Insurance Company	29424
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 6559543 **REVISION NUMBER:** See below

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER X POLICY PRO-JECT LOC			EOL9474195-04	09/01/13	09/01/14	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG PER OCCR DEDUCTIBLE	$ 5000000 $ 50000 $ 1000 $ 5000000 $ 5000000 $ 0 $ 25000
B	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS X SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			BA-7800C766-13	08/13/13	8/31/14	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE AGGREGATE	$ $
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N / N/A If yes, describe under DESCRIPTION OF OPERATIONS below			08WECRH8114	09/01/13	09/01/14	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1000000 $ 1000000 $ 1000000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Coverage

CERTIFICATE HOLDER	CANCELLATION
Evidence of Coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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Explorica terms & conditions

The following terms & conditions are valid until August 31, 2014, and for travel between October 1, 2013, and September 30, 2016

What does the tour fee include?

- Round trip airfare from your departure city
- Accommodations that sleep 3 to 4 per room (except on night trains, cruises, and ferries), always with private bathrooms, unless otherwise noted
- Airport transfers at destination (except when booked Land Only) and all transportation between cities, except when deviating from your group
- Local public transportation to all scheduled itinerary activities
- Breakfast daily, as per program description
- Dinner daily at your destination (unless otherwise noted)
- All excursions led by professional local guides per program description
- City walks led by an Explorica Tour Director, per program description
- Visits to select attractions and theater tickets, per program description
- Full-time services of a professional Tour Director
- 24-hour emergency service
- A $100 discount on a future international tour or a $50 discount on a future U.S. or Canada tour with Explorica
- Access to your personal Tour Center for six months after each tour

If we fail to deliver any of the above services, we will promptly refund you its value.

What does the tour fee not include?

- Passport, visa, transit visa and any required travel insurance
- Taxes, fuel surcharges, and airport fees*
- Beverages at dinner
- Lunch, unless specified in the itinerary
- Optional excursions and/or extensions (including cruise shore excursions)
- Explorica's Travel Protection Plan
- Local transportation to unscheduled activities
- Tips to Tour Director, bus drivers, local guides, and cruise staff*
- Weekend supplement of $35, if your departure or return flight falls on a Friday, Saturday, or Sunday (does not apply to tours to the U.S., Canada, or Puerto Rico)
- Any applicable private group fee or small group supplement
- Any applicable baggage handling fees imposed by airlines

How do I enroll?

We use the Internet and email as our primary method of communication, a system that enables us to keep our costs—and yours—down. As such, we require a valid, current email address with which we may effectively correspond with you. Online, phone, and fax enrollments require a valid credit or debit card (MasterCard or Visa), or a valid checking account for electronic payment.

To enroll online:

Explorica strongly recommends you enroll online. It is the most immediate and seamless enrollment method, and it allows us to keep our prices low. To enroll online, go to Explorica.com and click on "Sign up."

To enroll by phone:

Call toll free, 1.866.310.7121 to speak to a Customer Care Representative.

To enroll by fax:

Complete the enrollment form in the Participant Registration Booklet and fax toll free to 1.888.375.6177. Faxes received after 5 PM EST will be entered the following business day.

To enroll by mail:

Fill in the enrollment form in the Participant Registration Booklet and mail it to:

Explorica Inc.
Attn: Admissions
145 Tremont Street, 6th Floor
Boston, MA 02111

All mailed enrollments may be paid by check, money order, credit or debit card (MasterCard or Visa), or electronic payment from checking account.

Note: Registration date considered date received, not date marked on mail.

Enrollment deadlines

Our tours fill up fast; enroll as early as possible. All enrollments (including enrollments received less than 105 days prior to departure) will be subject to a $150 late enrollment service fee and must immediately be paid in full, including this late service fee, by check or credit card, certified check, money order, or electronic payment from checking account. After late enrollment applications have been received, additional charges for last-minute flight reservations, increased Tour Fees, etc. may apply. Late applicants will be placed on a waiting list; if no space becomes available we'll refund the full payment, minus any reinstatement or previous cancellation fees that may apply. Please be aware we cannot guarantee that participants whose enrollments are accepted less than 105 days prior to departure will share any of the same flight itineraries as the rest of their group.

For the complete terms governing late enrollments, please contact Explorica or visit Explorica.com/tac.

What is the payment schedule and process?

Monthly automated plan

Pay your $99 deposit and travel protection plan costs with credit card or checking account upon enrollment, and the balance of your Tour Fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card, or checking account. If two consecutive payments are returned NSF or declined by your bank or credit card company, we will change your account to the 4 Step Manual Plan.

Full payment

Pay in full at time of enrollment.

4-step manual plan

Pay your $99 deposit and travel protection plan costs upon enrollment, $500 toward your Tour Fee 30 days later, and 75% of your remaining balance at 105 days or on to departure. The final remaining balance is due 65 days prior to departure and can be paid by check, credit or debit card, or checking account. If you enroll 150 days prior to departure or later, you will make only three payments: $99 deposit and travel protection plan costs at enrollment, 75% of your remaining balance at 105 days prior to departure, and the final balance at 65 days prior to departure. Please note that we do not automatically deduct payments on this plan; you must make each payment manually. All full paying participants, including participants who have previously traveled with Explorica, are required to pay the $99 deposit upon enrollment. Any participant who has already paid the deposit for a previous tour will receive a $100 credit on his or her Explorica account.

General payment information

We accept electronic checking account payments, MasterCard, Visa (and require a credit card or checking account payment for our monthly payment plans), money orders, online banking, and personal checks. Please note personal checks are only accepted until 105 days prior to departure, and checking account payments until 65 days prior to departure. Any payments made past the final payment deadline must be paid by certified check, money order, or credit card.

Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminder of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a $50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 90 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).

Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop payment order are subject to a $30 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule.

Mail checks or money orders to:

Explorica Inc.
Attn: Admissions
145 Tremont Street, 6th Floor
Boston, MA 02111

What is the cancellation policy?

Before the tour begins, Explorica reserves space for each enrolled traveler and thus incurs costs. For this reason, we must charge cancellation fees in order to protect your travel investment in the event you need to cancel your tour. Explorica recommends purchasing a travel protection plan. The following cancellation policies apply:

If you withdraw this many days prior to departure	The following cancellation fees apply
More than 140 days	$300 + the $99 deposit
140–106 days	$500 + the $99 deposit
105–66 days	50% of all fees + the $99 deposit
65–31 days	75% of all fees + the $99 deposit
30 days or less	No refund

*If you notify us of your cancellation in writing at least 24 hours prior to your departure, you will receive a $100 refund.

All cancellation requests must be submitted in writing by mail, fax or email to cancellations@explorica.com. If you cancel and name a replacement participant (subject to the rules of item 106 days prior to departure), we will refund $200 of your cancellation fees. Regretfully, we cannot refund late fees, bank fees, transfer fees, travel protection plan costs, or visa fees and we cannot transfer any payments between participants. Most participants will receive their refund within six weeks.

Reinstating enrollment

Participants who have cancelled and then want to rejoin the tour must pay a $50 reinstatement fee, plus any difference between the old and new Tour Fees and any applicable late fees, and their enrollment is subject to availability and to all conditions governing late enrollments (if applicable). Travelers must also repurchase insurance (if applicable).

What about a travel protection plan?

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

Explorica's Travel Protection Plan

Our standard travel protection plan covers you for the following events:

- A traveler's injury, sickness, or death of a family member
- Theft of passport or visas
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Trip cancellation or trip interruption on due to covered reasons such as a covered sickness, illness, injury or death
- Trip cancellation or trip interruption due to terrorist acts, as defined

Explorica's Travel Protection Plan Plus

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit.

With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you **for 75% of the non-refundable cancellation fees** which apply to your trip, provided:

1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip, and

2) you cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.

Travel protection plan benefits

The following benefits apply to both of Explorica's high-quality travel protection plans:

Trip Cancellation or Interruption. If you have to cancel or interrupt your Explorica trip after departure due to a covered injury, sickness, or death (your own or that of a travelling companion or a family member) or for other covered reasons such as: Cancellation or interruption of your Trip due to: inclement Weather, unannounced Strike, or mechanical breakdown that causes complete cessation of services of Your Common Carrier for at least 12 consecutive hours, a documented traffic accident while enroute to departure, being hijacked or quarantined, jury duty, destruction of your home or destination by fire, flood, burglary or natural disaster, being called to the emergency service of government to provide aid or relief in the event of a natural disaster, a documented theft of passports or visas, a transfer of employment of 250 miles or more, a Terrorist incident which occurs in a city listed in the itinerary of your Trip provided the Terrorist incident occurs within 30 days prior to the Scheduled Departure Date for your Trip, or revocation of military leave due to war.

Travel delay. Reimburses up to $100 per day, maximum of $500, for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay, injury, sickness, or death of you or your traveling companion, quarantine, loss of passport, travel documents, or money, or natural disaster.

Medical expense/emergency assistance. Provides reimbursement up to $25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to $750; the costs for emergency transport to home or an appropriate hospital, including escort expenses (if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of remains carriage if deceased, up to $50,000.

Baggage & personal effects. Coverage up to $2,000 for direct physical loss or damage to your baggage, passports, or visas while on your trip. A $500 maximum limit applies to jewelry, items, watches, cameras and camera equipment, and runs a $500 per article limit applies to all other items. If, while on your trip, your baggage, [illegible]

the purchase of necessary additional clothing and personal articles.

Pre-existing conditions waiver. The plan exclusion for pre existing conditions is waived if you purchase the plan within 14 days of your initial deposit payment for your trip.

A Travel Protection Plan, which provides complete details of the plan, including conditions, exclusions, and limitations, is available to you on our website by searching "travel protection plan" or at any time by request.

Please Note: This advertisement does not constitute or form any part of the Description of Coverage or any other contract of any kind. **This plan is underwritten by:** United States Fire Insurance Company, Edgartown, MA. Please Note: Plan benefits, limits, and provisions may vary by state jurisdiction. To review full plan details online, go to: www.tripmate.com/wpF4335. **Benefits are administered by:** Trip Mate, Inc., 9225 Ward Parkway, Suite 200, Kansas City, MO 64114, 1 800 882 7282 (in CA, dba Trip Mate Insurance Agency).

For more information on Travel Protection, visit http://www.tripmate.com/wpF4335.

The cost for Explorica's Travel Protection Plan is $12 per day of your tour, maximum $180. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

The cost for Explorica's Travel Protection Plan Plus is $16 per day of your tour, maximum $270. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

Explorica is USTOA insured

As an active member of the United States Tour Operators Association (USTOA), your tour investment with Explorica is protected by USTOA's $1 Million Travelers' Assistance Program, which covers Explorica customers in the unlikely event of Explorica's bankruptcy, insolvency, or cessation of business.

United States Tour Operators Association $1 million travelers assistance program

Explorica Inc., as an Active Member of USTOA, is required to post $1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica Inc. Customers in the unlikely event of Explorica Inc.'s bankruptcy, insolvency or cessation of business. Further, you should understand that the $1 Million posted by Explorica Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica Inc. Complete details of the USTOA Travelers' Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, or by email to information@ustoa.com, or by visiting their website at www.USTOA.com.

Are there optional extras for individual participants?

Explorica offers various options to enhance your overseas experience. You must register for the following optional extras at the time of your enrollment. Any changes to your itinerary after time of enrollment will be subject to availability and additional charges will apply. For further details, please consult an Explorica Customer Care Representative at 1 888 310 7121.

Alternate departure airport. Depart from a different airport than your fellow group members. You pay the Tour Fee from the alternate airport, plus a service fee of $145 if requested up to 130 days before departure. If requested between 129-90 days before departure the fee is $195. This option is not available less than 90 days before departure. Additional fees may apply, and your alternate airport must be one of Explorica's gateways.

Land-only tours. On many of our tours, you may arrange for your own airline tickets and join the group at the first hotel at the first overseas destination. We will discount your Tour Fee. Special conditions may apply for travelers who are minors. Please keep in mind that you should not make any flight arrangements until you receive your final tour itinerary and departure date from your Group Leader. For more details, go to explorica.com/faq.aspx.

Stay-ahead and stay-behind options. You may wish to spend time at your destinations before or after the scheduled tour. The fee for this service is $145 if requested upon enrollment. If requested after enrollment and up to 130 days before departure, the fee is $195. Additional fees may apply if requested or changed between 129–90 days before departure. This option is not available less than 90 days before departure. We will change your airline ticket, and you are responsible for all accommodations, meals, and transfers before and after the scheduled tour. Because we will arrange your airline tickets separately from your group's, we cannot guarantee that you will share any of the same flights, and additional fees may apply.

Accommodations. All participants aged 22 and younger room together in same gender triples or quads from the entire bus group (unless otherwise noted). Participants aged 22 and younger may choose to upgrade to stay in a double/twin room for an additional $35 per night ($70 per night on cruises and ferries). The deadline for requests for double/twin upgrades is 50 days before departure. Participants aged 23 or older are required to stay in a double/twin room and are therefore automatically charged the additional $35 per night ($70 per night on cruises and ferries). Participants aged 23 or older may choose to upgrade to stay in a single room for an additional $70 per night. Single rooms are not available on cruises and ferries. The deadline for requests for single room upgrades is 50 days before departure. For more information on accommodations, visit explorica.com/get-ready.aspx.

Optional excursions. On each program we offer a number of optional activities pre-negotiated with our overseas suppliers. Enrolling prior to departure helps us plan; we offer you a discount on each of these activities if you enroll 45 days or more before departure. [illegible] to your departure date, and you can enroll over the phone for most excursions up to 45 days prior to departure. After that date, you can register on a space available basis only during the tour itself. Some activities require pre-booking; please refer to the individual tour itineraries for booking specifics. All optional excursions are based on 20 paying participants. If there are fewer than 20 paying participants enrolled on an optional excursion, Explorica reserves the right to add a surcharge or cancel the optional excursion at its discretion.

Are there optional tour enhancements for the group?

The following additions and alternatives must be reserved for the entire group when the Group Leader creates a Tour Center.

Stay-ahead and stay-behind. If the entire group would like to arrive at the first destination a few days earlier or stay at the final destination a few days later than the scheduled tour, Explorica can change your airline tickets. The service fee is $50 per participant, plus additional costs for land arrangements, which will be passed along to the participants. This optional tour enhancement requires a minimum of 10 paying participants.

Tour extensions. Many of our programs offer extensions to the normal tour. These extensions must be booked at the time of enrollment, must apply to the entire group, and any changes will incur additional charges. All tour extensions are based on 25 paying participants. If there are fewer than 25 paying participants enrolled on a tour extension, Explorica reserves the right to add a surcharge or cancel the tour extension at its discretion.

Adults and children under 8

Our programs are primarily developed for youths, but adults are welcome to participate. As our prices are based on youth rates, we charge a flat rate adult supplement of $130 per adult (23 years of age or older). Adults are normally billed in twin rooms, unless a single room is requested. The double/twin or single room supplement will apply in addition to the adult supplement, and will be charged even if the adult requests a triple room. We do not accept applications for travelers under the age of 8 at time of departure.

General information

Any requested changes to itinerary, travel date, package type, group size, or other aspects of your tour made after your tour has been chosen may be subject to additional fees.

Please note that once a Group Leader chooses a new itinerary, new departure date, or small group supplement, that decision is binding for the group. Participants wishing to cancel their enrollments at that point must pay any applicable cancellation fees. Additionally, once a Group Leader or school board cancels a tour on behalf of the group, standard cancellation fees apply.

Guaranteed travel date tours. If your group enrolls on a Guaranteed Travel Date tour, your itinerary and departure date is guaranteed not to change. Please note that tour extensions and stay-ahead/stay-behinds are not guaranteed on Guaranteed Travel Date tours, and require a minimum number of travelers in order to run.

Private & Custom tours. Your group may elect to have its own bus and Tour Director rather than traveling with one or more other groups. A private tour will follow the published itinerary (including any tour upgrades or options your group has selected). The quoted fee for a private tour depends on your group size and tour length; if your final group size is less than the quoted group size at 105–30 days prior to departure, participants will be required to pay an increased private group fee or, if they choose to cancel, any applicable cancellation fees.

Consolidated tours. In order for us to offer the lowest possible Tour Fees, tour prices are based on a minimum of 35 paying participants. We therefore sometimes combine smaller groups into one larger group of approximately 50 participants, giving you the benefit of meeting students and teachers from other schools. If an insufficient number of participants sign up for a tour, Explorica will collaborate with the Group Leader to find a similar or comparable tour and participants will then pay the fees for the new tour. If no similar tour is available, the group may pay a small group supplement to run the original tour.

Changes in travel dates. For Private, Custom, and Consolidated Tours, Explorica reserves the right to change the date of departure due to heavy demand on certain peak travel dates. From October 1 to April 30, the change of date will be no more than one day in either direction. From May 1 to September 30, the change of date may be up to three days in either direction. If we suggest a change of departure from a weekday to a weekend, Explorica will waive the weekend supplement.

Changes in itineraries. Explorica reserves the right to make changes to the itinerary, when deemed necessary. These changes might include shifting the order of cities visited, reversal of the tour, separate flight itineraries, or exchanges of airlines, cruise lines, or modes of transportation. On certain days, some attractions might be closed, so we will offer a similar activity or the value of the cancelled event. If your group's flight arrives late on the scheduled arrival day, we will attempt to reschedule any activities you miss on that day or provide an adequate substitute activity on another day of your tour. We cannot offer refunds for these activities.

Airlines and airports. Explorica works with only reputable and reliable international and U.S. airlines, such as Alitalia, Air France, American Airlines, British Airways, Delta, Iberia, Lufthansa, Air Canada, United Airlines, US Airways, TACA, and Virgin Atlantic. For departures from New York, Explorica uses JFK, Newark, and La Guardia airports interchangeably. For departures from the Washington, D.C. area, Explorica uses Baltimore, Ronald Reagan, and Dulles airports interchangeably. For departures from Florida, [illegible] departures from Houston, we use Hobby and George Bush. For international flights to and from Scotland, Explorica uses Glasgow and Edinburgh airports interchangeably. For international flights to and from Ireland, Explorica uses Shannon and Cork interchangeably. For international flights to and from Italy, Explorica uses Venice and Milan interchangeably. For international flights to and from the UAE, we use Dubai and Abu Dhabi airports interchangeably. The passenger contract in use by the airline, when issued, shall constitute the sole contract between the airline and the passenger. The airlines mentioned above shall have no responsibility to any traveler aside from their liability as common carriers. Some countries require insecticide spraying of aircraft prior to a flight or while passengers are on the aircraft. Federal law requires that we refer you to the DOT's disinsection website at http://airconsumer.dot.gov/spray.htm for more information.

Airline tickets and final itinerary. We will post all travel details, including flight schedule, hotel names, and your Tour Director's name, on our website (at your personal Tour Center) prior to departure. Airline tickets or ticket confirmation numbers will be sent to your Group Leader before departure. Flight times, airlines, itineraries, Tour Directors, and hotel information are subject to change. Please note any request to correct a participant's first, middle, last name or gender prior to ticketing will incur a minimum $200 change fee. Participants are responsible for making sure that their travel documents match their airline ticket. Those who have not done so risk being unable to board their flights. All airline tickets are non-transferrable.

Passports and visas. It is each traveler's responsibility to obtain a valid passport, visa, transit visas and any required travel insurance coverage (if applicable), and notarized parental consent forms. We suggest that this process be completed well in advance of departure. Please note that customs officials may not allow you to enter a country unless your passport is valid for at least three months after your return date. All travelers must contact the appropriate embassies and consulates to inquire about and obtain any necessary visas for all countries to be visited.

Additional information. Each Explorica tour begins when you leave from your departure airport and ends upon completion of the return flight to the United States.

Tour Fees published in the brochure are based on currency exchange rates at time of print. In the event of a major currency fluctuation or tax increases, Explorica reserves the right to adjust the Tour Fees and apply a surcharge.

No warranties, representations, terms, or conditions apply to any tour unless expressly stated in this document or in a letter signed by an Explorica officer at our U.S. main office in Boston, MA. Explorica, its affiliates, directors, officers, employees, teachers, or school administrators, including any person or entity employed or utilized by Explorica in any foreign country, cannot be held responsible for any injury, loss, damage, accident, delay, or expense resulting from events beyond its control, including, without limitation to, acts of God, war, strikes, incidents of politically motivated violence, sickness or quarantine, government restrictions or regulations, and, in the absence of gross negligence, arising from any vehicle, or from any act or omission by bus or car rental agency, steamship, airline, railroad, taxi or tour service, hotel, restaurant, school, university, or any other firm, agency, company, or individual.

Explorica reserves the right to cancel a tour at its discretion. In the event of instability in a destination country, decisions to cancel a tour will be based on Travel Warnings issued by the U.S. State Department.

Providers of certain tour activities or inclusions may require that additional waivers or terms & conditions are signed by the Group Leader, chaperone, or traveler prior to participation in that activity or inclusion. Those documents are not governed by Explorica, and it is the Group Leader, chaperone, or participant's responsibility to read and understand them prior to signing. Failure to complete these documents may result in delays or modification/cancellation of the tour inclusion, and no refund from Explorica will be provided.

Please note that a participant will not be allowed to travel on an Explorica tour if his/her name does not appear on the travel roster on the day of departure or if he/she has not agreed to Explorica's terms and conditions.

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WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared By: Craig A. Cooke **Presented By:** Craig A. Cooke

Attachments: May 15, 2007 Report of the Dress Code Policy Committee

Subject: Implementation of a Survey to the School Community Regarding School Uniforms

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Background:

In 2007, Windsor Public Schools considered the implementation of defined clothing or formal school uniforms. After consideration, the Board decided not to institute either. The District Improvement Committee has received requests to ask the Board to consider defined clothing or school uniforms.

Status:

None

Recommendation:

The Board make a motion to direct the Interim Superintendent to conduct a survey of parents, staff, and students on their opinion regarding school uniforms and report the results to the Board of Education at the June 2014 meeting.

Reviewed by:_____ **Recommended by the Superintendent:** _____

Agenda Item # 6h.

Windsor Public Schools
Dress Code Policy Committee
May 15, 2007

Rationale/Description of Study:

In response to the Board of Education's request to Dr. Feser to convene a committee to examine the current dress code policy, possible changes, and/or uniforms, Dr. Feser charged Jeff Fournier, Carol Szulc, and Mike Tortora to co-chair a committee to study this request. A representative committee of administrators, parents, teachers, and students from all levels was formed to consider this request, its implications, and outcomes.

Numerous meetings were held, beginning in November, in which we wrestled with questions such as:

- How should we elicit feedback?
- What are the legal ramifications of revising the dress code and/or possible uniforms?
- What is the cost of uniforms?
- How have other school districts revised their dress code policy?

To elicit feedback, we created a survey for parents and staff members to complete. We mailed a survey to each family in the district on March 14, 2007, which had a parent response rate of 32%. Staff members were given the identical survey to complete that same week. The goal of the surveys was to assess support of:

Option #1 – current dress code with modifications
Option #2 – defined clothing
Option #3 – formal school uniform

In addition, a more detailed survey was created to solicit specific student feedback. These student surveys were administered to a sampling of students within each academic level prior to the April vacation.

We researched the legal ramifications of revising our dress code policy by contacting Attorney Tom Mooney. Attorney Mooney directed us to the fifth edition of his book, A Practical Guide to Connecticut School Law, in which he stipulates that school districts do have the legal right to define, establish, and enforce a dress code policy. Our committee also did a cost comparison of defined clothing at local retailers such as Target and Wal-Mart, which is included in Appendix C. Finally, the committee examined dress code policies from other school districts to learn how they have revised their policies and the most effective strategies to implement the revisions.

In summary, our committee has surveyed all parents in the district, all staff, and a random sample of students. We researched the legal ramifications of revising the dress code policy. A cost comparison was completed and we examined other districts' policies. The committee has collected, tabulated, and analyzed all of the data. We used the data to find patterns, initiate conversation, develop conclusions, and form the recommendations that we bring to you this evening.

Survey Results

Parent Responses

N = 1134

Breakout of responses:

	Elementary N = 572/50%		Middle School 283/25%		High School 279/25%	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
	N / %	N / %	N / %	N / %	N / %	N / %
1. Would you support revisions in the current dress code?	513/90%	59/10%	248/88%	35/12%	233/84%	46/16%
2. Would you support a dress code that consisted of collared shirts, khaki and belted pants; skirts or blouses?	458/82%	101/18%	210/76%	66/24%	201/74%	69/26%
3. Would you support a formal school uniform?	377/68%	175/32%	176/68%	83/32%	171/61%	108/39%

Staff Responses

N = 417

Breakout of responses:

	Elementary N = 177/ 42 %		Middle School 103/ 25%		High School 137/ 33%	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
	N / %	N / %	N / %	N / %	N / %	N / %
1. Would you support revisions in the current dress code?	157/89%	20/11%	96/93%	7 / 7%	126/92%	11/8%
2. Would you support a dress code that consisted of collared shirts, khaki and belted pants; skirts or blouses?	118/69%	53/31%	87/85%	15/15%	112/90%	13/10%
3. Would you support a formal school uniform?	81/47%	91/53%	80/79%	21/21%	89/70%	38/30%

Elementary Student Responses:

N = 175

	Yes	No
	N / %	N / %
1. Do some students tease or make fun of others because of what they wear?	107/61%	68/39%
2. Do you feel some students are dressed inappropriately for school?	58/33%	117/67%
3. Do you ever have disagreements with your parents/guardians about the clothes you wear to school?	84/48%	91/52%

Middle/High Student Responses:

N = 653

	Middle School N = 291/46%		High School N = 362/54%	
	Yes	No	Yes	No
	N / %	N / %	N / %	N / %
1. Changes are needed in our current dress code.	120/45%	148/55%	92/29%	230/71%
2.a. Do you feel that some students are dressed **inappropriately** for school?	101/35%	190/65%	150/41%	212/59%
b.Do some students tease or make fun of others because of what they wear?	154/57%	117/43%	160/47%	180/53%
c.Do students feel pressured to wear popular name brand clothes?	64/23%	214/77%	90/27%	245/73%
d.Do you ever have disagreements with your parents/guardians about the clothes you wear to school?	74/27%	204/73%	38/11%	298/89%
e.Do you feel as though a more defined dress code would reduce the amount of distractions in school?	50/18%	224/72%	60/18%	274/82%
f.A structured dress code or school uniform would improve my focus on school.	39/14%	239/86%	44/13%	288/87%

(Student Responses, continued)

CLOTHING – CHOOSE 3 (from the following 5 options)

	Middle School	High School
Collared polo shirts (boys and girls)	1	1
Dress shirts (boys)	5	3
Blouses (girls)	3	4
Khaki or solid colored dress pants (boys and girls)	2	2
Belted at the waist pants	4	5

OTHER CHOICES

	Middle School	High School
Sweaters (boys and girls)	2	2
Skirts (girls)	1	1
Ties (boys)	3	3
Shoes (not sneakers)	4	4

Definition of Options:

For ease of reference in this report, we will refer to the choices as:
1. Option I: Revisions to the Current Dress Code
2. Option II: Defined Clothing (Standardized look)
3. Option III: Formal School Uniform (A required dress of a distinctive style and color to be worn by all students)

Findings from Survey Data:

Parent Survey Data:
As a result of the data, some dominant themes emerged. Parents demonstrated a high level of support (88%) for revisions to the current dress code (Option I). There is parental support for both the Defined Clothing (Option II) (79%) and Formal School Uniform (Option III) (66%). As the data indicates, parents are more supportive of Defined Clothing (Option II), as opposed to a Formal School Uniform (Option III).

Staff Survey Data:
The findings from the staff survey data parallel those of the parents. The data shows that they would approve of revisions to the current dress code (Option I) (91%). There exists more support for Defined Clothing (Option II) (80%), than a Formal School Uniform (Option III) (63%).

Student Survey Data:
The majority of students felt there was no need to change the current dress code (64%). They indicated they did not feel pressure to wear name brand clothing (75%), but did indicate that there was teasing among students about clothing (54%), especially among the elementary level and grade 6 students. The students did not feel that a more defined dress code would reduce the amount of distractions or improve their focus in school (87%).

Themes from the Survey Comments:

Parents:
Many parents expressed the desire for their children to be more focused on academics and learning, as opposed to fashion. Parents commented that Defined Clothing (Option II) would promote a more focused learning environment with students dressed more appropriately and would reduce competition with respect to fashion. Some parents did express a concern with regards to the cost of Defined Clothing (Option II) and a Formal School Uniform (Option III).

Staff:
Based on the staff comments, there is support for some type of revisions to the current dress code as long as it is consistently communicated and enforced. A specific and defined dress code (Option II) would reduce disruptions to the learning environment and clearly set expectations for student clothing.

Students:
The majority of students did not want a formal school uniform, however most students felt that if we did have Defined Clothing (Option II), they did prefer collared polo shirts and khaki or dark colored pants. In addition, students provided feedback and acknowledged that some students tease or make fun of others because of what they wear and that Defined Clothing (Option II) would help to alleviate this.

Conclusions:

The consensus is that most parents and staff want to change the current dress code. The vast majority of parents and staff want the Defined Clothing (Option II). Most students indicated that they want a dress code but not Option II or Option III.

Costs of the Defined Clothing:

After researching various local retailers (Appendix C), the cost of Defined Clothing (Option II) is believed to be economically feasible and could save parents money.

Recommendations of the Committee:

The committee spent much time weighing the data from the parental, staff, and student surveys and found that more is needed than just revisions to the current dress code, however, substantial support did not exist for a formal school uniform (Option III). It was the consensus of the Dress Code Committee that a Defined Clothing Option (Option II) would meet the needs and criteria outlined throughout the survey data. This option is in addition to the current dress code with certain revisions.

Defined Clothing Option II

Elementary, middle, and high school (Grades 1-12)

- Collared polo shirts (short or long sleeves)
- Khaki or dark colored slacks (boys or girls)
- Khaki or dark colored skirts (girls/knee length)
- Sweaters

Note

- Colors of pants, skirts, shorts to be stipulated by each school (3 colors)
- Clothing must be appropriately sized at the waist and length, no bare-midriffs or form fitting clothing.
- Although not addressed in the survey, during the months of August, September, May and June, standardized shorts would be allowed (knee length/boys and girls).
- Regarding polo shirts, the committee considered solid polo shirts with logos; however, the committee is not making that recommendation due to additional costs. Therefore, since the committee wanted to allow some choice, we are not stipulating a particular color or logo.

Prohibited:

Denim or jeans, pajama bottoms, baggy or cargo pants, low rise pants, active wear such as jogging suits or sweatpants

Suggested timeline for Implementation:

Based on survey results and comments, the committee decided to "phase in" the Defined Clothing (Option II), starting with the elementary schools.

Elementary:	August 2007
Middle:	August 2008
High School:	August 2009

Defined Clothing (Option II) would be in addition to the current dress code with the following revisions:

As indicated, the Dress Code Committee is recommending Defined Clothing (Option II), and is also making a recommendation to maintain the current Administrative Regulation on student dress. The committee advises that AR-5132 remain in place with the following revisions which are in bold:

Prohibited: **Note: Items in bold are revisions to the current dress code.**

1.

A. Coats, jackets or other attire normally worn as outerwear **including down vests.**

B. Head coverings of any kind including, but not limited to, scarves, **do-rags**, bandannas, masks, kerchiefs, athletic headbands, hats, caps or hoods unless the principal has designated the day as a theme day, in which case the principal will specifically advise the students that hats are appropriate attire for the day.

C. Footwear which mars/damages floors or is a safety hazard.

D. Sunglasses (unless required by a doctor's orders).

E. "Name" or other oversized metal belt buckles **or chains (wallet chains, etc.)**

F. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached.

G. Attire or accessories which **have derogatory, offensive, or sexually suggestive words or pictures that may be disruptive to the learning environment.**

H. Attire or accessories which depict logos or emblems that encourage the use of drugs, tobacco products, alcoholic beverages, **violence or gambling.**

I. Shirts and/or blouses which reveal the abdomen, chest, **cleavage** or undergarments.

J. See-through clothing

K. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments.

L. For students in grades K-8, backpacks, **athletic bags** and/or book bags should be viewed as a means of carrying books to and from school. Backpacks, **athletic bags** and/or book bags **must be** left in lockers during school time. Books should be removed from the backpacks and/or book bags in the morning and replaced in the backpacks and/or book bags in the afternoon.

M. Backpacks and/or book bags are permitted to be carried between classes at Windsor High School but should not pose an obstruction to safe passage in the classroom or in the corridors.

2. Students who fail to comply with this regulation will be subject to disciplinary action.
Note: Since the Dress Code Committee felt that this area was not part of the charge of the committee, the committee did not address sanctions.

Respectfully submitted,

Jeff Fournier
Carol Szulc
Michael Tortora

Attachment

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

PREPARED BY: Frank Williams **PRESENTED BY:** Frank Williams

ATTACHMENTS: February 28, 2014 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of February 28, 2014. There are two reports: one with encumbrances and one without.

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for February 2014	$ 1,361,055
Expenditures through February 28, 2014	$34,925,975

Recommended by the Superintendent: _____

Agenda Item # 8a.

Windsor Public Schools
Financial Report with Encumberances
February 28, 2014

	2013/2014 Budget	Expenditures YTD 02/28/2014	Encumbrances 2/28/2014	Balance @ 02/28/2014	% Balance
Instructional Services					
Elementary Schools**	$ 491,023	285,364	24,738	180,920	
Sage Park Middle School	330,625	195,978	27,070	107,578	33%
Windsor High School	520,512	332,338	46,018	142,156	27%
Windsor High School Interscholastic Sports	158,425	69,773	24,566	64,086	40%
WHS Career & Technical Education	62,000	27,419	4,106	30,474	49%
Continuing Education	88,400	53,614	3,735	31,051	35%
Instructional Services Management	385,905	139,880	2,291	243,735	63%
Curriculum Management & Development	69,640	21,872	955	46,814	67%
Curriculum Mgt. & Dev. -Magnet School Tuition	1,214,200	1,335,174	-	(120,974)	-10%
Textbook Adoption	87,500	17,990	3,374	66,136	76%
Technology	400,055	271,877	52,782	75,396	19%
Total Instructional Services	$ 3,808,285	$ 2,751,278	$ 189,635	$ 867,373	23%
Education Support Services					
Pupil Personnel Services	$ 242,064	$ 143,917	$ 39,575	$ 58,573	24%
Special Education	367,950	86,170	15,552	266,229	72%
Special Education Tuition	4,132,000	1,538,077	2,913,366	(319,443)	-8%
Policy & Planning	147,350	51,483	7,068	88,798	60%
Employee Personnel Services	105,100	64,846	2,636	37,618	36%
Financial Management	161,200	91,169	8,572	61,459	38%
Financial Services	37,000	10,801	681	25,517	69%
Pupil Transportation & Safety	3,887,900	709,278	3,307,800	(129,177)	-3%
Physical Plant Services	2,517,751	1,415,759	677,864	424,128	17%
Major Maintenance	286,000	185,452	15,476	85,072	30%
L.P. Wilson Center	123,600	82,400	34,645	6,555	5%
Salaries & Benefits	47,578,700	27,795,345	14,636,491	5,146,864	11%
Total Education Support Services	$ 59,586,615	$ 32,174,697	$ 21,659,726	$ 5,752,192	10%
Total All Sites	**$ 63,394,900**	**$ 34,925,975**	**$ 21,849,361**	**$ 6,619,565**	**10%**

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

Windsor Public Schools
Financial Report
February 28, 2014

	2013/2014 Budget	Expenditures YTD 02/28/2014	Balance * @02/28/2014	% Balance
Instructional Services				
Elementary Schools**	$ 491,023	285,364	205,659	42%
Sage Park Middle School	330,625	195,978	134,647	41%
Windsor High School	520,512	332,338	188,174	36%
Windsor High School Interscholastic Sports	158,425	69,773	88,652	56%
WHS Career & Technical Education	62,000	27,419	34,581	56%
Continuing Education	88,400	53,614	34,786	39%
Instructional Services Management	385,905	139,880	246,025	64%
Curriculum Management & Development	69,640	21,872	47,768	69%
Curriculum Mgt. & Dev. -Magnet School Tuition	1,214,200	1,335,174	(120,974)	-10%
Textbook Adoption	87,500	17,990	69,510	79%
Technology	400,055	271,877	128,178	32%
Total Instructional Services	$ 3,808,285	$ 2,751,278	$ 1,057,007	28%
Education Support Services				
Pupil Personnel Services	$ 242,064	$ 143,917	$ 98,147	41%
Special Education	367,950	86,170	281,780	77%
Special Education Tuition	4,132,000	1,538,077	2,593,923	63%
Policy & Planning	147,350	51,483	95,867	65%
Employee Personnel Services	105,100	64,846	40,254	38%
Financial Management	161,200	91,169	70,031	43%
Financial Services	37,000	10,801	26,199	71%
Pupil Transportation & Safety	3,887,900	709,278	3,178,622	82%
Physical Plant Services	2,517,751	1,415,759	1,101,992	44%
Major Maintenance	286,000	185,452	100,548	35%
L.P. Wilson Center	123,600	82,400	41,200	33%
Salaries & Benefits	47,578,700	27,795,345	19,783,355	42%
Total Education Support Services	$ 59,586,615	$ 32,174,697	$ 27,411,918	46%
Total All Sites	**$ 63,394,900**	**$ 34,925,975**	**$ 28,468,925**	**45%**

Note does not include encumbrances

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared by: Jeanne Woodstock **Presented by:** Frank Williams

Attachments: Student Enrollment Summary

Subject: **Enrollment Summary – FEBRUARY 2014**

Attached are the official enrollment figures as of March 1, 2014. Mr. Williams will answer any questions.

Recommended by the Superintendent:

Agenda Item # 8b.

Windsor Public Schools
Student Enrollment Report Recap
March 1, 2014

Enrollment in Windsor Public Schools	
Grades PreK-5	1,403
Grades 6-8	729
Grades 9-12	1,140
Total District Enrollment	**3,272**

Windsor Students not in district schools	
Outside Placement/Private Placement(SPED)	62
Montessori Hartford CREC	25
Metropolitan Learning Center CREC	172
CREC Misc MAGNET SCHOOLS	159
Hartford Host Magnets	170
Misc Magnet Schools	18
Prince Tech	17
Cheney Tech	12
	635
Total Windsor	**3,907**

Windsor Public Schools
Student Enrollment Report
March 1, 2014

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				55		55
K		71		132		203
1		92		137		229
2		88		134		222
3			87		138	225
4			82		149	231
5			102		136	238
Subtotal K-5						1348
Total	**0**	**251**	**271**	**458**	**423**	**1,403**

Grade	Sage Park MS
6	236
7	229
8	264
Total	**729**

Grade	Windsor High
9	287
10	272
11	286
12	295
Total	**1,140**

Total District Enrollment	**3,272**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2013-2014

	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**309**		288	286	288	292	294	299	287			
Grade 10	**260**		261	265	265	265	266	266	272			
Grade 11	**291**		295	295	297	300	299	296	286			
Grade 12	**278**		296	298	298	298	297	297	295			
Windsor High Total	**1138**		**1140**	**1144**	**1148**	**1155**	**1156**	**1158**	**1140**	**0**	**0**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2013-2014

		Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Red Team				**113**	112	111	113	114	115	115				5	23
Orange Team				**119**	118	118	119	120	120	119				5	23.8
	Total	**222**		**232**	**230**	**229**	**232**	**234**	**235**	**234**	**0**	**0**	**0**		
Grade 7															
Yellow Team				**117**	117	117	117	115	112	115				5	23
Green Team				**107**	108	110	110	111	115	110				5	22
	Total	**234**		**224**	**225**	**227**	**227**	**226**	**227**	**225**	**0**	**0**	**0**		
Grade 8															
Blue Team				**85**	86	87	85	86	85	86				5	17.2
Indigo Team				**89**	89	88	89	90	90	87				5	17.4
Violet Team				**86**	85	87	87	87	88	89				5	17.8
	Total	**249**		**260**	**260**	**262**	**261**	**263**	**263**	**262**	**0**	**0**	**0**		
SPARK				**10**	**10**	**10**	**10**	**10**	**8**	**8**					
Sage Park	**Total**	**705**		**726**	**725**	**728**	**730**	**733**	**733**	**729**	**0**	**0**	**0**		

OLIVER ELLSWORTH SCHOOL **ENROLLMENT REPORT**

2013-2014

Room#	Teacher	Grade	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	**Kindergarten**			18	18	17	18	18	17	17			
20	L Butterick				18	19	20	20	19	19	19			
21	J Addie				19	19	19	19	18	18	18			
22	A Zawistowski				19	19	19	19	19	19	19			
24	A Bartholomew				20	20	19	19	19	19	19			
25	K Lehn				20	20	19	19	20	20	20			
26	S Marcello				20	20	20	20	20	20	20			
		Total	**127**		**134**	**135**	**133**	**134**	**133**	**132**	**132**			
11	K Stoll	**Grade 1**			20	20	20	20	20	18	18			
12	K Freeman				20	19	19	19	19	20	19			
13	B O'Rourke				18	18	19	18	18	17	18			
14	K Furie				20	20	20	20	21	21	21			
15	T Strickland				19	20	19	20	20	20	20			
16	L Rumrill				20	20	20	20	20	20	21			
17	S Paley				19	19	19	20	20	20	20			
		Total	**138**		**136**	**136**	**136**	**137**	**138**	**136**	**137**			
		Grade 2												
1	V Golec				19	19	19	20	20	20	20			
2	R Brown				19	19	19	19	19	20	20			
3	K Sandsmark				20	21	21	21	21	21	21			
4	D Ghanesh-May				20	20	19	19	19	19	19			
6	S Martinson				18	19	18	19	19	19	19			
7	L Neil				19	19	19	19	20	17	16			
8	D Jaworski				18	20	20	20	20	19	19			
		Total	**137**		**133**	**137**	**135**	**137**	**138**	**135**	**134**			
5 & 10	Pre K Sped													
	& Peer				43	43	46	47	48	50	55			
		Total	**46**		**43**	**43**	**46**	**47**	**48**	**50**	**55**			
	Ellsworth	**Total**	**448**		**446**	**451**	**450**	**455**	**457**	**453**	**458**	**0**	**0**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2013-2014

Room#	Teacher	Grade	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
1	K Mazur				20	19	19	20	20	20	20			
2	J Herner				20	20	20	20	19	20	19			
3	A Johnson				19	20	20	20	20	20	20			
4	S Schreiber				19	20	20	20	20	19	19			
5	S Silliman				20	20	19	19	19	19	19			
6	M Johnston				20	20	21	21	21	21	21			
8	V Vaicunas				20	20	20	20	20	20	20			
		Total	**148**		**138**	**139**	**139**	**140**	**139**	**139**	**138**	**0**	**0**	**0**
		Grade 4												
7	M Pettebone-Johnson				19	19	19	21	21	21	20			
9	R Tomkowit				21	21	22	21	21	21	21			
10	C Romero				22	23	22	22	22	22	22			
12	B Emerson				22	21	20	20	20	20	22			
14	M Murzak				23	23	23	22	22	22	22			
15	N Donzella				20	20	20	20	20	20	20			
18	A Caselli				21	21	21	21	22	22	22			
		Total	**147**		**148**	**148**	**147**	**147**	**148**	**148**	**149**	**0**	**0**	**0**
		Grade 5												
19	S Fye				24	24	24	24	24	24	24			
20	M Herman				24	24	24	23	23	23	23			
24	G Hoerle				21	21	22	22	21	21	20			
25	D Mosher				21	22	22	22	22	22	22			
26	K Bowman				23	23	23	23	23	24	24			
28	O Walker				24	24	23	23	22	22	23			
		Total	**140**		**137**	**138**	**138**	**137**	**135**	**136**	**136**	**0**	**0**	**0**
	Kennedy	**Total**	**435**		**423**	**425**	**424**	**424**	**422**	**423**	**423**	**0**	**0**	**0**

POQUONOCK SCHOOL

ENROLLMENT REPORT
2013-14

Room #	Teacher	Grade	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann				18	18	18	18	18	18	18			
2	A Hopkins				18	18	18	16	16	17	17			
3	M Scott				18	18	19	19	19	18	18			
, 22	I Hilbert				18	19	19	19	19	18	18			
		Total	**85**		**72**	**73**	**74**	**72**	**72**	**71**	**71**	**0**	**0**	**0**
		Grade 1												
15	E Velez				17	17	17	17	17	17	18			
16	L Bishop				17	17	17	17	17	17	17			
17	S Raupach				19	19	19	19	18	18	19			
18	M Macaluso				19	19	19	19	20	20	20			
19	K Blume				17	17	17	17	18	18	18			
		Total	**91**		**89**	**89**	**89**	**89**	**90**	**90**	**92**	**0**	**0**	**0**
		Grade 2												
8	L Macaluso				17	17	17	17	17	17	18			
9	S Trummel				16	15	15	16	17	17	17			
11	J Delsky				18	18	18	18	18	18	18			
12	K Richards				18	20	20	19	18	18	18			
13	L Huntington				17	17	18	19	18	17	17			
		Total	**83**		**86**	**87**	**88**	**89**	**88**	**87**	**88**	**0**	**0**	**0**
	Poquonock	**Totals**	**259**		**247**	**249**	**251**	**250**	**250**	**248**	**251**	**0**	**0**	**0**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2013-2014

Room#	Teacher		Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
8	A Sanchez				15	15	15	15	15	16	16			
9	S Michalic				16	16	15	16	16	16	16			
11	J Darrell				18	17	17	17	17	18	18			
12	J Murray				16	15	17	17	17	18	18			
14	S Podgurski				17	17	18	18	19	19	19			
		Total	**93**		**82**	**80**	**82**	**83**	**84**	**87**	**87**	**0**	**0**	**0**
		Grade 4												
13	K LePage				16	15	16	17	17	18	18			
15	K Sutton				18	18	18	18	18	18	17			
16	L Schoenwolff				17	16	16	16	16	16	16			
17	C Nowsch				14	16	16	16	16	16	16			
18	D Williams				15	14	15	16	16	15	15			
		Total	**90**		**80**	**79**	**81**	**83**	**83**	**83**	**82**	**0**	**0**	**0**
		Grade 5												
20	P Reale				20	19	19	19	20	21	21			
22	S Smith				21	21	21	21	21	20	20			
24	S Lewis				20	19	19	20	20	19	19			
26	C Lindsley				19	19	19	21	21	21	21			
27	E Chartier				21	21	20	21	21	20	21			
		Total	**100**		**101**	**99**	**98**	**102**	**103**	**101**	**102**	**0**	**0**	**0**
	Clover	**TOTAL**	**283**		**263**	**258**	**261**	**268**	**270**	**271**	**271**	**0**	**0**	**0**

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: March 18, 2014

Prepared by: Dana Plant **Presented By:** Franklin Williams, III

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – February 2014

BACKGROUND: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities and at St. Gabriel's, Trinity Christian School, CREC's Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School, and the two CREC schools, Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We operated our third year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy in July 2013 and added a summer breakfast program at John F. Kennedy School. We also implemented a Seamless Summer Lunch and Snack Program at Deerfield Apartment Complex and Chateau Woods Complex for July and August 2013. Windsor School Food Service is complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in both the breakfast and lunch programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

STATUS: Attached is a Financial Report for the month of February 2014.

RECOMMENDATION: Informational only.

Recommended by the Superintendent: _____

Agenda Item # 8c.

Windsor School Food Service
Program Participation
February 2014

A LA CARTE SALES

		Feb 13	Feb 14
WHS			
	# OF DAYS	12	10
	SALES	$ 20,037.05	$15,780.61
	AVERAGE	$ 1,669.75	$1,578.06

REIMBURSABLE MEALS

ELEMENTARY	1021	1011
SPMS	522	516
MPTP	179	172
MLC	464	472
WHS	591	551

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	13	11
ELEMENTARY	226	308
SPMS	63	73
MPTP	66	70
MLC	138	100
WHS	134	136

Windsor School Food Service
Financial Statement
February 2014

REVENUE	February 2013	7/1/12 - YTD	February 2014	7/1/13 - YTD
SALES	$ 85,644.70	$739,758.51	$72,789.76	$702,570.02
REIMBURSEMENTS - STATE		79,862.00		80,535.00
ACCOUNTS RECEIVEABLE	65,917.70	528,201.82	57,153.10	537,620.75
CLOC		121,389.35	4,687.00	111,949.00
INTEREST/Ret Ck Fees	25.00	256.28	52.50	279.70
MISC. (Rebates)	1,782.69	5,282.61	16.00	3,940.53
6 CENTS Certification			1,851.00	17,265.90
REVENUE TOTALS	**$153,370.09**	**$1,474,750.57**	**$136,549.36**	**$1,454,160.90**
EXPENSES				
WAGES	$ 71,901.22	$487,837.52	$70,971.65	$476,225.06
PAYROLL TAXES	5,311.07	36,525.81	5,198.38	35,140.19
BENEFITS	7,714.49	65,733.42	6,387.01	61,742.06
FOOD/MILK	95,150.34	819,833.79	84,907.32	824,589.50
PAPER	3,935.25	35,752.78	2,303.30	31,251.08
TRUCK			926.15	7,195.83
SUPPLIES	385.73	1,009.94	150.00	3,495.05
EQUIPMENT		5,932.50		14,367.26
SERVICES	394.27	8,281.54	438.95	4,417.91
EXPENSE TOTALS	**$184,792.37**	**$1,460,907.30**	**$171,282.76**	**$1,458,423.94**
NET INCOME	**($31,422.28)**	**$13,843.27**	**($34,733.40)**	**($4,263.04)**
INVENTORY		**$ 25,000.00**		**$ 25,000.00**
OPENING BALANCE 7/1		**($25,858.48)**		**$12,742.89**
COMPUTED OPERATING POSITION		**$12,984.79**		**$33,479.85**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2014

PREPARED BY: Mark L. Winzler
Interim Assistant Superintendent for Human Resources

PRESENTED BY: Mark L. Winzler

SUBJECT: Human Resources Report – February 3, 2014 – February 28, 2014

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

Katie Hoffman	Pre-K Special Education Teacher	Ellsworth
Jennifer Loveland	Grade 8 Math Teacher	Sage Park
Eleanor Palombizio	Grade 7 Language Arts Teacher	Sage Park

RETIREMENTS

Lisa Bress	Head Teacher	Poquonock
Richard Broderick	Grade 7 Language Arts	Sage Park
Carol Giardi	Elementary Art Teacher	Kennedy
Irene Hilbert	Kindergarten Teacher	Poquonock
Elinor Klein	Math Mastery Teacher	Sage Park
Denise Malnati	Art Teacher	Windsor High
Maria Pettibone-Johnson	Grade 4 Elementary	Kennedy
Susan Raupach	Grade 1 Elementary Teacher	Poquonock
Emma Smith	Speech/Language Pathologist	Clover
Sharon Smith	Grade 5 Elementary Teacher	Clover

TRANSFERS/REASSIGNMENTS

Kristor Benson	From Lunchroom Monitor	Sage Park
	To Tutor	Sage Park
Paul Cavaliere	From Substitute Paraprofessional	District
	To Special Education Paraprofessional (limited)	Kennedy
Jorge Cintron	From Lunchroom Monitor	Clover
	To Special Education Paraprofessional (limited)	Kennedy
Andrea Korza	From Special Education Paraprofessional	Kennedy
	To Tutor	Kennedy
David Searles	From Substitute Teacher	District
	To Special Education Paraprofessional	Windsor High
Albert Scott	From Substitute Paraprofessional	District
	To Special Education Paraprofessional (limited)	Kennedy

HIRES

Joyce Clark	Speech & Language Clinician (temporary)	Ellsworth
Larry Coyle	Lunchroom Monitor	Poquonock
Jasmine Giococheа	Tutor	Ellsworth
Robert O'Donnell	Building Substitute for Math Lab	Windsor High
Craig Pazdar	Tutor	Windsor High
Stephanie Santiago	Lunchroom Monitor	Poquonock
Sally Teague	Long Term Substitute Latin Teacher	Windsor High
Mary Wilson	Part-time Clerical Assistant	Sage Park

Reviewed by: _____ Recommended by the Superintendent: _____

Agenda Item # 8d.

Windsor Board of Education
District Improvement Committee Meeting
Unapproved Minutes

Saturday, January 25, 2014 12:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the January 25, 2014 District Improvement Committee Meeting. Any additions or corrections will be made at a future meeting.

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 12:44 p.m. by Mr. Lockhart with the Pledge of Allegiance and a Moment of Silence.

Also in attendance was Dr. Craig A. Cooke, Interim Superintendent of Schools.

2. Public Forum--(60 minutes allotted time)--The committee welcomes public participation and asks that speakers please limit their comments to 5 minutes.

Discussion:
Kimberly Deep McNamara, 15 Phelps Street, thanked the Committee for holding the forum and expressed disappointment at the public turnout.

Licethy Jubrey, 34 Jubrey Drive, thanked the Committee for holding the forum, expressed disappointment at the public turn out and concern there is a lack of communication to the Windsor community to make them aware of it. She stated her concerns are the cut of the language program at the elementary level. She expressed her support of uniforms and requested the Board to strongly consider them.

David Furie, 37 Lighthouse Hill Road, suggested the Committee should go out to the community with forums and put foreign language back in the elementary schools.

Lisa Farrell, 279 Strawberry Circle expressed concern about course levels at the high school and expressed support of uniforms.

Kimberly Deep McNamara, 15 Phelps Street, suggested the Committee set up tables at community events seeking input.

3. Discuss Dress Code

Discussion:
The Committee discussed dress code, uniforms, and various mechanisms for gathering input and implementation of any adopted change to the current dress code. Dr. Cooke reviewed the survey results presented to the Board in May of 2007.

Motion Passed: Motion to recommend to the full Board of Education that the district conduct a survey to gauge support for a school uniform passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos No vote

4. Discuss Offering Saturday SAT Classes

Discussion:

The Committee discussed options for offering SAT preparation classes in Windsor.

Discussion included courses offered by private providers, and a class being developed and offered during the school day at Windsor High School.

It was the consensus of the Committee to move discussion of the SAT preparation class to the Curriculum Committee through the President, and also to instruct Dr. Cooke to investigate ways to offer SAT preparation courses in the district through outside providers.

5. Miscellaneous

Discussion:
The Committee reviewed the rubric of public input that has been developed and distributed. The document will be updated as additional comments/input are received from the public, and as action is taken in response to input.

The document will be put on District Improvement Committee website as a draft document.

Discussion ensued regarding format of future Committee meetings. It was decided that each Committee meeting will have a public forum segment at the start of the meeting, followed by focused discussions of items from the public input rubric.

Discussion ensued regarding course levels and renaming of levels at the high school. The Committee referred the issues to the Superintendent and Administration for action.

Dates for February and March Committee meetings were discussed. Dates will be determined and publicized.

6. Audience to Visitors--The committee asks that speakers please limit their comments to 3 minutes.

Discussion:
David Furie, 37 Lighthouse Hill Road, addressed SAT preparation courses and encouraged exploring both options. He stated lower level classes are difficult to teach in other districts and not only in Windsor and encouraged the Committee to go into the community for input.

Licethy Jubrey, 34 Jubrey Drive, spoke in support of uniforms, SAT preparation class at part of curriculum, offering language classes on Saturdays. She suggested if you want people to attend meetings to offer food.

Kimberly Deep McNamara, 15 Phelps Street, addressed the Spanish language program, level labels, behaviors and vertical alignment of curriculum.

Lisa Farrell, 219 Strawberry Circle, addressed level names, SAT preparation classes and uniforms.

7. Adjournment

Motion Passed: The meeting adjourned at 3:03 p.m. passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos No vote

_____
Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
District Improvement Committee
Unapproved Minutes

Monday, February 3, 2014 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the February 3, 2014 District Improvement Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Michaela Fissel
Mr. Leonard Lockhart
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Leonard Lockhart called the meeting to order at 6:30 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance was Interim Superintendent of Schools Craig A. Cooke.

2. Audience to Visitors

Discussion:
Darleen Klase, 318 Hitching Post Lane. Spoke about Athletic eligibility criteria, #35 on the District Improvement Committee's spreadsheet, is marked green, but should be change to yellow to reflect a status of In Progress. The community wants the code of conduct to be reviewed.

3. Dress Code Follow-up Discussion

Discussion:
Craig Cooke distributed survey questions and the Windsor Public Schools Dress Code Policy Committee report from 2007 to the Committee members. The survey questions are still pertinent, and are important in order to gather valuable data.

Craig Cooke shared email with administrators and inquired about the amount of time spent dealing with dress code and issues stemming from dress code violations. All administrators responded most of their time involved issues that did not concern student attire. Administrators felt if uniforms were instituted, they may spend more time dealing with issues related to dress code.

The committee agreed the Board has many tasks with a higher priority currently, and this issue could require a lot of time. The survey will be delayed until the fall.

4. District Communication

Discussion:
Craig Cooke provided an informational sheet detailing three possible sources for communications with parents, staff, students and community; Alert Solutions, E-School, Parent & Student PowerSchool Portal. The results with the current

system have not been favorable and it is suggested people utilize multiple sources to get information regarding emergency closings, delays or early dismissals.

Craig Cooke stated he is confident about the tools to communicate with parents and the community, but more can be done to reach more people and improve communication. A newsletter from the Board will be a key piece to facilitate this.

The district website is the hub of information and additional forms of communication and technology assumes an extra burden on staff to monitor and maintain. The newly hired public relations firm will be asked for their suggestions to improve and broaden modes of communication.

This item will be coded yellow on the District Improvement Committee spreadsheet.

5. Student Academic Eligibility

Discussion:
Craig Cooke provided background information and spoke about the current Student Academic Eligibility policy. Windsor has one of highest standards in the state with regard to grade levels for students to participate in sports. Students tend to have higher grades when in season. We need to appreciate that we have a high level for students to participate in athletics.

Currently a student cannot have more than one F to participate in athletics or hold an office in a social club. The code of conduct for athletics is designed for students and parents to follow and it needs to be signed every season for participation. The Committee should have copy of current code, which covers Windsor High School and Sage Park Middle School.

Statistics of student eligibility and ineligibility for Fall of 2013 will be provided to the committee by the office of the Athletic Director for the first meeting in March. The data will be flushed out and presented to the Board and then to the Policy Committee. This discussion will continue at future meetings.

6. Miscellaneous
6.a. Updated District Improvement Committee Action Spreadsheet

Discussion:
Craig Cooke reported that he is doing best to keep up the document, and will change Item #35 to be yellow as stated in Audience to Visitors. The Action spreadsheet will be put on the website in a PDF format to maintain the integrity of the document.

The traffic light format was set up to indicate what has been accomplished and what items remain active. It can be sorted and broken down by task priority when presented to the Board in May. There are some items that the committee does not have purview over and other items that contain data which remain confidential to protect the identity of individuals.

The committee questioned the comment for Item 36 and the possibility of arranging a modified schedule for counselors to meet with parents in the evenings. This would be a contractual issue. It may mean that parents would have a 1 in 6 chance they will not be meeting with their child's counselor and would be restricted to general questions.

The concern exists that the committee presents the document with suggestions, but still have not reached out to teachers and staff. Meetings have been arranged for next Monday and Wednesday for committee members to meet with faculty, facilitated through the WEA. The meetings will be transcribed and pertinent items will be brought to the committee. Also discussed was the possibility of arranging a meeting in March for all district employees.

The committee intends to go out into the public and civic groups, ask to be put on meeting agendas, and get the word out about the committee's work. Craig Cooke will arrange for the information to be put on the website, and reach out to civic groups to seek interest to arrange to have a member of the District Improvement Committee put on their agenda. Results will be forwarded to Leonard Lockhart and be disseminated to committee members.

7. Audience to Visitors

Discussion:
None.

8. Adjournment

Motion Passed: Motion to adjourn meeting at 9:15 p.m. passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education

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Windsor Board of Education
Curriculum Committee Meeting
Unapproved Minutes

Thursday, February 6, 2014 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the February 6, 2014 Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:32 PM:

Present Board Members:
Ms. Michaela Fissel
Ms. Darleen Klase
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Darleen Klase called the meeting to order with the Pledge of Allegiance and a Moment of Silence at 4:30 p.m. Also in attendance were Interim Superintendent of Schools, Craig A. Cooke and Assistant Superintendent for Instructional Services, Mary Anne Butler.

2. Audience to Visitors

Discussion:
Rosi Miscavitch, 20 Coach Circle. Spoke about curriculum and praised work of teachers and the curriculum mapping. Suggested committee reach out to public to inform others what is going on in the district.

Paul Panos spoke about African American Literature and the emphasis of the course being weighted toward sociological and political speeches. Recommended curriculum not be approved by committee.

3. Advanced Mathematical Decision Making (AMDM)

Discussion:
Meagan Mains, Windsor High School Mathematics Department Chair and Allyson Semenuck, Windsor High School mathematics teacher discussed the Advanced Mathematical Decision Making (AMDM) curriculum. Currently one section of course is running, but growth is planned in conjunction with math requirements.

Motion Passed: Motion to move Agenda Item 8, Fashion and Clothing 1, before Agenda Item 7, African American Literature passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes

4. Algebra 2, Part 1 and Part 2

Discussion:
Andrea Kay, Windsor High School mathematics teacher, presented the Algebra 2 Part 1 and Part 2 curriculum which keeps the integrity of Algebra 2 curriculum approved last year. This course reinforces Algebra 1 concepts, then moves into Algebra 2 curriculum and is structured with Part 1 for grade 11 students and Part 2 for grade 12 students.

5. Spanish 1, Middle and High School Level

Discussion:
Blanca Jaramillo, Windsor High School World Language teacher and Cynthia Nolan, Sage Park Middle School Spanish teacher presented the Spanish 1 Semester 1 Middle and High School Level curriculum. This curriculum represents a big move to have Spanish 1 be same in the high school and middle school. The course emphasized the four skills of language; speaking, writing, reading and listening. The high school principal will be able to grant credit for this course because world language requirements are changing. Terminology for specific aspect of student interviews was questioned and suggested renaming activity to better align with Board goals.

6. Science Fiction and Fantasy Literature

Discussion:
Bonnie Fineman, English Department Chair and Melanie Sola, English teacher, spoke about the Science Fiction and Fantasy Literature which is an elective class open to all students in grades 9-12. It is integrated with technology and other content areas.

7. African American Literature

Discussion:
Bonnie Fineman, provided background for the course and Greg Panos, Windsor High School English teacher, presented the African American Literature curriculum. The course has highest enrollment with 4 full sections and is cross-curricular, intentionally designed that way. It is based exclusively on texts, both fiction and non-fiction and uses the Norton Anthology of African American literature, which is referenced throughout the course.

8. Fashion and Clothing 1

Discussion:
Deb Maccarone, Windsor High School Curriculum Supervisor for Career and Technology Education, spoke about the Fashion and Clothing 1 curriculum which is an entry level course into fashion and clothing. It is a semester course and a prerequisite for other fashion merchandising courses.

9. Adjournment

Motion Passed: Motion to adjourn meeting at 6:27 p.m. passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education

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Windsor Board of Education
Technology Committee
Unapproved Minutes

Thursday, February 6, 2014 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the Thursday, February 6, 2014 Technology Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Mr. Ronald Eleveld
Mr. Richard O'Reilly
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:30 PM. Also in attendance was Interim Superintendent of Schools Craig A. Cooke and Curriculum Supervisor of Education Technology Doug Couture.

2. Audience to Visitors

Discussion:
None.

3. Data Warehouse

Discussion:
Doug Couture reviewed with the committee that all district reports are created on the windsorct.org webpage on the "About our District--Reports, Goals, Statistics" page. Pearson Inform is used to store student assessments.

4. Grant Update

Discussion:
Doug Couture shared with committee members that 515 Chromebooks are being ordered along with 40 computer carts.

5. Deployment of Devices Update

Discussion:
Doug discussed the current deployment of devices with the committee. K-2 teachers have iPads, grade 3-5 teachers have Chromebooks and grade 6-8 teachers will get devices soon. Grade 9-12 teachers are receiving their devices by department.

6. Multi-Year Tech Plan Update

Discussion:
Doug discussed with committee members that the district needs to decide if it wants a K-12 1:1 program as parents need to be surveyed for internet access at home.

7. Adjournment

Discussion:
The meeting was adjourned at 7:45 PM.

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting
Unapproved Minutes

Wednesday, February 12, 2014 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the February 12, 2014 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:54 PM:

Present Board Members:
Mr. Ronald Eleveld
Ms. Michaela Fissel
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order by Ms. Santos at 7:00 p.m. with the Pledge of Allegiance and a Moment of Silence.

Also in attendance: Craig A. Cooke, Ph.D., Interim Superintendent of Schools, Frank Williams, Director of Business Services, Steven Carvalho, Interim Director of Pupil & Special Education Services, and Mary Anne Butler, Assistant Superintendent for Instructional Services.

2. Recognitions/Acknowledgements
2.a. Recognition--Crouse Hinds--Donation of Office Furniture
2.b. Recognition--Kaitlyn Ali, BOE Student Representative
2.c. Recognition--WHS Jazz Quartet, Teacher Steve Ortiz

Discussion:
Ms. Santos thanked the Windsor High School Jazz Quartet for performing before the meeting.

Dr. Cooke recognized Crouse Hinds for their donation of office and conference chairs to Windsor Public Schools.

Mr. Sills, Principal of Windsor High School, introduced Kaitlyn Ali as Board of Education representative for the second semester.

Dr. Cooke recognized the Windsor High School Jazz Quartet, directed by Windsor High School Band Director Steve Ortiz: Ben Mueller, Ryan Munasinghe, Dave Jardim and Ryan Crisanti. Members of the quartet have received regional recognition, and Ryan Crisanti has recently been named All State Jazz Bassist, making him the top high school jazz bassist in Connecticut. Mr. Ortiz was recognized for a wide variety of awards and recognitions.

3. Audience to Visitors

Discussion:
John Langan, 2 Plum Ridge, addressed the Glastonbury Vo-Ag program on behalf of his daughter, and asked that the Board of Education make an exception to the policy that allows only part time participation, or revise the policy.

Rosi Miskavitch, 20 Coach Circle, stated the Town Finance Committee will review the proposal for the improvement of athletic fields on Thursday evening and, (2) she commended the Finance Committee for their work on the 2014-15 budget and states she will support the budget.

4. Student Representative Report

Discussion:
Kaitlyn Ali reported on activities at WHS including: college testing, College Goal Sunday on January 26 when counselors help parents fill out financial aid paperwork, she encouraged continuing the program. January 21-24 was midterms followed by the start of the new semester. AP night was success with good attendance with a lot of children interested in taking the higher education courses. The Jazz Ensemble attended Berklee Jazz Festival; the Poetry Out Loud final was held Tuesday with Ben Mueller the winner. Ben will represent Windsor High School at the state competition in March. Both basketball teams beat East Hartford. CAPT begins the second week after return from break, and Windsor High is participating in the NASA Hunch program.

5. Board of Education

Discussion:
Ms. Santos reported that she and Dr. Cooke toured all the schools and it was a wonderful opportunity; she encouraged Board of Education members to see the students, teachers and instruction that takes place in our schools.

5.a. School Liaison Reports

5.a.1. Windsor High School
Discussion:
Mr. O'Reilly reported on the School Governance Council meeting held on January 29, which was an abbreviated meeting. They reviewed the Social Media Policy; Mr. O'Reilly wants to be sure the Board communicates the new policy to them. He reported on the budget process and the superintendent search. Mr. Sills is bringing forward student circles as way to address racial and ethnic relationships in the building.

Ms. Klase reminded parents that students are doing course selections for next year and it is an important time for parents to be in touch with counselors if they have any questions about courses and the process.

5.a.2. Sage Park Middle School
Discussion:
Ms.Rizzo Holmes reported she visited Sage Park Middle School with Mr. Cavaliere. She saw a lot of exciting things and programs; it was nice to see some of the technology, Chromebooks, reading and math mastery courses. March 5 is the next PTO meeting.

5.a.3. Clover Street School
Discussion:
Mr. Lockhart reported the School Governance Council meeting was Monday afternoon and encouraged parents to attend the School Governance Council and PTO meetings. Important dates: PTO Meeting March 13 from 6-7 p.m.; School Governance Council March 17 at 4 p.m. in the Media Center. February 24 is Family Book Club from 6-7 p.m. March 3 is the Dr. Seuss celebration 7:45-8:30 a.m. They are preparing for testing in March and he encouraged parents to come out and be supportive.

5.a.4. John F. Kennedy School
Discussion:

Ms. Fissel reported that PBIS was introduced to the bus drivers through coffee hour, and they have already started handing out the tickets and stickers. Students initiated a survey to poll bus mascots. PTO sponsored Game Night is March 7; Read Across America is coming up; Literacy Night is Thursday from 6-7:30 p.m. (snow date is Feb 27). The next PTO meeting March 17 at 6:30-7:30 p.m. State testing is in March.

5.a.5. Oliver Ellsworth School
Discussion:
Mr. Eleveld reported that PBIS (Positive Behavior Intervention Support) was started last week. Today was the first Wonderful Wednesday at 9-9:40 a.m.; Preschool Principal's Breakfast is February 26 at 7:45 a.m., and March 3 is Read Across America Day.

5.a.6. Poquonock School
Discussion:
Mr. Panos reported that students who earned their PBIS incentives celebrated with Mismatch Day. In February they will celebrate Team USA; Family Bowling Night, in conjunction with Oliver Ellsworth, is February 28 at 6-8 p.m. Mr. Sullivan will be hosting Family Breakfast by grades, giving families the opportunity to meet and February 26 is for grade 1 families. February is the Go For The Gold reading program and March 13 is the next Clover/Poquonock PTO meeting.

5.b. Finance Committee's Recommendation Regarding the 2014-2015 Financial Plan (Anticipated Action)

Discussion:
Ms. Santos thanked the Finance Committee and the Board for their work on the budget.

Dr. Cooke reported the pension plan net savings will be substantial in the long run as it is moving from a defined benefit plan to a defined contribution plan and that it is a shift from the town to the Board. Also, they can't say for certain at this point that there won't be reductions in jobs, however, the vast majority will be through attrition.

Discussion ensued.

Motion Passed: Motion that the Board of Education accept the recommended budget of $65,220,673 passed with a motion by Mr. Ronald Eleveld and a second by Mr. Paul Panos.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Abstain

6. Superintendent's Report

Discussion:
Dr. Cooke reported that on February 27 he will host a community coffee chat at 6-7:30 p.m. at Get Baked Bakery next to the train station, where he will be available to meet the community and answer questions; the 8th Annual Older American's Month Breakfast will be May 2 at 9-10:30 a.m. at the Windsor High School Library; and there will be a College Savings & Financial Planning Workshop for parents of birth-18 on April 30 at 6-8:30 p.m. in the Windsor High School Auditorium.

6.a. Update on Potential Jack O'Brien Stadium Project

Discussion:

Mr. Sills reported that this is a town project, the school does not own the field and it is one part of a comprehensive town-wide plan to upgrade athletic and recreation fields throughout the town.

Mr. Risser gave a brief overview on the athletic field master plan, reporting the Town Council approved the master plan with the first phase sites being the Jack O'Brien stadium and the athletic fields at Oliver Ellsworth, and gave a brief overview of the plan for Jack O'Brien Stadium.

6.b. CT School Performance Reports Presentation

Discussion:
Ms. Butler gave brief overview of the results of Connecticut School Performance Results and how the results fall under Board of Education Indicator #1.

Building principals each gave a presentation on their respective schools.

Ms. Butler, Mr. Baird, Ms. Irby, Mr. Gagne and Ms. Dulz gave a presentation that offered data as to where students are performing under goal #4, Critical Thinking and Problem Solving.

6.c. Kelly Educational Staffing

Discussion:
Discussion took place regarding the proposed contract with Kelly Educational Staffing.

Motion Passed: Motion that the Board of Education terminates the contract with eSchool Solutions and contract with Kelly Educational Staffing beginning July 1, 2014 passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.d. Curriculum Development (1st Reading)

Discussion:
Ms. Fissel believes that in the Spanish 1 curriculum there is a reference to speed dating and believes another activity could be referenced, perhaps using the term interviewing as a language change.

Motion Passed: Motion that items 1, 2, 3, 4, and 6 be accepted on first reading passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.d.1. Advanced Mathematical Decision Making (AMDM)
6.d.2. Algebra 2, Part 1 and Part 2
6.d.3. Spanish 1, Middle and High School Level
6.d.4. Science Fiction and Fantasy Literature
6.d.5. African American Literature
6.d.6. Fashion and Clothing 1

Discussion:
Ms. Klase gave an introduction to the proposed curriculum for African American Literature, an elective English course; the Curriculum Committee received it on the first reading.

Ms. Butler and Mr. Gregory Panos presented the curriculum and answered questions from the Board.

Discussion ensued regarding possible reading sources and the interdisciplinary nature of the course.

Motion Passed: Motion to accept #5 on first reading passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Motion to extend the meeting 30 minutes made at 10:30 p.m. passed with a motion by Mr. Leonard Lockhart and a second by Ms. Melissa Rizzo Holmes.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.e. Policy Adoption (1st Reading)
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6.e.1. BL-9010 Limits of Authority, paragraph 1.E.
6.e.2. BL-9323 Construction of Agenda and Posting of Agenda
6.e.3. New P-5144.1 Physical Activity and Student Discipline
6.e.4. New P-6114.1 Fire Emergency (Drills)
6.e.5. New P-5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease

Discussion:
Mr. Panos presented policies BL-9010, BL-9323, P-5144.1, P-6114.1, and P-5141.25 for first reading

6.f. Policy Adoption (2nd Reading)
6.f.1. Proposed Updated P-1330 Use of School Facilities

6.f.2. Proposed Updated P-5131.911 Bullying Prevention and Intervention Policy

Motion Passed: Motion that the Board adopts updated Policy 1330, Use of School Facilities and Policy 5131.911, Bullying Prevention and Intervention passed with a motion by Mr. Paul Panos and a second by Mr. Richard O'Reilly.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Abstain

7. Committee Reports

7.a. Curriculum Committee

Discussion:
No report.

7.b. District Improvement Committee

Discussion:
Mr. Lockhart reported on the activities of the District Improvement Committee. Discussion ensued.

7.c. Finance Committee

Discussion:
Mr. Eleveld reported that the Finance Committee provided the budget this evening.

7.d. Policy Committee

Discussion:
Mr. Panos reported the Policy Committee will be reviewing and updating the policy regarding visitors to school and the promotion/retention policy.

7.e. Technology Committee

Discussion:
Mr. O'Reilly reported on Committee activities, including the meeting on February 6, the technology grant and deployment of devices, problems with PowerSchool notification system, efforts to access the extent of internet access by families at home, and digital citizenry.

8. Consent Agenda

Motion Passed: Motion to accept items 8.a Financial Report, 8.b Enrollment Report, 8.c Food Services Report--Dec, Jan, and 8.d Human Resources Report passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8.a. Financial Report
8.b. Enrollment Report
8.c. Food Service Report--Dec, Jan
8.d. Human Resources Report

9. Approval of Minutes
9.a. January 7, 2014 District Improvement Committee
9.b. January 14, 2014 Regular Meeting
9.c. January 16, 2014 Finance Committee
9.d. January 25, 2014 Public Forum and Finance Committee
9.e. January 27, 2014 Policy Committee
9.f. January 28, 2014 Public Forum and Finance Committee
9.g. February 3, 2014 Executive Committee

Motion Passed: Motion to accept the minutes as presented passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Leonard Lockhart.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

10. Other Matters/Announcements/Regular BOE Meetings
10.a. BOE Retreat, Saturday, March 8, 2014 at 8:00 AM, LPW, Board Room
10.b. Next BOE Regular Meeting is Tuesday, March 18, 2014 at 7:00 PM, Town Hall Council Chambers

Discussion:
Mr. Lockhart addressed safety in the weather.

Ms. Santos reported the Board of Education Retreat is Saturday, March 8, and the next Board of Education meeting is March 18.

Dr. Cooke, Mr. Eleveld and Ms. Santos will be meeting with PTOs or School Governance Councils to discuss the budget. The dates are:

March 5	Sage Park Middle School, 7 p.m.
March 13	Clover/Poquonock @ Poquonock, 6 p.m.
March 17	JFK PTO, 6:30 p.m.
March 20	Oliver Ellsworth, 6 p.m.
April 21	WHS School Governance Council, 7 p.m.

Ms. Santos advised that the Windsor High School Athletic Hall of Fame has selected the slate of inductees, and they will be announced and introduced on Friday, February 21 during half-time time at the boys basketball game, which is also Senior Night. The Induction Ceremony will occur on Saturday, November 1.

Ms. Santos announced that Windsor Public Schools are closed on Thursday.

11. Audience to Visitors

Discussion:
None.

12. Adjournment

Discussion:

Motion Passed: The meeting adjourned at 10:50 p.m. passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
Executive Committee Meeting
Monday, March 3, 2014 4:30 PM
L.P. Wilson Community Center, Superintendent's Conference Room

The following are the unapproved minutes of the March 3, 2014 Executive Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:
Ms. Darleen Klase
Ms. Cristina Santos

Absent Board Members:
Mr. Paul Panos

1. Call to Order

Discussion:
The meeting was called to order at 4:30 PM. Interim Superintendent Craig A. Cooke was also in attendance.

2. Set the agenda for the Regular Board Meeting on Tuesday, March 18, 2014

Discussion:
The committee established the agenda for the March 18, 2014 Board meeting.

3. Miscellaneous

4. Adjournment

Discussion:
The meeting was adjourned at 5:36 PM.

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting - BOE Retreat
Unapproved Minutes

Saturday, March 8, 2014 8:00 AM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the March 8, 2014 Special Meeting - BOE Retreat. Any additions or corrections will be made at a future meeting.

Attendance Taken at 8:00 AM:

Present Board Members:
Mr. Ronald Eleveld
Ms. Michaela Fissel
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The retreat was called to order at 8:00 AM by President Cristina Santos. Also in attendance were Interim Superintendent of Schools Craig Cooke, Assistant Superintendent for Instructional Services Mary Anne Butler, Interim Director of Pupil and Special Education Services Steve Carvalho, Interim Assistant Superintendent for Human Resources Mark Winzler, Director of Business Services Frank Williams and Curriculum Supervisor for Education Technology Doug Couture. All school principals were also in attendance: Russell Sills, Paul Cavaliere, Michelle Jones, Ronda Lezberg, Mary Kay Ravenola and R.J. Sullivan.

2. Board Orientation

Discussion:
President Santos provided opening comments. The first part of the retreat was devoted to the role of a Board of Education member presented by Attorney Tom Mooney from Shipman and Goodwin. The second part of the morning included an introduction by each Cabinet member and principal explaining their educational experiences, present position, and present responsibilities in the school district.

3. Adjournment

Discussion:
The retreat was adjourned at 12:30 PM.

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Melissa Rizzo Holmes, Secretary
Windsor Board of Education